

Experienced Provisionally Registered Teacher PRT Differentiated pathway to Full Registration Professional Learning Journal (PLJ) Template

Teachers
Registration Board
Tasmania

Record of Professional Learning and Development – Professional Learning Journal (PLJ) Template

This is a record of your reflections on the Professional Learning activity you and your Principal/Delegate selected when completing your evidence matrix. As you know this is to include a reflection on how you applied what you learned in your work at the School and the positive impact of that implementation on relevant Student Outcomes.

Certificates are NOT required and are insufficient on their own.

NOTE: 1) To enter your name and TRB number in the header, double click in that area. 2) The fields in the table on the next page will expand as you type into them.

Brief description of: Activity undertaken & who provided (please note date/s of activity) and your Application of learnings	Related Standards or Descriptors at the Proficient stage	Self-reflection & Annotation (How has this activity affected your ability to demonstrate this in your everyday teaching?) The annotation needs to be more than a claim for proficiency in a focus area, it needs to be supported by evidence and explicitly linked to all aspects of the proficient stage standard descriptor/s claimed.
<p>(e.g. Mentor activity with experienced colleague comprising 4 classroom visits and dedicated time for professional discussion. Term 1 2018. Following each discussion, I adjusted my classroom management, verbal and written interactions with whole class, small group and individual students, increased timely and relevant feedback and re-developed individual goals with students based on data collected.)</p>	<p>(e.g. 4.1 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.) It is recommended that you look to evidence not more than 2 standard descriptors.</p>	<p>(e.g. I established clear routines and guidelines for Grade 8 (see Ev 2) so that all students could participate effectively. I set up mixed ability groupings and clarified guidelines for group work (including clear instructions about role-taking and interaction between group members) so that all students could be involved. Susie told me this was the first time she had felt safe to express her ideas. I became better at acknowledging and valuing each student response and providing opportunities in line with each student's learning goals. Bill's father told me that my coloured cups strategy, 'fairness' and prompt management of 'time-wasters' meant classroom discussion enabled all to be included and Bill felt keen to contribute and get involved.)</p> <p>Ensure you fully annotate – including impact on outcomes (student or colleague, as relevant to the descriptor) and how you know.</p>
Actual template for completion – see next page		

