

Graduate to Proficient

G2P 2018

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Leadership and Teaching Quality



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AISWA G2P Program



The G2P program

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



The G2P Program for 2018

Day 1 Mentors & ECT's

Welcome and course outline

Early Career Teachers – Ron Gorman

The G2P process and my place in it
AITSL Standards
G2P The TRBWA Process

Planning for Success – Induction and
Mentoring Plan 2018

Cheers, Tears and Fears – Early Career
Teachers



Day 2 Graduates

Meet the Team – Inclusive Education

Developing a Growth mindset –in yourself and your students

Meet the Team – Curriculum Learning Areas

The First 6 Weeks of School
Communicating with parents

The Road Ahead
Previous Grads tell their stories

The Top Ten Tips for Early Career Teachers

Day 3 Graduates

Behaviour Management

Managing your challenges – support from classroom teachers

Meet the Team – School Psychologists

Wellbeing for Early Career Teachers

Written reports and three way interviews



Day 4 Graduates

What do we wish you knew – tips from Principals, psychologists, parents and students

Developing a Professional Mindset

Portfolio Development and Individual Coaching Session

Portfolio Development Support

Day 5 Graduates

Navigating the Terrain – Where to from here?

Presenting my journey

The Power of our Words – How Teacher Language Impacts Learning

What's Ahead – Planning your career

Welcome to the Profession

Ron Gorman

Deputy Director of AISWA



The Process and My Place in It

AITSL Standards

G2P TRBWA

Nicola Davidson – 1 hour



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 a 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 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



Things you need to know.

- What are the expectations of your school in terms of evidencing Graduate to Proficient?
- Who will be signing off on your full registration?
- What support do I need to do this?
 - School
 - Mentor
 - Aiswa

How Well Do You Know the Standards

Sam Wynne

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 pre-service 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 critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate 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.	Initiate 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(s) 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.	Undertake 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)



Lexical Patterns



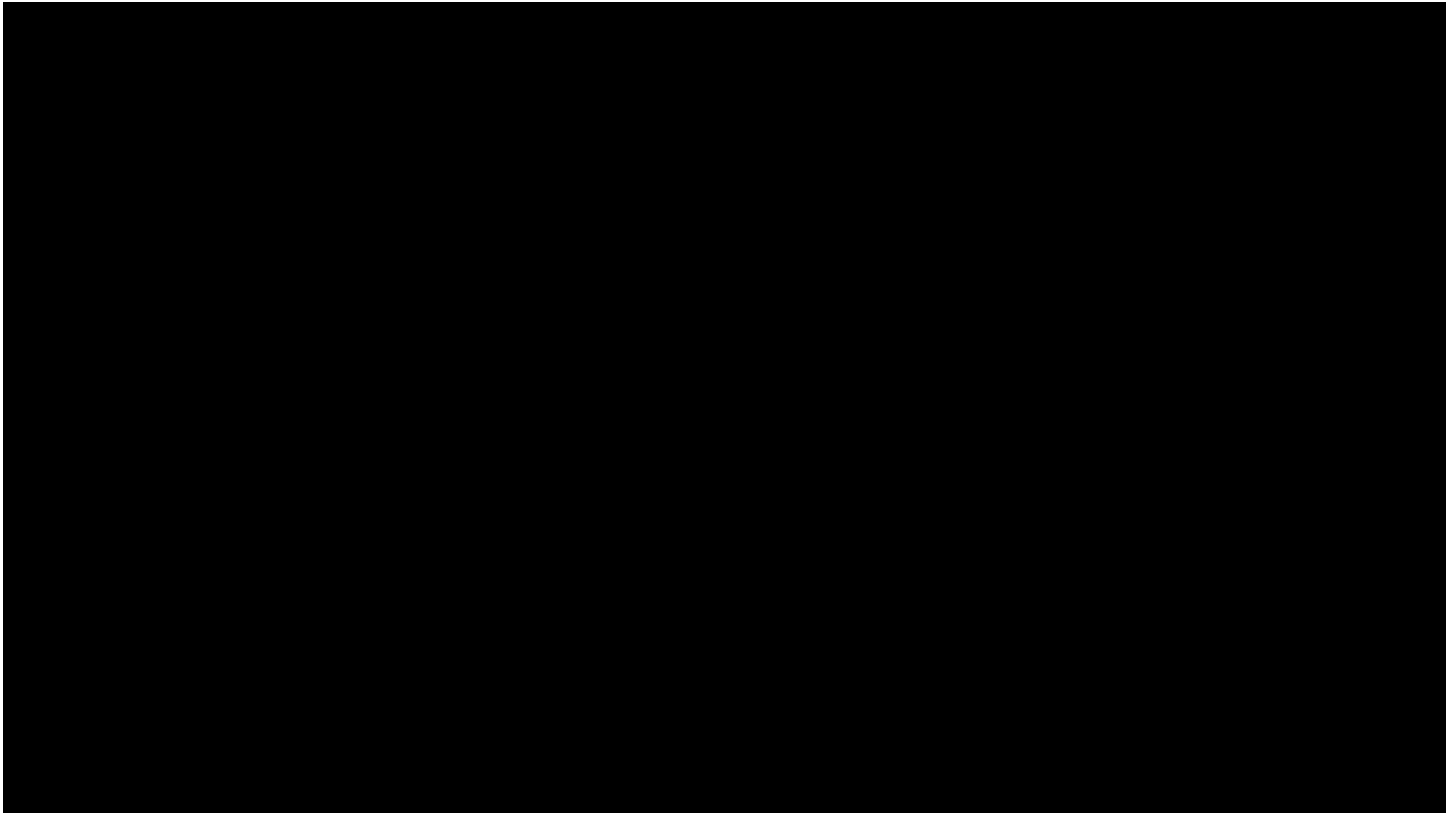


Early Career Teachers and the Standards

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.



Your Professional Growth



Planning for Success

Induction and Mentoring Plan 2018



Take some time to talk and plan

ECTs

- What do you need now?
- What do you think you will need in the coming weeks?

Mentors

- Based on our mentoring workshop yesterday and the Resilience Framework what do you think your ECT will need
 - This month?
 - This term?
 - This year?

Cheers Tears and Fears

Nicola Davidson – 2 hours



Now that we have you alone!

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