

3. RECOMMENDATION REPORT: DECISION AND COMMENTS OF SCHOOL-BASED PANEL

Full name of Provisionally registered teacher	
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Australian Professional Standards for Teachers		Evidence Provided by Applicant to Panel	Panel Judgement	Panel Comment
Professional Knowledge	1 Know students and how they learn	<ul style="list-style-type: none"> Review the student's academic performance data, literacy and numeracy skills, multiple intelligences and interests at the commencement of the academic year and used when developing xxx teaching and learning programs Incorporate technology for ESL students [Google Translate] Trialled different activities such as BINGO in LOTE classes Worked with parents for indigenous students in Indonesian classes and had it explained that they speak another dialect at home Made sure each student feels valued, including SN [adapt an modify tasks and assessment tasks to meet students' needs Focus on real life [eg professions that use Science] Disengaged students who are capable and gifted; ignored bad behaviour and provided work that extends and engages students Sought collegial advice about how students learn 	<p>Meets Standard <input checked="" type="checkbox"/></p> <p>Does not meet Standard <input type="checkbox"/></p>	<ul style="list-style-type: none"> Builds relationships with the students Forms relationships with parents Works with middle and senior students and changes strategies that adapt to maturity, age and knowledge of the cohort Shows a strong ethic to get to know students Adapts activities to cater for different learning styles [video, hands on, written] Surveys year 11 and 12 students on how they learn and then ran a flipped classroom and surveyed students on what allowed them to learn [what was successful for the students' learning] Designs and implements a diverse range of teaching strategies that are responsive to the learning strengths and needs of his students and allows 21st Century skills to be developed Creates and utilises activities that cater for all learning styles, authentically incorporates ICT to cater for students' interests and integrates activities that allow students to work both independently and collaborate in groups.

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2	Know the content and how to teach it	<ul style="list-style-type: none"> • Held SACE grades for Stage 2 results • Obtained a "Ruth Dircks" Scholarship [to a Science teacher who demonstrated potential and provide information back to ASTA] to attend CONASTA Science Conference • Visited hospital to video/record information to use in the classroom • ERA [Ranger at Jabiru] asked AT to record activities at the site to compile classroom resources • Linked resources in the real world to make it relevant to students • Numeracy [numbers] in Indo classes and fractions, percentages and ratios are important in Science 	<p>Meets Standard <input checked="" type="checkbox"/></p> <p>Does not meet Standard <input type="checkbox"/></p> <ul style="list-style-type: none"> • Develops a range of engaging teaching activities across key learning areas • Always designs and modifies required teaching and learning yearly and unit plans; teaching sequences and assessment tasks • Student feedback: had XXX as a teacher and stated that he was very lucky to have him as a teacher • Applies knowledge and understanding of teaching strategies to support literacy skills, particularly with how to reference and support their evidence; how to write up practical reports in Science • Uses a diverse range of teaching strategies and activities to authentically integrate ICT into the teaching and learning programs and assessments.
Professional Practice	3 Plan for and Implement effective teaching and learning	<ul style="list-style-type: none"> • Worked individually and with colleagues to plan, evaluate and modify teaching and learning unit plans and teaching sequences • Opened up the senior Science classrooms to Dr Karl [Kruszelnicki] via Skype; entered the Stage 1 and 2 Chemistry students into the titration competition held at CDU; • Took the Stage 2 Chemistry students to the Power & Water Ludmilla Waste Treatment Facility as part of their water treatment unit • The Stage 2 Physics students went to the Power & Water Channel 	<p>Meets Standard <input checked="" type="checkbox"/></p> <p>Does not meet Standard <input type="checkbox"/></p> <ul style="list-style-type: none"> • Sets clear and challenging learning goals for each student • Includes a wide range of teaching strategies to develop student knowledge and skills • Is meticulous with xxx teaching and learning documentation • Is very creative with xxx classroom delivery and creates a vast range of engaging resources to support student understanding and achievement particularly xxx video clips. Xxx understands how to

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		<p>Island Power Station as part of the electric and magnetic fields unit</p> <ul style="list-style-type: none"> Stage 1 Physics students recently went to the Energy Resources Australia Ranger Uranium Mine in Jabiru 		<p>expertly utilise ICT to deliver content, assess student knowledge and understanding and provide feedback to xxx students</p> <ul style="list-style-type: none"> All classroom tasks, activities and resources are provided via online learning platforms to allow students to continue their learning outside of the classroom Regularly seeks feedback from colleagues and students in order to evaluate and modify xxx teaching and learning programs.
4	Create and maintain supportive and safe learning environments	<ul style="list-style-type: none"> Students feel comfortable Able to move away from students who think they can't be successful in LOTE classes Moves students away from focussing on the negatives and focus on what they can do Ran Chemistry practicals Instigated risk assessments for all practicals [including HPE] Rocket launching in Science class including involvement with CSIRO and permission from flight control. The prac allowed disengaged students to be actively engaged through hands on and real world activities 	<p>Meets Standard <input checked="" type="checkbox"/></p> <p>Does not meet Standard <input type="checkbox"/></p>	<ul style="list-style-type: none"> Is passionate and when you are passionate about teaching and students, you will achieve anything Willingness to put in extra effort [after school, tutoring, during the holidays] Holds a genuine interest in xxx students' learning and progress. Xxx creates a respectful, positive and safe learning environment and maintains a solid rapport with xxx students Includes classroom activities and tasks that allow xxx students to express their thoughts and ideas and practice collaboration with each other and with the wider community Sets explicit and challenging goals and expectations that are achievable for all of xxx students Maintains clear classroom expectations and rules, and

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5	Assess, provide feedback and report on student learning	<ul style="list-style-type: none"> Participated in moderation meetings and invited to chair a moderation meeting Asked by SACE to moderate 	<p>consequences are followed through immediately, fairly and respectfully</p> <ul style="list-style-type: none"> Incorporates a range of diagnostic, formative and summative assessment strategies to regularly assess xxx students' learning Data obtained from the assessments is successfully used to provide targeted feedback to xxx students, evaluate student knowledge and understanding and also to modify xxx teaching practice Reports accurately and respectfully to students and parents/carers about student achievement and their current needs in order to progress with their learning
Professional Engagement	6 Engage in professional learning	<ul style="list-style-type: none"> Engage in the Scientists in School programs Attended the Conference of Science Teachers Association of the NT in 2012 (Con STANT2012), the Conference of the Australian Science Teachers Association (CONASTA) in 2013 and the Royal Australian Chemical Institute's National Congress in 2014 Is a member of STANT and was the webmaster and committee member in 2013 and a normal member in 2014 Is also a member of the Royal Australian Chemical Institute Completed all training for OHS 	<ul style="list-style-type: none"> Willingly participates in professional and community networks and forums to build links with the wider community, broaden xxx knowledge and improve xxx practice Seeks and applies constructive feedback from xxx peers and students and successfully reflects upon xxx teaching practice after teaching a unit

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7	Engage professionally with colleagues, parents & carers, and the community	<ul style="list-style-type: none"> Participates in all meetings, PT nights & extra curricular activities Went into community and picked up rubbish with KESAB Is a volunteer staff member with the Australian Air Force Cadets and supports them as a youth development organisation Works as a training coordination officer and cadet instructor 	Meets Standard <input checked="" type="checkbox"/> Does not meet Standard <input type="checkbox"/>	<ul style="list-style-type: none"> Consistently establishes and maintains respectful collaborative relationships with all parents/carers regarding their child's learning via informal and formal formats (email, phone calls, parent/teacher conferences) Establishes and maintains supportive relationships with xxx students and is always available to assist xxx students when required (during lunch; after school) Initiates and engages in professional discussions with colleagues on a range of forums and is sought out by colleagues regarding integration ICT into the classroom

Name of school / cluster / group	Name of Panel Member	TRB No.	Signature of Panel Member	Date Recommendation Made