



Teachers Registration Board

Application for 'Full Registration'

A Guide for Teachers

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This resource is a working document and will be revised in line with feedback during 2008.
For comments and feedback please email: trb.admin@education.tas.gov.au.

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1. Becoming a registered teacher in Tasmania

This information details the important process of gaining a recommendation for ‘full registration’¹ as a teacher in Tasmania. The recommendation for full registration is based on evidence of teaching competence from daily teaching, evaluated by a panel of teaching colleagues. Gaining full registration is an important stage in a teacher’s career. It indicates that all the required standards of professional practice as a teacher in Tasmania have been met.

There are two categories of registration issued to teachers; provisional registration and full registration. When the requirements for registration in Tasmania have been met, provisional registration is granted for a period before transition to full registration.

To move from provisional registration to full registration teachers are required to show:

- that their teaching practice meets the Competence Standard
- competent teaching in Tasmanian schools for at least one full-time equivalent year of teaching (185 FTE days), over the last five years.
- that they meet the requirements for a good character check as determined by the Board
- that they have met any additional conditions which might have been attached to their provisional registration, for example for proof of English language proficiency or the need to upgrade qualifications.

This information assists eligible teachers who wish to change registration from provisional registration to full registration in putting together an application and outlines the support available. The decision to proceed to full registration rests with the teacher.

For information on the role of the principal, the colleague teacher or assessors in supporting teachers towards gaining full registration, please refer to the Teachers Registration Board website www.trb.tas.gov.au

All assessment and recommendations for full registration are completed within the school and information on how applications will be assessed is available on the website. Assessment information that will be helpful includes *Key Questions* and an *Assessment Rubric*.

2. The Competence Professional Teaching Standard

Teachers with provisional registration will use a professional teaching standard to demonstrate their competent teaching practice to gain full registration. Professional teaching standards ‘map the territory’ of a particular area, describing explicitly what competent practitioners know, value and do.

With a strong emphasis on underpinning pedagogy, current educational beliefs and practices, and relevant policies and guidelines, standards describe competent teaching ‘at that time’.

The format of teaching standards

¹ Until the *Teachers Registration Act 2000* is amended the correct terminology is ‘provisional registration’ and ‘registration’. For clarity this document refers to ‘provisional registration’ and ‘full registration’ as the two categories of registration.

Unit Title
Describes the general area of competence
Elements of Competence
Describe in terms of output what a person working in a particular job is expected to do
Indicators of Practice
Detail the required level of skill – each element usually has between three and six indicators

Competence Professional Teaching Standard and Glossary

Teachers and educators from the Government, Catholic and Independent school sectors collaboratively developed the Competence Standard as part of the *Tasmanian Professional Teaching Standards Framework*. In 2006 the Tasmanian education community endorsed this standard as appropriate for all Tasmanian teachers.

The Competence Standard consists of four units of competence:

Professional Knowledge	A	Competent teachers demonstrate current professional knowledge and understanding in teaching practice
Professional Relationships	B	Competent teachers develop effective professional relationships with students, the school and the wider communities
Professional Practice	C	Competent teachers assess, plan and teach for the learning needs of all students
	D	Competent teachers create and maintain a safe, inclusive and supportive learning environment
Professional Values- dignity, respect, integrity, empathy, justice ...		

There is a Glossary that explains key terms italicised in the standard.

Complete versions of the Competence Standard and Glossary are available on the website at www.trb.tas.gov.au

3. Gaining 'full registration'

There is no rush to move from provisional registration to full registration. You can hold provisional registration for three years with the possibility of a fourth year in the first instance. The cycle can then be repeated.

Your first priority is to establish yourself in your role as a teacher: planning, organising, developing relationships and networks, establishing a supportive environment and independent practice. Your focus should be on consolidating your teaching and undertaking professional learning.

To gain full registration, teachers must demonstrate that their teaching practice meets the Competence Standard by presenting evidence of their current teaching competence. In order to do this it is helpful if you have a mentor or a colleague teacher to support you in gathering this evidence. Many schools have an induction process for new teachers and appoint a mentor to support teachers in their early days of teaching.

Relief teachers, teachers with short-term appointments or teachers who work in settings other than registered schools in Tasmania need to check the requirements for registration either by contacting the TRB or through *Frequently Asked Questions* (see the website).

The decision to apply to change your category of registration rests with you. When you feel ready, follow these steps:

1. **Discuss commencing the process with your Principal**
2. **Identify a registered colleague teacher to support**
3. **Conduct a Self Audit.** Use the template included in this guide or download from the website.
 - relate the Competence Standard to your teaching
 - affirm strengths and identify areas for improvement
 - identify professional learning goals
 - focus discussion with a colleague teacher or the principal.

4. **Attend a TRB preparation session.**

This session helps you to develop an understanding of the application process and the Competence Standard. It provides help in planning to gather evidence and preparing an application.

See the TRB website for locations, dates and times of these. Where

Please note: If you are unable to or choose not to attend a TRB preparation session, your application with your evidence must be submitted to the TRB who will contact the school to negotiate the assessment process.

5. **Gather evidence:**

- begin your Record of Professional Learning
- arrange for a colleague teacher to observe your teaching and provide feedback
- begin to collect evidence from a unit of work you are currently planning and teaching.

The best way is to gather evidence as it occurs naturally in your daily teaching; that means retaining normal working documents. This should be seen not as an additional activity, but rather a collection arising from daily practice over time.

6. **Organise your evidence.**

Discuss your evidence with your colleague teacher. If you feel that it clearly demonstrates your teaching competence, seek your Principal's Endorsement (see TRB website for the form). Include the completed Principal's Endorsement form and a copy of the Registration Recommendation form.

7. **Submit your evidence for assessment.**

Your principal will nominate three teaching colleagues to evaluate your evidence and provide a recommendation for registration.

8. Receive the assessment decision:

There will be one of two outcomes:

Registration recommended – when your competence is satisfactorily demonstrated, full registration is recommended and the assessors sign the *Registration Recommendation* form and return this to you with your evidence. You should also receive feedback affirming your competence.

OR

Provisional registration continued – if the assessors decide more work is needed, you receive written feedback indicating areas for improvement and should develop an action plan for working towards meeting the standard.

Any credit gained for individual units can be carried for up to two years, so keep documentation as you will need to provide evidence of this credit to the next panel.

9. Forward application to the TRB.

When 'registration' is recommended and the *Registration Recommendation* form has been signed, forward it, with your application, to the TRB. Your application should include:

- *Application to change from 'Provisional Registration' to 'Registration'*
- *Registration Recommendation* – original
- *Principal's Endorsement* – original
- Application fee

All forms can be downloaded from the TRB website. Applications cannot be processed if documents are missing.

10. Retain documentation.

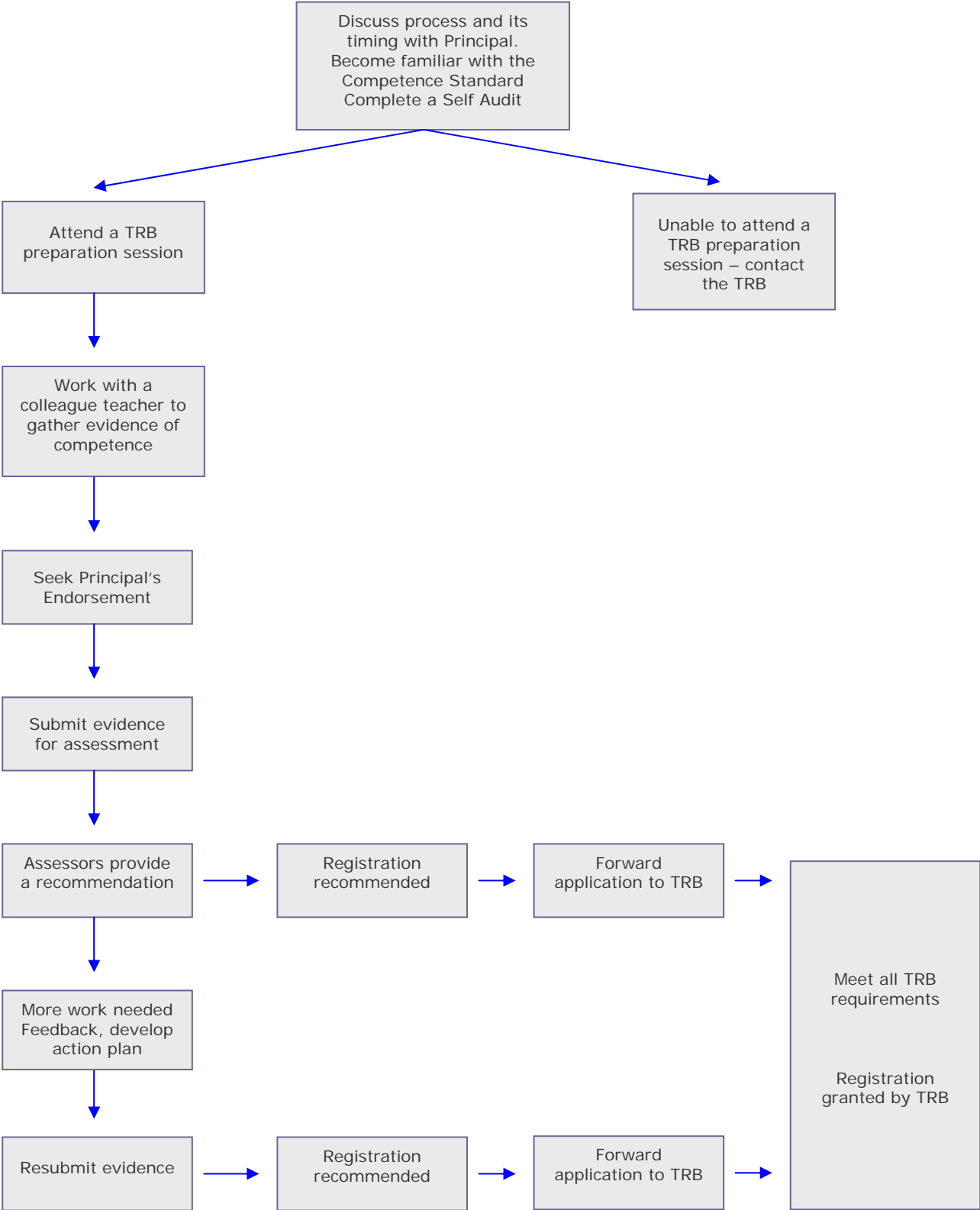
You must keep all evidence and other relevant documentation for at least six months from the date of your assessment.

11. Registration granted.

You receive formal notification of registration from the TRB once all registration criteria have been met. Your entry on the register reflects your change of status and you receive your *Registration Certificate*.

You have a right to appeal against any decision made by your assessors if you believe that the process was invalid, unfair or inappropriate. The *Appeal Process* and *Application for Appeal* are on the TRB website.

Teacher's role (key points)



Timeframe for gaining full registration

In consultation with your school, you decide when you are ready to make a start. Remember you have provisional registration for an initial 3 years, with the option to extend to a fourth. An approach to working towards gaining full registration might be:

Term 1
<ul style="list-style-type: none">• As a teacher with provisional registration you receive your package from TRB, including information on the registration process.• Develop an understanding of the requirements of the teacher's role in relation to the students, school and the wider community.• Participate in school induction processes and get to know your colleague teacher.• Establish routines and professional relationships.• Consolidate teaching and develop an understanding of the current curriculum.• Plan and assess collaboratively, gain feedback, team teach if possible, visit other classrooms.• Establish a list of professional activities undertaken, including discussions, professional learning, reading etc.
Term 2
<ul style="list-style-type: none">• Attend a TRB preparation session that gives details of the process. Resources and support are provided.• Collaboratively reflect on teaching practice, using the Competence Standard to identify strengths and prioritise professional learning goals.• Undertake appropriate professional learning; list your reflections.• Undertake the observation assessment activities.
Term 3
<ul style="list-style-type: none">• Continue teaching observations and discussions.• Engage in and reflect on professional learning.• Collect evidence of planning, teaching and assessing a unit of work as it proceeds.• Organise your evidence and discuss your application with your colleague teacher.• Seek the Principal's Endorsement for the application.• Present the application for assessment.• Receive feedback and confirmation of recommendation for full registration.• Identify professional learning goals for the next term.

Documents you need to complete your application

All forms are available on the on TRB website: www.trb.tas.gov.au

For preparing your application you need:

- A full copy of the Competence Standard and supporting Glossary from the website
- Self Audit against the Competence Standard
- Record of Observation templates
- Record of Professional Learning. Use the template supplied or one developed by your school.

In submitting your application you must use:

- Application to Change from Provisional Registration to 'Registration'
- Registration Recommendation
- Principal's Endorsement.

Additional support resources are available at the Preparation Session

4. Demonstrating teaching competence

Identifying and collecting evidence

You should collect evidence from recent teaching (within the last three terms).

This might include, but is not limited to, such items as:

- planning documents
- evaluations and explanatory notes.
- long and short -term activities that have been planned and structured to provide meaningful learning
- activities that are related to goals
- resources appropriate for the level of development of students and designed to engage students
- examples of a range of assessment strategies, both formal and informal
- video/audio tapes
- exemplars of work (yours or your students)
- case studies
- reports
- records of development
- records of professional learning and reflections
- observations of teaching practice
- evidence of feedback (to students and to you as the teacher).

It is important to maintain a 'whole picture' view of the elements to be demonstrated. You will find that one piece of evidence, such as documentation relating to a unit of work, can demonstrate your competence across a number of elements. You don't have to match a separate piece of evidence to every element of competence, but you do have to ensure that each element is clearly demonstrated.

Look for opportunities to gather evidence as part of your everyday activity, rather than always making it a separate task.

Previous experience suggests that it can be extremely helpful if gathering evidence is done in a collegial way - working with a mentor, a partner or as part of a team. Building meaning around the standard, sorting out what counts as evidence and finding ways to organise it become more manageable when you are in a position to work with professional colleagues.

Remember, there is no 'correct amount' of evidence.

To be recommended for full registration you must be assessed as competent in *all* the units of the Competence Standard.

Evidence to demonstrate teaching competence

The aim is to produce evidence of competent teaching in the most efficient and valid way; evidence of real teaching performance – what actually happens in everyday practice.

Three assessment activities have been designed to support teachers in producing evidence to demonstrate their competence.

When teaching performance is at the required standard, these activities will produce evidence for all units of the Competence Standard.

Evidences required:

Evidence 1: Documentation of a unit of work that has been planned and taught by the applicant

The documentation of a unit of work from a competent teacher provides major evidence of the teacher's ability to assess, plan and teach at the level of competence described in the standard. It should demonstrate your competence in all elements.

Evidence	Provides evidence against these elements
Documentation of a unit of work	A1 A2 A3 A5 A6 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3 D4 D5

To ensure that it is current, the unit of work must have been planned and taught in the previous three terms of teaching and should provide evidence of your ability to manage all facets of the teaching and learning cycle:

- planning (A1-3, C2, D1, D3-5)
- implementing the teaching plan, including strategies and resources (A6, B2-4, C3, D1-5)
- monitoring the progress and giving explicit feedback (C1, D2)
- assessing learning (C1)
- reflecting, reviewing and evaluating effectiveness (A3, A5)
- reporting progress to relevant stakeholders (C4).

Collaborative planning is to be encouraged, but if the unit is collaboratively planned, the contribution of the applicant should be endorsed in writing by other teachers involved.

Evidence collected will come from teaching practice, collected as the sequence of teaching and learning unfolds; real working documents provide the most valid evidence.

For further details and a clear understanding of expectations for assessing, planning and teaching at a competent level read the *Indicators of Practice* in the Competence Standard. A set of *Key Questions* and an *Assessment Rubric* assist assessors to decide if the evidence meets the Competence Standard. These can be accessed on the TRB website.

Evidence 2: Observations of teaching, feedback and teacher reflection

Feedback on teaching practice is important to most teachers and research indicates that it is particularly important in the early years of a teacher's career.

Three separate observations of your teaching practice should be completed by a registered colleague teacher, preferably over three terms. As well as providing evidence of competence for registration, the feedback will support continual improvement.

The observations should be made in a non-threatening environment, and the observer needs some prior knowledge of the lessons or activities. There are templates provided to guide the observations.

The teaching observations, feedback and reflections will produce evidence that demonstrates competence as follows:

Evidence	Provides evidence against these elements
Teaching observations	A1 A2 A3 A5 A6 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3 D4 D5

Observations

Teaching practice and classroom management

This observation focuses on recording aspects of teaching practice, such as classroom and student management, as well as communication and interpersonal relationships (A6, B1-4, D1-5). Focus questions guide this observation. The colleague teacher is encouraged to use the standard to give feedback, affirm strengths and focus on areas for improvement.

Areas for improvement

The second observation builds on a Self Audit of teaching practice using the standard and follow the observation of classroom management. The focus is on areas for improvement identified by you and your colleague teacher. Again, feedback from a colleague teacher is important in continuing to develop skills. This aligns to Element A5.

Teamwork

This observation provides feedback on your ability to work as a member of a team. Focus questions guide this observation (B4).

Teacher reflection

Following each observation and discussion with your colleague teacher, you need to reflect on your teaching performance and the feedback you have received to identify future action (A5).

The following questions may support teacher reflection, although others more appropriate to the context or goals can be used:

- Were my objectives met? How do I know?
- Did my students learn what I intended?
- Did I alter my objectives or plan as I taught the lesson? Why?
- To what extent were my students productively engaged?
- If I had the opportunity to teach this lesson again, what would I do differently? Why?

- Was I satisfied with my planning, selection of resources and strategies?
- Is there any immediate action to follow up?
- What have I learnt about the class, the individual students or teaching strategies?

If there is no appropriate registered teaching colleague available to provide observations for you, please contact the TRB.

Evidence 3: Record of professional learning and reflections

Competent teachers need to maintain current knowledge and critically reflect on their teaching (A4-5). By accepting responsibility for improving your own professional practice and knowledge and undertaking appropriate professional learning to expand your knowledge and skills, you continue to grow as a professional.

A Self Audit of your teaching practice against the Competence Standard affirms your strengths, as well as helps to identify areas for improvement and ongoing professional learning. A professional learning plan, preferably developed with your colleague teacher, will address individual goals and school and system requirements.

You need to maintain a record of your professional learning that demonstrates:

- commitment to ongoing professional learning
- evidence of reviewing your learning to improve your teaching and to inform future professional learning plans
- a systematic approach to your learning
- purposeful and targeted professional learning
- professional learning linked to the standard.

Professional learning is broadly described and may include workshops, professional discussions and reading, team teaching, active participation in professional associations, collaborative planning and assessment, case studies, observations of colleagues' practice and educational research, as well as participation in more formal sessions and discussions.

Your reflections should show evidence of your ability to transfer knowledge and skills to your teaching practice and an awareness of the need to continue to develop and expand professional knowledge and keep up with current practices.

The record and reflections will produce evidence that demonstrates competence as follows:

Evidence	Provides evidence against these elements
A record of professional learning and reflections	A4 A5 This may provide additional evidence for other units.

Additional evidence to strengthen a claim of teaching competence might be a copy of your Self Audit and/or your professional learning plan.

Principal's Endorsement

Download the Principal's Endorsement form from the website and make sure it is signed and included with your evidence. It provides support and backup evidence of your readiness to submit an application as a competent teacher and that you have attended a TRB Preparation session.

This endorsement verifies that the work submitted for assessment is typical of your practice, rather than a one-off 'snapshot' performance. It confirms that, in the opinion of the principal, you have fulfilled all professional legal and ethical obligations and satisfied expectations of professional behaviour.

You need to be quite clear about your obligations as a teacher and familiar with Element A6:

Know, understand and adhere to legal and ethical obligations and be aware of the nature of professional behaviour.

This means being reasonably familiar with the TRB's *Code of Professional Ethics for the Teaching Profession in Tasmania* (see website www.trb.tas.gov.au) and the nature of the major legislation, system policies, protocols and guidelines affecting teachers' work.

The *Indicators of Practice* in the Competence Standard and the Glossary give more details about this important element.

Evidence checklist

The following key points help to ensure that you have fulfilled the requirements for assessment. It may be useful to use this checklist initially, as well as a final check before presenting your evidence for assessment.

Is your evidence valid?

Your evidence must relate clearly to the professional teaching standard and demonstrate the particular element. For example, if the element states 'use the resource', your evidence must show you are *using* it in your teaching. Read each element carefully to ensure that you are providing what is asked for.

Is your evidence authentic?

The assessors need verification that the evidence you present is your work or relates to your work. Collaborative activities need to have your contribution clearly described and signed by the other teachers involved.

Contact details from colleagues, not known to the assessors, who have provided observations are required. This is rarely an issue if you have a school-based assessment.

Is your evidence current?

In most cases evidence should be drawn from the previous three terms to be considered current.

Do you have sufficient evidence?

Is there adequate evidence to justify the claims that you are making? Check the *Key Questions* to make sure. Evidence should be gathered over time to justify your claim adequately.

Presenting evidence

There is no particular way of organising your evidence. It is your choice, but it is worth giving some thought to deciding what works best for you. Remember, working documents are best and the assessors do not assess presentation of evidence. However, when you begin to collate your evidence you do need to consider how the assessors will make sense of the evidence you have presented.

Credit for units

An initial application to change category of registration must provide evidence for all units of the Competence Standard. Where registration is not recommended, any completed units can be carried forward to a subsequent application for up to two years. After a two year period evidence ceases to be current.

5. Rights and Responsibilities

All parties in the assessment process have rights and responsibilities.

The TRB grants registration and has the responsibility to ensure that an equitable and supported assessment process is provided.

It is your responsibility to become familiar with the professional teaching standard, identify a colleague teacher with the support of your school, identify, gather and present evidence to the assessors providing clear links with the elements of competence.

It is the responsibility of the TRB to ensure that a quality assured assessment system is in place. Through support to assessors, we make the assessment fair, valid, reliable, and objective. We aim for a flexible approach and encourage a non-threatening environment for participants.

The assessors and the TRB treat information relating to teachers and their evidence with sensitivity and in confidence.

A number of additional quality assurance measures are in place to protect teachers' and assessors' interests, including a moderation process, *Appeal Process* and external quality auditing of assessments.

6. Where to get help

The TRB aims to provide a supported process for eligible teachers who wish to apply for full registration.

The preparation session establishes networks of teachers applying to change category of registration and outlines the ways in which the TRB can assist you. There are detailed resources and information available to get you started on your application.

For details of TRB preparation sessions see the website calendar. These sessions will help you to:

- confirm if you are ready to begin the process of applying for full registration
- clarify the requirements and the process
- interpret the professional teaching standards
- identify appropriate evidence and plan for gathering evidence
- map and present your evidence.

A school based mentor, colleague teacher or supervisor is best placed to provide support in gathering and presenting evidence and in most instances can be called on to provide advice and feedback during the process. However if you are not able to access support from your school the TRB will assist in planning alternative support.

The TRB operates a help line by phone or email. Contact the Principal Project Officer:
Phone 03 6233 5992 or email trb.admin@education.tas.gov.au

Appendix

Included in this section

Self Audit against the Competence Standard

Records of Observation

- Teaching Practice and Classroom Management
- Areas for Improvement
- Teamwork

Record of Professional Learning and Reflection

On the website

The following items can be downloaded from www.trb.tas.gov.au

Competence Professional Teaching Standard and Glossary

Assessment Activities : Key Questions

Principal's Endorsement

Registration Recommendation

Application to Change from 'Provisional Registration' to 'Registration'

Appeal Process and Application for Appeal

Requirements for Registration

Calendar of Information and Preparation Sessions

Frequently Asked Questions

Self Audit against the Competence Standard

This tool will begin your engagement with the Competence Standard relating it to your teaching practice. It will help affirm your strengths and identify areas for improvement. The *Indicators of Practice* in the Competence Standard give you more details about each element.

Element	Need	—————▶	Strength
A. Competent teachers demonstrate current professional knowledge and understanding in teaching practice.			
A.1 demonstrate knowledge of how students learn	1	2	3 4 5
A.2 know the critical content, knowledge, key concepts and essential understandings of the subject	1	2	3 4 5
A.3 know how to design engaging learning sequences and the processes and skills required to teach them	1	2	3 4 5
A.4 engage in systematic professional learning to extend skills and capacities	1	2	3 4 5
A.5 reflect on and evaluate teaching practice to continually improve	1	2	3 4 5
A.6 know, understand and adhere to legal and ethical obligations and be aware of the nature of professional behaviour	1	2	3 4 5
Element	Need	—————▶	Strength
B. Competent teachers develop effective professional relationships with students, and the school and wider communities.			
B.1 make deliberate efforts to strengthen professional teacher-student relationships	1	2	3 4 5
B.2 explicitly teach the skills for developing social competence to promote positive relationships	1	2	3 4 5
B.3 communicate effectively with all stakeholders	1	2	3 4 5
B.4 work collaboratively to set and achieve common goals	1	2	3 4 5
Element	Need	—————▶	Strength
C. Competent teachers assess, plan and teach for the learning needs of all students			
C.1 use fair, valid and reliable assessment strategies to inform teaching and learning	1	2	3 4 5

C.2 plan concept-based teaching for deep understanding and transfer of learning	1	2	3	4	5
C.3 use a range of appropriate teaching and learning strategies, materials and resources	1	2	3	4	5
C.4 report student progress to key stakeholders	1	2	3	4	5
Element	Need	—————▶			Strength
D. Create and maintain a safe, inclusive and supportive learning environment.					
D.1 operate in an equitable manner	1	2	3	4	5
D.2 establish a collaborative and cooperative learning culture	1	2	3	4	5
D.3 intentionally develop positive relationships with key stakeholders	1	2	3	4	5
D.4 establish and maintain a safe, positive and supportive physical environment	1	2	3	4	5
D.5 use strategies to support positive behaviour and build resilience in students	1	2	3	4	5

Look back over your Self Audit to identify your main strengths and areas in which you need to improve. The Glossary will support you in clarifying the meaning of any italicised words in the standard.

Areas of strength:

Areas for development:

Indicate how you might address identified learning needs (for example, identifying and working with a colleague teacher, undertaking professional reading, participating in specific professional learning session, action research etc).

Record of Observation Teaching Practice and Classroom Management

<p>Name of teacher</p>	
<p>Date of observation, name and TRB number of observer</p>	
<p>Context of the observation</p>	
<p>Key points for observation</p>	<ul style="list-style-type: none"> • Is language use appropriate and inclusive with learning accessible to all students? • Are instructions and expectations clear? • Does discussion and questioning draw out understanding and guide the exploration of ideas? • Is feedback to students prompt and constructive? • Are student efforts and contributions valued and encouraged? • Are students engaged and actively participating in the learning activities? • Is there a safe and stimulating physical environment with all resources easily accessible? • Are there opportunities provided to develop skills and practices? • Are behaviour expectations clear, consistent and followed through? • Was the teacher prepared and were the learning environment and resources organised? • Does the teacher demonstrate flexibility and an ability to respond to changes of routine?
<p>Observation notes</p>	

Observation notes continued for Assessment Activity 2 – Record of Observation – Teaching Practice and Classroom Management

Discussion and feedback

Signature of observer

Teacher reflection: Teaching Practice and Classroom Management

Record of Observation – Areas for improvement

Name of teacher	
Date of observation, name and TRB number of observer	
Context of the observation	
Targeted Unit/Element from the Competence Standard	
Observation notes	

Observation notes. Record of Observation – Areas for improvement

Discussion and feedback

Signature of observer

Teacher reflection: Areas for improvement

Record of Observation – Teamwork

<p>Name of teacher</p>	
<p>Name and TRB number of observer</p>	
<p>Date and context of the observation</p>	
<p>Key points Does the teacher:</p>	<ul style="list-style-type: none"> • cooperate and collaborate with others as part of a team/partnership to set and achieve goals? • work with others for the collective benefit, in times of both need and celebration? • empathise with others' viewpoints and positions, recognising and supporting their roles, rights and responsibilities? • acknowledge and draw on others' expertise? • give and receive constructive feedback, responding appropriately? • share knowledge, ideas and expertise and resources to benefit student learning? • establish respectful, timely, effective communication processes with language use and methods appropriate to the audience? • use negotiation and conflict resolution skills, including commitment to problem solving, accepting and getting along with people who are different, being assertive, responding to pressure appropriately and taking responsibility for the teacher's own behaviour?

Observation notes. Record of Observation – Teamwork

Discussion and feedback

Signature of observer

Teacher reflection: Record of Observation – Teamwork

Evidence 3: Record of Professional Learning

List professional learning activities undertaken	Date	Nature of activity e.g. external, collaboration with other teachers	Related Standard or Element

Evidence 3: Reflection on Professional Learning

Select three learning experiences and reflect on their impact on your teaching practice

Activity	Reflection on professional learning