



G2P
Mentors and Early Career Teachers
 13 February 2017



The order of things...

8.45 -9.00	Welcome and Introduction
9.00 – 11.00	The Early Career Teacher Resilience Framework – Mentors and ECTs
11.00 -11.30	<i>Morning Tea – Mentors and ECTs</i>
11.30 – 12.00	The Process and My Place In it – AITSL – ECTs
12.00-1.00	How well do you know the standards? ECTs
	<i>Lunch</i>
1.45 – 3.00	Cheers, Tears and Fears – Early Career Teachers



Who are we?

Samantha Wynne



Nicola Davidson



Anne Hey



The G2P program



- Support you as you make the transition from university studies to the workforce through specific, timely professional learning sessions, networking and contact with school based mentors
- Be responsive to your needs~ co-constructed and developed in response to feedback from ECT's, mentors and leaders
- Assist you to demonstrate achievement of the proficient phase of the Australian Professional Teacher Standards through collections of evidence of practice.

Pathways to Success


1. Attend all sessions
2. Ask questions
3. Seek feedback
4. Work with your mentor
5. Actively participate in developing your professional capacity



Day 1 Mentors	Day 2 Mentors & ECT's
Welcome and course outline	Welcome and course outline
Mentoring an ECT	ECT Resilience Framework and Planning
Encouraging Reflective Practice ~ the collegial conversation – Making the Familiar Strange	The G2P process How well do you know the Standards?
The G2P Process Making a Workable Plan	Cheers, Tears and Fears – Early Career Teachers


Day 3 Graduates	Day 4 Graduates
Developing a professional mindset	Behaviour Management
The First 6 Weeks of School Communicating with parents	Written reports and three way interviews
The Road Ahead Previous Grads tell their stories	Wellbeing for Early Career Teachers

Day 5 Graduates	Day 6 Graduates
What do we wish you knew Principals, psychologists, parents, colleagues	Where to From Now? Going beyond the day to day
The Power of Words	Presenting my journey
Portfolio Development and Individual Coaching Session	Certificate presentations


AISWA
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of Western Australia

Early Career Teachers Resilience Framework

Ron Gorman




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Early Career Teachers


Now that we have you alone ...



Initial Feedback


Discuss in relation to your experiences so far this year ...

1. A highlight
2. A challenge
3. I'm looking forward to ...
4. I need help with ...


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G2P The Process and your place in it

Nicola Davidson



Learning intentions

- Develop an understanding of the TRBWA requirements for graduate teachers and your place within that process
- Sneak a peak beyond compliance



Provisional Registration

To be eligible for the grant of Provisional Registration you must:

- hold a teaching qualification recognised by the Teacher Registration Board of Western Australia
- have the [English language skills](#) required for teachers in Western Australia; and
- be a fit and proper person to be registered
- be able to demonstrate that you meet the [Professional Standards for Teachers in Western Australia](#) at the Graduate Level or have done so in the previous 5 years
- have either taught or studied in the Australian or New Zealand teaching and educational context

Transition time

*Provisional Registration is generally granted to graduate teachers. It allows **up to three years** for new teachers to strengthen their classroom knowledge and skills and develop their professional practice. During this time it is expected that teachers, with the support of their school or workplace, will move to Full Registration. Provisional Registration cannot be renewed unless there are exceptional circumstances.*



TRBWA 2015
<http://www.trb.wa.gov.au/>

Assessment

A determination by the TRBWA of whether the Professional Standards (Proficient Level) have been met is based on a recommendation from the school or workplace that the teacher has satisfied all the Standards. The recommendation is made by way of a supporting declaration from an appropriate person.

An appropriate person



The person delegated by the Principal, or equivalent, to determine whether an applicant meets the standards:

- may be a Deputy Principal, head of department, experienced/senior teacher, supervisor or line manager
- must hold Full Registration in Australia or New Zealand
- must be in a reasonable position to assess an applicant and make a declaration to the TRBWA in relation to the Professional Standards

Signing off...



The appropriate person is required to sign the declaration and provide a summary of the reasons why they consider that the applicant has met the Professional Standards at the Proficient Level. The declaration will confirm that the Professional Standards have been met to the required level.

The person making the declaration is responsible for ensuring that the Standards have been met at the Proficient Level.

Evidence



- Evidence presented by a teacher seeking Full Registration should cover a broad scope of the teacher's knowledge, practice and engagement.
- Supporting evidence must take into account all of the focus areas and level descriptors under each of the seven standards.
- A determination of whether an applicant has met the Professional Standards will generally be based on the declarations contained in the application.
- Those making the declaration must be satisfied that the Standards have been met to the Proficient Level.



Evidence

Evidence must be directly observable. Human beings can only provide four types of directly observable evidence of abstract learning. We can *do* things, *say* things, *make* or *write* things. It is from the things people do, say, make or write that we infer learning, emotions, knowledge, understanding and learning in general.



Demonstrating achievement

Evidence used to demonstrate achievement against the Professional Standards should:

- be drawn directly from the teacher's work
- be derived from a range of sources and must include:
 - evidence of student learning
 - observation of the teacher's teaching
 - be annotated to reflect achievement of the Standards by taking account of each of the descriptors
 - show impact on student learning



How well do you know the Standards?

Samantha Wynne



The AITSL Standards



How are the Standards structured?



How are the Standards organised?

The Australian Professional Standards for Teachers' (AITSL 2011b) framework comprises three Domains of Teaching that are sub-divided into seven Standards, as illustrated in Table 1 below.

Domains of teaching	Standards
Standard 1:	1. Know students and how they learn
Standard 2:	2. Know the content and how to teach it
Standard 3:	3. Plan for and implement effective teaching and learning
Standard 4:	4. Create and maintain supportive and safe learning environments
Standard 5:	5. Assess, provide feedback and report on student learning
Standard 6:	6. Engage in professional learning
Standard 7:	7. Engage professionally with colleagues, parents/carers and the community

Standard 6 - Engage in professional learning

Focus area	Graduate	Proficient	Highly Accomplished	Lead
6.1 Identify and plan professional learning needs	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and plan with teachers to improve classroom practice.	Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and engaging relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Inhibit collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Inhibit and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
6.4 Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Underline professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Table 2: Overview of the Focus Areas and Differentiated Descriptors across the career continuum for Standard 6 (AITSL 2011b, p. 18)

Early Career Teachers and the Standards

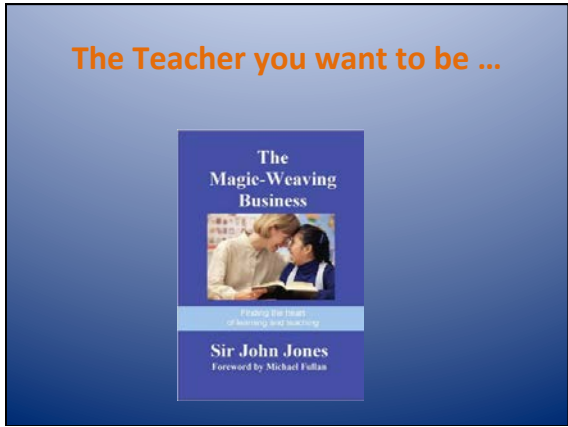
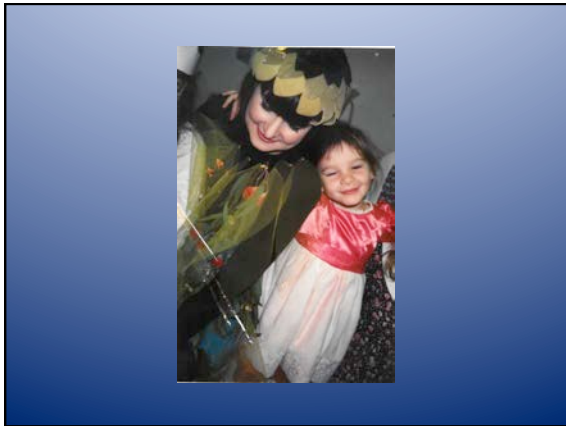
Early career teachers become active participants in their profession, seeking and collegial advice and evidence to improve their practice and communicate effectively with colleagues, parents and the community. They take responsibility for their own learning. They learn to manage both their personal and professional demands of the teaching role.

Lexical Patterns

Activity

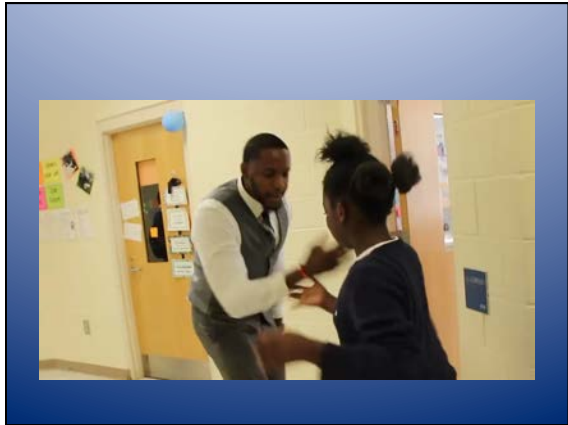
Showing Impact

Developing Your Story



The good news is schooling and teachers make a difference ...

The bad news is schooling and teachers make a difference ...



Being an Early Career Teacher is like

...

- doing yoga
- being in Kindergarten ...
- working in the ER ...
- being a lion tamer ...
- being a contortionist ...
- being a magician ...
- being a choreographer...
- reading a novel

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**Cheers, Tears and Fears
Early Career Teachers**

Nicola Davidson