

## Workplace Panel Feedback Tool (FOR PANEL USE ONLY- NOT MANDATORY)

Australian Professional Standards for Teachers					
		Type of Evidence	✓/x/?	Comment	
P r o f e s s i o n a l  K n o w l e d g e	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.			

	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.				

Australian Professional Standards for Teachers

		Type of Evidence	√/x/? *	Comment
P r o f e s s i o n a l  P r a c t i c e	3	Plan for and implement effective teaching and learning		
	3.1	Set explicit, challenging and achievable learning goals for all students.		
	3.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.		
	3.3	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.		
	3.4	Select and/or create and use a range of resources, including ICT, to engage students in their learning.		
	3.5	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.		
	3.6	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.		
	3.7	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.		

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' well-being 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.			

Australian Professional Standards for Teachers

		Type of Evidence	✓/x/? *	Comment
P r o f e s s i o n a l  P r A c t i c e	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.		

P r o f e s s i o n a l  E n g a g e m e n t	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.		
	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.		

**\*NB:**

- ✓ = annotation and evidence satisfactory to support claim to proficiency for this descriptor
- X = annotation and evidence NOT satisfactory/NOT evident to support claim to proficiency for this descriptor
- ? = annotation and/or evidence incomplete/partially satisfactory to support claim to proficiency for this descriptor

## Workplace Panel Feedback Tool (FOR PANEL USE ONLY- NOT MANDATORY)

Feedback on Audit from Workplace/Assessment Panel for: \_\_\_\_\_ Dated: \_\_\_\_\_

**General comments:**

**Meets requirements?** YES / NOT YET (Delete One)

**Action Required:**

*(e.g. Re-submission of those elements not yet at the required standard following some revision to ensure the remaining Standard Descriptors are accounted for. The re-submission is to be checked by your P-f M and then provided to your Panel Chair by the negotiated deadline of : \_\_\_\_\_.)*

Specific aspects requiring attention:

Classroom Observations	
Evidence from teaching:	
Specific Standards/ Descriptors not accounted for:	
Annotation:	
Organisation:	

**NOTE:** it is not a requirement that this tool is used by Panels. It is provided to assist them in preparing their Panel Report/Recommendation for the applicant. *This document is fully editable.*