

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.

Kindergarten Lunchbox Nutrition Checklist

Date: Week 1 | 16-7-18 - 19-7-18

Child's Name	Monday Fruit	Monday Vegetable	Tuesday Fruit	Tuesday Vegetable	Thursday Fruit	Thursday Vegetable
Absent						
Hedat	staked					
Banana		Banana		Banana		
Banana		Banana			Abs	Abs
Banana					Abs	Abs
Mandarin		Banana			Abs	Abs
Wendin	cucumber	Wendin				
Absent						
Absent						
/	/	Mandarin	/	/	/	/
/	/		/	Wendin	apple	/
Mandarin	Banana	Wendin	Banana	apple	Banana	almond
Mandarin	/	apple	Wendin		Pear	/
Abs	Abs	apple	/	/	/	/
/	/	Wendin	/	/	/	/
Banana	/	Banana	/	/	/	/
Banana	/	/	/	Mandarin	/	/
/	/	/	/	Abs	Abs	/
Wendin	cucumber	apple	/	Wendin	strawberries	/
Wendin	apple	apple	/	/	orange	/

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.

Kindergarten Lunchbox Nutrition Checklist

Date: Week 5 | 13-8-18 - 16-8-18

Child's Name	Monday Fruit	Monday Vegetable	Tuesday Fruit	Tuesday Vegetable	Thursday Fruit	Thursday Vegetable
apple	/	/	/	/	/	/
Abs	Abs	Abs	Abs	Abs	Abs	Abs
Mandarin	celery	Wendin	celery	Wendin	/	/
strawberries	/	strawberries	/	apple	/	/
Banana	/	Banana	/	Banana	/	/
Apple	/	Abs	Abs	Abs	Abs	Abs
Abs	Abs	apple	Wendin	/	/	carrot
strawberries	cucumber	strawberries	/	strawberries	/	/
strawberries	/	Wendin	cucumber	Wendin	strawberries	/
Abs	Abs	Abs	Abs	Abs	Abs	Abs
Abs	Abs	/	/	Banana	strawberries	/
Abs	Abs	orange	apple	/	Wendin	apple
Banana	/	Banana	/	/	apple	/
Banana	strawberries	strawberries	Abs	Abs	Abs	Abs
apple	/	apple	/	Banana	/	/
/	/	/	/	apple	/	/
Banana	/	Banana	/	Banana	/	/
strawberries	/	strawberries	/	strawberries	/	/
Banana	/	Banana	/	Banana	/	/
apple	cucumber	Wendin	/	Wendin	/	/
apple	/	apple	/	apple	carrot	/

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 see 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.

Kindergarten Parent Engagement (on Nutrition)

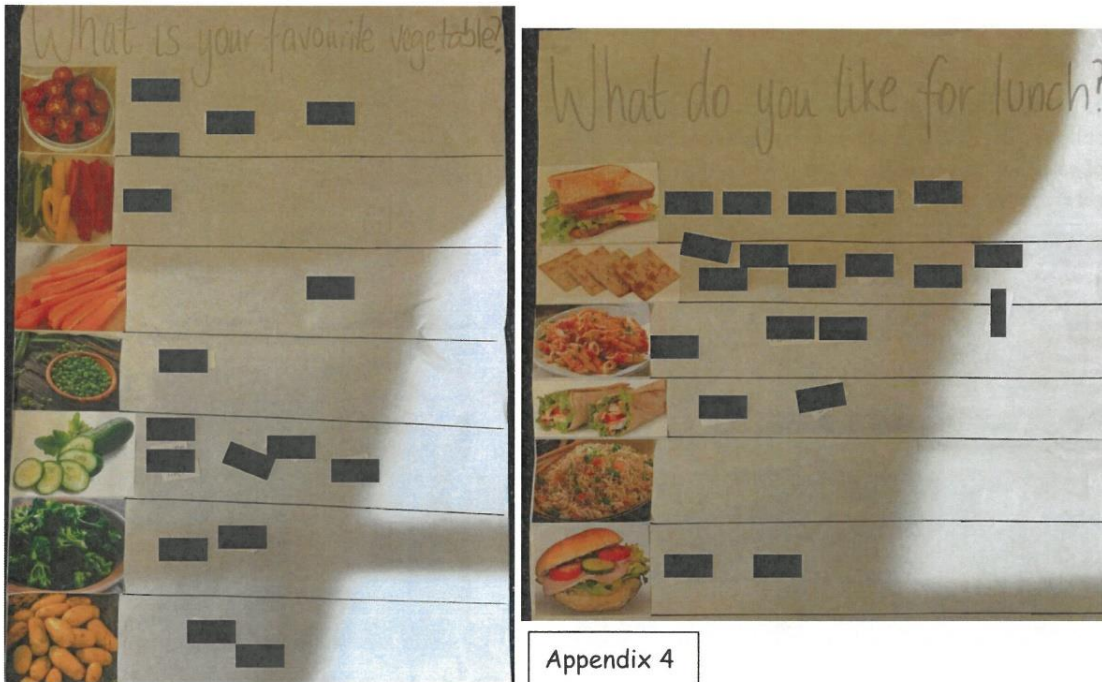
Date: 23rd July - 6th August 2018

Child's Name	Date	Notes
	31-7-18	said [redacted] loves broccoli and also broccoli sprouts. [redacted] broccoli probably has a diet eating books.
	24-7-18	[redacted] said [redacted] is really into it and [redacted] is really into it and [redacted] is really into it.
	14-8-18	[redacted] asked [redacted] to buy a jar of [redacted] so [redacted] can eat it.
	14-8-18	[redacted] told me [redacted] said his lunchbox was not healthy enough. I explained what we've been talking about at home and that he hadn't got given a certificate for it and that's probably why he thinks that.

Appendix 3



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.



Appendix 10

These are two photos of the fruit and vegetable matching board. A number of children enjoyed taking turns to match the picture cards with that on the board, some wanted to complete it by themselves.



Supporting Evidence Example 2

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

Working document
descriptor 2.2,2.5

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

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

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

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

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.

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



