

Examples of Supporting Evidence

Below are examples of supporting evidence that could be part of the Inquiry Plan undertaken by a PRT. The purpose of these examples is to highlight to PRTs, Mentors and the Workplace Panel that the supporting evidence and annotations do not need to be extensive. Specifically:

- One comprehensive piece of evidence can be more beneficial than several pieces of evidence (for example, the documents for an excursion could include the school risk assessment, the planning documents, the permissions from parents, the student feedback, etc could form one very valuable piece of evidence).
- Content within the Inquiry Plan should form the majority of your evidence. However, additional supporting
 evidence can also be included where PRTs feel they cannot show sufficient proficiency against the
 Standards.
- If the evidence doesn't make clear links to the APST, **brief annotations** may be included to explain the connection.



Supporting Evidence Example 1

Appendix 1

Below is a picture of a tally of each child's healthy food intake I created for week 1. Note: 'Abs' means absent that day. As you can see it's almost 50/50 with the amount of children bringing healthy foods across the week compared to those that did not.

Date: Werk	1 16-7	18 - 19 -		nchbox Nuti	rition Checkli	st
Child's Name	Monday	Monday Vegetable	Tuesday	Tuesday Vegetable	Thursday Fruit	Thursday Vegetable
The same of	/	1	/	1	apple	1
	Abser	1+-				
	Hoda	started	-			-
	Banana	1	BANANA	1	Bavana	/
	Baraiki	1	Barana	1	Abs	Alos
	Banana	1	1	1	Abs	Alos
	Mandarin	1	Barana	1	Abs	Alos
	Marchin	cocumber	Nonlain	1	stanternes Number	1
200	Absert					
	Absent	A SHOP AND				-
	1	1	Mardain	1	1	1
200	1	1	1	1	elandarin apple	1
	Mondarin	1	Banana	1	Mandain	1
	minhamon	1	Mandary	1	peaches	1
	Abs	Abs	apple	1	1	1
	1	1	wardin	1	1	1
	Barana	1	Bunava	1	1	1
	Benera	1	1	1	mandari	0 1
	1	1	1	1	Abs	Abs
	solermelon	i unbei	apple	1	modernos st	on, have periods
	iakvinuloa apple	1	APPLE	1	orang	

Appendix 2

To the right is a picture of a document I kept of family communication since beginning my inquiry topic. There is 4 different conversations I've had with 4 different families regarding healthy eating which were all initiated by the families. This was a result of the family survey with the jars and table tennis balls as well as the posters and certificates the children took home.

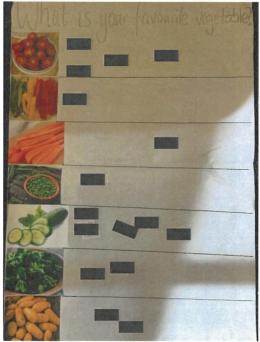
	Monday		Tuesday	Tuesday		Thursday /egetable
Child's Name	Fruit	Vegetable	Fruit	Vegetable	Fruit 1	egetable
	appe	11	1	Ació	pix	Aos
	Alos	Phos .	Acis.		moderna	1
	douberies.	chepy	Shaubatas	relary	apple	1
		1		1	banana	1
	binana		bossek x 5	1	Aus	ph5
	April.	Alex	Plos apply	Abs		CANYOT
	Flers Shauberiai	ruccabor	Washelin.	-	Ska-lonia:	1
	sirculateras arterallassa		siderarda.	wanter	GANDERSON SHAWDERIES	1
	Plos	Abs	As	465	Abs	Abs
100	Alex .	Alos	1	1	Bagana,	1
	Alos	Alas	appe peut	1	watermaker,	1
	hongen,	1	baugua	1	apple	1
	STEWNERS,	untain /	B:5	Alos	Abs	Aos
	egge	1	apple	1	banana	1
	1	1	1	1	apple	1
	benaun	1	banava	1	benana	1
	Histories	1	Showbeitus	1	Staubernes	1
	banana	1	bimana	1	banana	1
		country,	waternder	1	Watermalo	1
	reple	1	age	1	apple	Casio

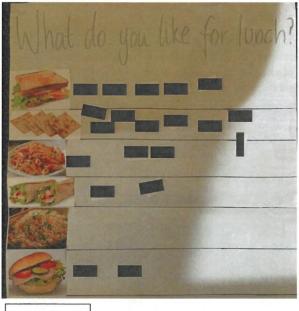
Above is a tally of week 5, at the completion of the majority of the inquiry topic. You can see even more healthy foods noted down in comparison with week 1. You can also site which children have increased healthy intake and the children who have not were similar in week 1, so no child has brought less after my inquiry topic was implemented.

Date: 23 rd July-	- 6 th August 201	
	- riogost 20.	
Child's Name	Date	Notes
A 100		
TO SERVICE STATE OF THE PERSON NAMED IN COLUMN TWO IN COLU		
	70100	
0.00		
1	100	
		H-Date of the Control
53.50		
200		
	31-7-18	soid loves breccoli and also brinsel som
	21-1-14	said loves braccoli and also brussel spro brother preferres has a diem entiring trees.
	-	
		Today said all all all all
	24-7-18	perfect seg the is specified with what the arm great for shall be included from the region of the contract to the contract of
	14-8-18	has come health a few times.
37.01		
500	14-8-18	told me said his buckbox was not
	14-0 10	headly energh. I explained what we've been talking about at briefly and that he hadnot yet gother certificate favoured and that pedanting viry in think
		about at linely and that he hadn't get goten
		100 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1



Above is a photo of the table tennis balls and jars I used along with pictures of fruits that week and the question "what is your child's favourite fruit?" The paper stuck to the blackboard with the question is written in other relevant languages for several non-English speaking families. As you can see there are a few balls placed in each jar, it was a slow start to the experiment however there was participation from families which was a good start. When prompted each family was able to understand instructions based on the pictures and place a ball in a jar quite





Appendix 4

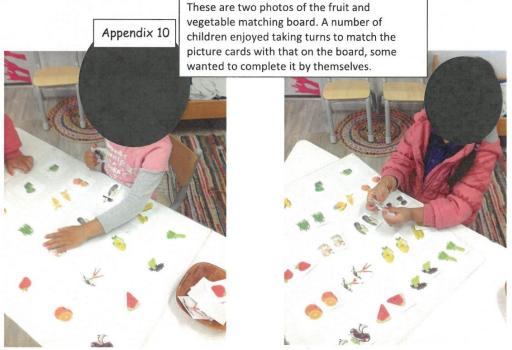
Above are photos of the picture graphs the children and I made. The children were able to confidently come up to the front of the group and identify their favourite healthy food item by placing their name next to it. They were able to recall what they have had before and what they think of the taste in order to choose their favourite.

Appendix 9

This is a photo of the Aboriginal exploration area. Several children seemed to enjoy sitting and engaging in solitary exploration and discovery. They showed dispositions for learning including enthusiasm, curiosity and imagination as they participated in inquiry based learning. Their understanding of the world in which they live is being broadened as they explore culture, discover connections amongst different people, and demonstrate increasing knowledge and respect for natural materials.







Supporting Evidence Example 2

A series of classroom lesson plans demonstrating connections to the APST standards.



EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Working document
descriptor 2.2,2.5

TERM: 3	READING	WEEK:6 Aug 20	ıq 20 - 24		
WHOLE	SHARED READING: Focu	ıs letter - u. I noticed the	it many		
CLASS	students confuse the sou u. For this reason, we w				
LESSON	FOCUS: Information text	t - table of contents, type	s of pictures, gathering fo	acts from information.	
				NO BEARS	Goodnight Mice
GROUP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Preps	Phonetics - focus on U.	Focus word - said.	FIRE ED	High Frequency Word	Alphabet / sounds activity.
Level 3	Which pictures begin with U?	Decorate, spell, cut up		Search - I, can, went, to, the.	Ordering the alphabet puzzle.
Ben		and put back together.			
Ash		This group consistently show hesitation when			
Kim	Early Finishers - Make	reading said.			
Lily	an umbrella.				
Preps	Focus word - look. Match words using	Paste sentence on top of scribed sentence	FIRE ED	Sequence the sentence.	Make new sentences - change the ending.
A	magnetic whiteboard. Put words on top of sentence.			Write the sentence using a	Look at the cat, dog, pig.
Focus sentence - Look	Early Finish - make 'look'	Early Finish - make look with playdough and		guide.	Make a book for a reader. At the end of this week, A
	from playdough.	magnetic letters.		Fort Sinist on to 1	could not consistently
HFW Look, in, the.				Early Finish - make look with playdough and magnetic	identify the word look so we will continue to work on this.

TRB -Example

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

				letters.	descriptor 5.1
Preps Ethan C, Larry, Jim, Amanda,	'Word search - look, come, here, said	Focus word - shouted. Decorate, spell, cut out letters and resequence letters to form the word. Talk about	FIRE ED	15mins on what do you know about U? Open ended - include pictures and words where you can.	Onset and rime - at words. How many words can you make from at? If I know how to spell at, I know how to spell
B, Mary	Word search - with, look, here, said, that, this. Both students need to focus on th words.	breaking up word - shout-ed. Early finishers - find shouted in a book. Focus on comparison between said and shouted.		15mins - HFW matching ICT game. B and M set 3 decodable, others set 2 http://www.iboard.co.uk/iwb/Blast-Off-High-Frequency-Version-211	B and M can be encouraged to use blends as well as single sounds.
Grade 1 Justin, Mark, John, Tom	Word families - ay words. Look through books to find ay words.	ay word search.	FIRE ED	Information text – comprehension questions on an information text about fire engines.	Explore fire website - www.hantsfire.gov.uk/kids/pl ay

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Focused Reading Notes Week 6

- A Focus was 1-1 correspondence. A gets confused between letters and words. When asked if there was a word he recognized (we had spent some time working on 'look', he responded with, "H". He also commented that, " a t is not a word because it has a t in it."
- **B** Focus was exclamation marks identifying and reading with expression. B could identify exclamation marks without being told and read well with expression. She had trouble with the word down.
- ${\tt C}$ C's focus was cross checking. Using more than one strategy to decode, which she still needs prompting to do. She looks up at the person reading with her when she gets stuck on a word. We will continue to use different strategies to decode text.

descriptors
1.5,3.2,3.3,3.5



Supporting Evidence Example 3

Below is an email exchange with a student who was away unwell but wanted feedback on a previous assessment. In addition to the excerpt of the feedback I provided to the student, I have also included my markbook where the assessment was recorded. It is worthwhile to note the steady improvement by the student throughout the semester, indicating that the feedback provided to them was able to assist in their improvements

Email discussion with a student regarding obtaining feedback for their essay.

From:

Sent: Monday, 8 April 2019 9:54 AM

To:

Subject: RE: Monday Absence + Extension

Hi

Thank you for letting me know. I hope that you are okay?

I'm quite happy for you to hand in on Friday – can you try to hand in before 4pm because I don't have a printer at home.

I have your Islam essay to hand back – would you like me to scan in and email or are you happy to wait until Wednesday?

<u>Tha</u>nks

From:

Sent: Sunday, 7 April 2019 10:51 AM

To:

Subject: Monday Absence + Extension

Hi 🔣

Unfortunately I will be away tomorrow. I've come down with a nasty sickness and I don't really want to share the love.

I was also wondering if I would be able to get an extension on the Buddhist assignment to Friday? I was planning on talking to you about this tomorrow, but as mentioned I will be away.

Let me know.

Thank you!

Task	C1 – use ideas and concepts in discussing religious traditions and ethical	C2 – structure and communicate ideas and information	C3 – analyse religious and non-religious traditions and ethical perspectives	C4 – use evidence to support own interpretations and religious and ethical arguments or others	C5 – analyse the expression of religious and ethical viewpoints in society	C6 – undertake research about religious and ethical issues	Studies of C7 – engage with others to identify and assess religious and ethical ideas and concepts	C8 – use resources and organisational strategies
New age feligion Islam Research Essay Buddhism In Class Francourts Report	B+ /A - B+	8+ +)- A-	B+ B+/A-	8+	Br/A	8+ 		
Francourts Report Ethics In Class MID JEAR A MID JEAR B Shiffening	H - H - B + A	AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	A-	A -	A-A	A		A