

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

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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">PAT assessments, checklists, observations that give meaningful data to develop student learning plans and groupings, particularly for literacy and numeracyUnits of work developed from student interests with planned lessons to suit different learning styles: explicit teaching, modelling, independent, buddy and group work. Opportunities for students to create, problem solve, share thinking and develop interests	Meets Standard <input checked="" type="checkbox"/> Does not meet Standard <input type="checkbox"/>	<p>demonstrates a sound understanding of the strengths and needs of culturally diverse students and caters for their individual learning needs. He plans and programs a range of motivating lessons which actively engage and extend their learning.</p> <p>... knows the importance of working with and communicating regularly with families to support learning. He is inclusive, caring and motivates his students to learn.</p>
	2 Know the content and how to teach it	<ul style="list-style-type: none">Use of Australian Curriculum, DoE curriculum, NPS programs, year level team input and online resources when programming and planningDifferentiated tasks to scaffold the diverse learning and developmental needs of all students.Use of a variety of questioning techniques.Learning intentions and success criteria made clear to students to allow them to understand the purpose of the tasks as well as to ensure teaching is purposeful	Meets Standard <input checked="" type="checkbox"/> Does not meet Standard <input type="checkbox"/>	<p>... knows the Australian Curriculum teaching and assessment content, and DoE policies.</p> <p>demonstrates appropriate intentional teaching, differentiation and feedback processes. He is flexible and reflective about his teaching and student learning.</p>
Has knowledge of the approved curriculum, Professional	3 Plan for and Implement effective teaching and learning	<ul style="list-style-type: none">Collaborative team planning, assessment and confirming with colleagues: technology, social interaction, problem solving, intentional teaching and practise of skills.Guided reading and maths groups to facilitate learning.Plans, documents and uses a variety of activities, resources and materials to support student learning, including ICT.	Meets Standard <input checked="" type="checkbox"/> Does not meet Standard <input type="checkbox"/>	<p>... uses his knowledge of the students, curriculum content and pedagogy to establish clear and achievable learning goals. He keeps appropriate documentation for programming, assessment, confirmation and reporting to parents.</p> <p>... has an interest in STEM and uses this to motivate his students to think and problem solve. Use of ICT for planning, assessment and teaching is in evidence.</p>

Australian Professional Standards for Teachers		Evidence Provided by Applicant to Panel	Panel Judgement	Panel Comment
	4	Create and maintain supportive and safe learning environments	<ul style="list-style-type: none"> Problem solving and use of appropriate resources, materials and activities for self-directed Integrated Studies. Respectful and caring student communication and school values are promoted, with encouragement to share knowledge and feelings. Resilience and wellbeing is explicitly taught. Indigenous perspectives are integrated 	<p>Meets Standard <input checked="" type="checkbox"/></p> <p>Does not meet Standard <input type="checkbox"/></p> <p>creates an inviting and interesting learning environment with the use of a variety of resources, materials and activities. Students are engaged in active learning with close adherence to school values and safety procedures.</p> <p>knows the importance of student prior knowledge, promotes discussion, group interaction and reflection.</p>
	5	Assess, provide feedback and report on student learning	<ul style="list-style-type: none"> Ongoing formative and summative assessment, 1:1 conferencing, self and peer feedback e.g. two stars and a wish and personal goal setting Parent teacher three way conversations and written reports. Parents are positive about their child's progress; seeing it in work books, displayed in the room, oral and written reports. Records kept in a variety of ways and used to report on student learning each semester. 	<p>Meets Standard <input checked="" type="checkbox"/></p> <p>Does not meet Standard <input type="checkbox"/></p> <p>I uses PAT, NAPLAN and Lexile tests as well as student work samples to assess learning, confirming judgements with NPS and NEN peers. This provides feedback to students and parents.</p> <p>Attends and participate in NEN Hub Writing confirming meetings.</p> <p>establishes learning goals with students, plans and documents activities and monitors student engagement. Data is used to plan and program for learning and reporting to parents.</p>
Professional Engagement	6	Engage in professional learning	<ul style="list-style-type: none"> Participation in NPS whole school Mathematics and writing professional learning activities, contribution to Year level and Primary teams and whole staff meetings. Visits to other schools in the NEN: networking and writing confirming with Hub colleagues. PL on PRIME Maths with positive feedback from PRIME consultant and Senior staff Visit to Heffai, NPS sister school in China, to teach AFL football. 	<p>Meets Standard <input checked="" type="checkbox"/></p> <p>Does not meet Standard <input type="checkbox"/></p> <p>engages in continuous development to ensure up-to-date knowledge of current methodologies that will make improvements to benefit students. He accepts feedback on his practice and works with team members to plan, program and assess.</p> <p>I very successfully interacted with Chinese teachers and taught AFL to Chinese students.</p>
	7	Engage professionally with colleagues, parents & carers, and the community	<ul style="list-style-type: none"> Whole school events: Harmony Day, athletics carnival, assemblies, annual performance for parents, discos and BBQ's. Collaborative team planning with colleagues 	<p>Meets Standard <input checked="" type="checkbox"/></p> <p>Does not meet Standard <input type="checkbox"/></p> <p>contributes to the school community and develops positive relationships with parents, colleagues and community members.</p> <p>I understands his legal and ethical responsibilities.</p>