

**The (Un)Official Guide to
Completing New Scheme
Teacher Accreditation**

The (UN) Official Guide to Completing the New Scheme Teacher Accreditation Report

1. Introduction

The idea of completing a set of documents alongside learning to teach has become an issue for many New Scheme Teachers (NSTs). The aim of this guide is to offer some help from those who have gone through the system (or who are involved in administering it) to those who are trying to do it. The aim is to produce a series of tips, tricks and requirements that will make the process (hopefully) a little easier.

2. What this document *is*...

- A brief guide to completing the paperwork for the Institute of Teachers and Dept of Education and Communities;
- A series of work samples, annotated, that highlight key requirements and good practice.

3. What this document is *not*...

- This is not a DEC/Institute of Teachers policy statement;
- it does not take into account small changes that might be instituted at any time by the Institute of Teachers and/ or DEC;
- The only way forward to completing the report (but it is one method that has been seen to work!).

4. Acknowledgments

In preparing this report I have sought the advice of colleagues in a number of education sectors. To them, thanks. I have also benefitted from the generous help of the following DEC teachers who have provided their ideas, editing input and, most importantly, their own samples to help this process along:

- Rebecca Barrow
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- Craig Snudden

We hope you find this document of use and that it will answer many of your questions.

Paul S Ganderton.
August 2011.

1. Starting Out

Your first task should be to get the relevant documents from DEC and NSW Institute of Teachers. Currently, this means:

- DEC – [Accreditation of New Scheme Teachers at Professional Competence](#);
- IoT – [Information for New Scheme Teachers](#)

In addition, since many NSTs will be in casual or temporary situations, it is worthwhile getting an [evidence diary](#) from the IoT. This can be a valuable resource. If you are teaching across a number of schools and locations, you can keep an accurate record of what you have achieved, which will make documenting the evidence that much easier (you won't need to submit it but it will make life easier).

2. Practicalities of Producing the Evidence for Accreditation

One of the aspects we've found most common is that there is so much paperwork and advice given that it's impossible to know what is useful and when to use it. That's where this guide comes in. It gives you the basic ideas of what to include, how to sort it out and how to arrange your work with minimal fuss. So, turning to the finished product, what is it and what does it contain?

- *What is it?* – a collection of evidence and specific documentation that must be able to fit into an A4 plastic sleeve;
- *What does this mean in practice?*
 - In total, about 25-30 pages A4, single sided;
 - A range of evidence (more about this later) to support your claims;
 - Evidence of authenticity of work:
 - Initials of NST and Principal (or designated other) at the bottom right of each page;
 - School stamp on the back of each sheet.

3. Contents

So, you've got about 30 pages (max) to convince the world you know what you're doing? Well, yes and no. You won't be submitting material unless it's fairly obvious it's going to go well (there are already procedures in place if this doesn't look like happening). Also, you don't need to reproduce everything you've done. The aim is to produce a snapshot of what you can do with your students. It should show that **every element** in the IoT standards is covered but **not every standard** needs to be tackled (some of those in element 7 are less easy to come by for the NST for example). The key is to show what you can do and how you have done it. You do this by producing evidence from a range of sources and demonstrating where you have met the standards. This will become clearer later when we look at specific annotated examples.

3.1. What can (or should) be included?

- Evidence sheet completed by your Principal (or someone they have designated to do the job) outlining the ways in which you fulfil the IoT requirements. This is written in formal language mirroring the documentation handed out – this is the official, standard documentation that needs to be completed. Most importantly for you, in the right hand column is the evidence you have

submitted to back up these claims. You don't have to worry about completing the form (it's done for you, you sign it and it starts your evidence folder) but it might be useful to look at the range of evidence that could back up these claims. We'll come to this later on. An example of this documentation can be seen below;

- A one-page guide showing what evidence you have submitted. This is discretionary but now seen as almost universal. It's a simple table of evidence versus standards. It shows what evidence claims to meet which standards. It has the advantage of helping you make sure you've got everything sorted out and allows you to get a spread of evidence across the standards;
- The evidence you are submitting. There's more about this below.

3.2 What makes good evidence?

It's clear that certain types of evidence and approaches to the work are going to demonstrate your ability better than others. Based on the work we've seen, here are the best ideas:



- **Coverage** – make sure you have a wide range of settings (years/groups/subjects) as far as possible. For Primary schools this might mean just one class but have a range of subject content (and the opposite for Secondary schools). Likewise, there should be a fair range of evidence types and not just lesson plans or programs etc.
- **2-3 pages** - you've only got about 30 pages so you need to be selective about what you choose. Some evidence contains many pages of basically the same material. If it doesn't add something new, don't fit it in!
- **Annotated** – the best evidence shows explicitly where the NST has modified it. This can be done using text boxes or handwriting but there should be some obvious notation that demonstrates you can take what you are given (or have produced) and changed it in light of experience;
- **Focused** – where *precisely* did part of your evidence meet a given standard? Write it in a text box or call-out – “this shows evidence of standard x because I've done y” or similar;
- **Attributed** – this is a weaker area but one worth pursuing. You see a whole program that no NST would be asked to make and it's submitted as evidence. What is it trying to show? The best evidence takes a program (for example), notes that it comes from the Faculty/School and then shows how it's been used and modified by the NST. This demonstrates you can both follow the school's policy and modify it to suit your specific situation;
- **Linking** – if possible, try to link different evidence to the same cohort e.g. markbook page linked to an assessment task linked to a lesson plan.
- **Claims against Standards** – tricky. The aim is to claim a range of standards but not too many. For example, a one-page flyer claims 10 standards? Unlikely! However, 3 pages claiming only 1 standard, is too few. For balance, 4-6 seems to be the right number as evidence often covers a range of elements.
- **Make sure NO names are visible.** You'll be submitting sensitive data about your students and the wider school community. With all of this there's one crucial caveat that **must** be adhered to. In Word you can put a black text box over names; in Acrobat you have the 'redact' option. In paper versions you can use a felt pen but it might need more than one photocopying to be completely covered.

4. Evidence


The aim here is to show actual examples and provide a commentary about what features make it a good sample. The list is by no means exhaustive but it should give you an idea of what to include and how to go about it. Before we look at cases, here's a table listing the most common types of evidence and where/why they might be most effective in showing your quality.

Evidence Type	Elements	Comment
Assessment information e.g. instructions to students	3	Vital in showing how you have translated your teaching into their learning. Shows how you develop tasks according to the needs and abilities of your students. Probably best to keep to one or two examples since these are common across subjects/years.
Class management policies and agreements	4	Not too common but a useful way of showing how you choose to manage your classroom. It might be even more useful if a survey were developed, results shown and then the resulting policy. It would fit easily into 2-3 pages
Communications with staff/parents etc.	2,7	Letters/emails/interviews you have written, received or taken part in. Make sure no names or any identifying features are visible. This looks best when you have a sequence of events showing how you handled the situation (might include meeting notes with HT/DP etc.
Lesson notes	1,4	Almost universal but possibly overused. Make sure you have 1 or 2 of these ideally from completely different settings. They show how you've taken the program and developed your own 'teacher voice' about what you want to say.
Mark sheets	3	Excellent evidence about the workflow of your students. Make sure all names are removed. Best to have a number of tasks marked – shows continued reflection on their learning.
Open Day literature	7	Many NSTs get involved in open Day activities. A one-page flyer, annotated to show what part was played is good evidence.
Professional development information	6,7	This might be thin on the ground but it can be added. Don't put in all the literature. A simple table showing what you went to and what you learned is fine (it'll be initialled by the Principal so it will be a true record of what you've done).
Programmes differentiated/developed	5,1,2	A very important part of your work. Two common problems are found here. Firstly, that a huge program is added – you don't need this, only 2-3 pages max to illustrate where you are going. Secondly, there's nothing on it – attribute (where did you get it from) and annotate (what have you done to differentiate this for your students). Might be worth linking to lesson plans you developed from this.
Room plans	2,4	Not too common but can be useful especially if explicitly linked with policy e.g. classroom management (following our survey we decided to make the seating plan like this.....) or procedure e.g. seating for group or ICT work.
Small group work information	5	Can be useful especially if linked to differentiation. The key is not to add everything but just enough of a sample to illustrate your point.
Teaching resources	1	A very common addition. A worksheet you have made or a handout. Keep it to 2-3 pages and annotate to show where you have addressed a particular standard.
Transcripts of interviews	4,7	One of the most common features, these are the records of lesson assessment carried out by the HT/DP etc. the best have brief comments by the HT, a record of the resulting discussion between HT and NST and then the reflection/subsequent action taken by the NST.

Here are your examples! It's not possible to get every case but there's enough to show you what can be done.

4.1 Front Pages

NSW INSTITUTE OF TEACHERS



ACCREDITATION REPORT FOR PROFESSIONAL COMPETENCE

Teacher's Full Name: [Redacted] Date of Birth: 9th October 1981
 Teacher's Accreditation Number: 211293 Casual Permanent FIT or PFT Temporary FIT or PFT
 Name of School: [Redacted] Suburb/Town: [Redacted]
 Subject(s)/Stage taught: Chinese / Stage 4-6 (Year 7-8)
 Home Address: [Redacted]
 Email: [Redacted] Telephone: [Redacted] Mobile: [Redacted]

ELEMENT 1
TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS

Comment: [Redacted] is always well prepared for her lessons with thorough research from many sources both printed and electronic on the content she teaches. She frequently discusses the subject matter within the staffroom with fellow staff to assist in her understanding of the content along with gaining different perspectives. She clearly articulates lesson goals in a suitable form so that the students understand the lesson outcomes. [Redacted] breaks down the content into small sections so that she can teach parts and establishes where it fits into the overall picture for the content.

1. A sample of Year 8 lesson Plan
 2. Stage 4 Chinese Program outline

ELEMENT 2
TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN

Comment: [Redacted] is very conscious of developing lessons that meet the needs of the students. She is adaptable in her teaching using a variety of methods to engage the students. For example, translating English to Chinese, pair-work and oral presentation to the class. She has a good rapport with the students based on her understanding of them and this allows her to develop lessons that they thoroughly enjoy. Through the variety of learning strategies used and some of her innovative ideas the students have gained a lot of valuable experiences that result in pleasing assessment results.

1 and 2 as above and
 3. Year 7 ICT lesson plan and sample student's work

ELEMENT 3
TEACHERS PLAN, ASSESS AND REPORT FOR EFFECTIVE LEARNING

Comment: Thorough documentation of lessons – clear plans for each unit of work for every class. Developed a variety of innovative teaching strategies – adjusts teaching to accommodate any unforeseen changes, problems or individual student needs. Assesses each lesson and is open to suggestions from members of staff. Careful and prompt reporting to students and parents.

1, 2 and 3 as above and
 5A, Year 2 Student report
 5B, Mark sheet
 6, unit of work
 7, Student's sample of work and written feedback

* Where Professional Competence was attained
 Accreditation Report for Professional Competence – January 2008

ELEMENT 4
TEACHERS COMMUNICATE EFFECTIVELY WITH THEIR STUDENTS

Comment: [Redacted] always structures and presents her lessons so that the students know what they have to do and what is expected of them. She also gives insightful regular feedback to the students in both written and oral forms. This is not only evident in class work but especially in marking assessment tasks where the students receive a clear idea of where they performed well and how they can improve.

4. Head Teacher's observation report

ELEMENT 5
TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS THROUGH THE USE OF CLASSROOM MANAGEMENT SKILLS

Comment: [Redacted] has created a friendly and cooperative classroom environment, always addressing students in a friendly manner. She can maintain control of the class through effective lesson preparation. Through engaging and challenging lessons she is able to encourage the students to extend themselves in a challenging and enjoyable environment. When the students do get off task [Redacted] is quick to address problem through simple, clear and direct instructions that the students respond to quickly. She is able to maintain this by ensuring the students understand what is expected of them and through fair and consistent means of both reward such as positive reinforcement and discipline.

1 and 4 as above

ELEMENT 6
TEACHERS CONTINUALLY IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE

Comment: [Redacted] is interested in furthering her professional teaching skills. She often discusses teaching methodology with other members of staff and looks at ways to improve her own practice. She has been involved in faculty programming days and developed her ICT skills. She has attended some professional development courses throughout the year. For example, by participating in the Master Learners' Exchange – an in-school ICT training program involving the use of Blogs, Wikis, Social Bookmarks, Podcast & Vodcasts etc.

8A, Personal reflection
 8B, Professional Learning Plan

ELEMENT 7
TEACHERS ARE ACTIVELY ENGAGED MEMBERS OF THEIR PROFESSION AND THE WIDER COMMUNITY

Comment: [Redacted] consistently conducts herself in a professional manner. She is very cooperative in the staffroom, she is always willing to be involved in tasks related to students, faculty and the school. She has accompanied the students on one-day excursions such as the Chinese Eisteddfod and an excursion to the Nan Tien Temple. She actively participates in staff meetings and attended all Parent Teachers Nights and has consistently contributed to whole school planning and activities. She has also acted as an interpreter during student/parent interviews with the Deputy.

4, 5A, 5B, 6A, 6B, 10A, 10B

Accreditation Report for Professional Competence – January 2008

The Teacher Accreditation Authority must complete and sign either Section 2 or Section 3. The new scheme teacher must read the report and sign Section 1.

Section 1 The new scheme teacher's sign off

I, [Redacted] have read the Accreditation Report and attest that the documentation attached is an accurate scheme teacher's record.

New scheme teacher's signature: [Redacted] Date: 17th Dec, 2010

New scheme teacher's comment (OPTIONAL)

[Redacted]

Section 2 Meets the requirements for accreditation

As the Teacher Accreditation Authority, I determine that [Redacted] (please print teacher's full name) Meets the Institute of Teachers' requirements for accreditation at Professional Competence.

Teacher Accreditation Authority's Full Name: [Redacted]
 Position Title: [Redacted]
 Organisation/School: [Redacted]
 Location/Area: [Redacted]
 Teacher Accreditation Authority's Signature: [Redacted] Date: [Redacted]

Section 3 Does NOT meet the requirements for accreditation

As the Teacher Accreditation Authority, I determine that [Redacted] (please print teacher's full name) does NOT meet the Institute of Teachers' requirements for accreditation at Professional Competence.

Teacher Accreditation Authority's Full Name: [Redacted]
 Position Title: [Redacted]
 Organisation/School: [Redacted]
 Location/Area: [Redacted]
 Teacher Accreditation Authority's Signature: [Redacted] Date: [Redacted]

Comment:

Here are three of the standard four pages you'll get at the start of your evidence folder (the first is a checklist). Apart from the usual names/addresses etc note that the right hand column is used to say which evidence you are using to claim competence for that standard. Often individual items appear more than once (you claim across elements).

Note signatures at the bottom right.

The final page is for additional comment and is not often used.

4.2 Checklists

Element/ Standard	Evidence number								
	1	2	3	4	5A	5B	6	7	8A
Element 1 – Teachers know their subject content and how to teach that content to their students									
1.2.1		▲							
1.2.2		▲							
1.2.3	▲								
1.2.4			▲						
Element 2 – Teachers know their students and how they learn									
2.2.1		▲							
2.2.2			▲						
2.2.3	▲								
2.2.4		▲							
2.2.5				▲					▲
2.2.6				▲					
Element 3 – Teachers plan, assess and report for effective learning									
3.2.1	▲								
3.2.2	▲								
3.2.3							▲		
3.2.4	▲			▲					▲
3.2.5	▲								▲
3.2.6	▲								
3.2.7	▲								▲
3.2.8						▲			
3.2.9					▲				
3.2.10							▲		
Element 4 – Teachers communicate effectively with their students									
4.2.1	▲								
4.2.2			▲						
4.2.3				▲					
4.2.4									
4.2.5		▲	▲						
Element 5 – Teachers create and maintain safe and challenging learning environments through the use of classroom management skills									
5.2.1				▲					
5.2.2				▲					
5.2.3				▲					▲
5.2.4	▲								
5.2.5	▲								
5.2.6	▲								▲
5.2.7				▲					▲
Element 6 – Teachers continually improve their professional knowledge and practice									
6.2.1	▲								
6.2.2									
6.2.3									
6.2.4				▲					
6.2.5							▲		
6.2.6							▲		
6.2.7									
6.2.8									
Element 7 – Teachers are actively engaged members of their professional and the wider community									
7.2.1					▲				
7.2.2						▲			
7.2.3									
7.2.4									
7.2.5					▲				
7.2.6					▲				

▲ - Standard achieved

Item	Aspects Addressed
Early Stage 1 Computer Program	<ul style="list-style-type: none"> 1.2.1, 1.2.2, 1.2.3, 1.2.4 2.2.1, 2.2.2, 2.2.3, 2.2.4 3.2.1, 3.2.2, 3.2.3, 3.2.4 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5 5.2.2, 5.2.5 6.2.1
Term 3 Maths Program	<ul style="list-style-type: none"> 1.2.1, 1.2.2, 1.2.3, 1.2.4 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.6, 3.2.7 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5 5.2.2, 5.2.3, 5.2.5 6.2.1
Guided Reading Matrix	<ul style="list-style-type: none"> 1.2.1, 1.2.2, 1.2.3 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6 3.2.1, 3.2.3, 3.2.5, 3.2.7, 3.2.8, 3.2.9, 3.2.10 4.2.2, 4.2.4 5.2.2, 5.2.3, 5.2.5 6.2.1
Child A Behaviour Management Plan	<ul style="list-style-type: none"> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 5.2.1, 5.2.2, 5.2.3, 5.2.5, 5.2.6, 5.2.7 7.2.5
Benchmark Record	<ul style="list-style-type: none"> 3.2.5, 3.2.8
Discussion Assessment	<ul style="list-style-type: none"> 1.2.3 2.2.1, 2.2.2, 2.2.4, 2.2.5, 2.2.6 3.2.1, 3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.7, 3.2.9, 3.2.10 4.2.1, 4.2.2, 4.2.3 7.2.2
Photo - Class Values posters	<ul style="list-style-type: none"> 5.2.1, 5.2.2, 5.2.3
Report Comments	<ul style="list-style-type: none"> 3.2.9 7.2.2
Parent Teacher Meeting record	<ul style="list-style-type: none"> 3.2.8, 3.2.9 7.2.1, 7.2.2, 7.2.4, 7.2.5, 7.2.6
KC Timetables	<ul style="list-style-type: none"> 5.2.4 7.2.3
Professional Goals	<ul style="list-style-type: none"> 6.2.2, 6.2.7
2008 TPL	<ul style="list-style-type: none"> 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8
Teddy Bears Picnic Organisation	<ul style="list-style-type: none"> 6.2.1, 6.2.4, 6.2.5, 6.2.6 7.2.1, 7.2.3, 7.2.4, 7.2.6
LMG Meeting Notes	<ul style="list-style-type: none"> 6.2.3, 6.2.4, 6.2.6, 6.2.7 7.2.1, 7.2.4, 7.2.6
Playground Flowchart	<ul style="list-style-type: none"> 5.2.3, 5.2.5, 5.2.6, 5.2.7 6.2.8

Evidence Linked to Standards:

Documentary Evidence

Public Speaking - Plan and Assessment

Professional Competence Standards:

2.2.2 Apply knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns.

3.2.5 Use a broad range of effective strategies to assess student achievement of learning outcomes.

3.2.6 communicate to students the link between their achievement and outcomes set out in the syllabus.

3.2.7 Provide timely, effective and consistent oral and written feedback to students to encourage them to reflect on and monitor their learning.

3.2.10 Use student assessment results to evaluate teaching and learning programs and inform further planning.

7.2.4 Interact and network with colleagues and community stakeholders in educational forums.

7.2.5 Demonstrate ethical behaviour by respecting the privacy of students and confidentiality of student information.

7.2.6 Present a professional image in all communication and interactions with parents, caregivers, colleagues, industry and the local community.

Links to Standards:

This year I co-ordinated and ran the schools public speaking program. As a part of this program I develop a set of assessment guides for each stage. I explained the basis on which public speaking is assessed before linking public speaking to outcomes from the K-6 English syllabus and provided indicators to guide assessment. The assessment guides take into account the students' physical, social and intellectual development at varying stages and modified the assessment criteria accordingly. Each teacher in the school was provided with a copy of the assessment guides as well as an assessment rubric.

The student assessment of public speaking was a culmination of several weeks of teaching. It was used as an assessment of the student's talking and listening skills, and as a part of the whole school public speaking competition. It is presented on the assessment rubric which gives the student detailed feedback about what they did well, and what they needed to improve on. In addition to the written feedback sheet I provided each student with oral feedback at the conclusion of their speech.

Comment:

These used to be quite rare but now they are almost universal. They serve two functions. Firstly, they provide a useful overview of the spread of evidence (for both NSTs and the assessors). Secondly, they can be used to quickly identify areas of weakness or strength – where they is too little/much evidence. You' always have more than you need so the trick is to provide an even balance across all elements and a wide range of standards.

The three examples show different approaches – visual, number-based and directly linked to comment. Which one depends on your style but the visual ones tend to be more common.

4.3 Assessment Information

PART B: (20 marks)

Identify and explain any environmental issues these two regions are facing or may be facing in the future. Outline the steps that can be taken by various bodies to ensure the physical environment is preserved and assess how feasible each of these could be.

These should be outlined as a separate section within your report giving details of the issues. Examples for Part B could include:

- (i) increasing population size in the area leading to further development and therefore loss of habitats, pollution, access to freshwater etc.
- (ii) the local government is attempting to correct any problems by ensuring that there is minimal disturbance in habitats in the area through sustainable development. They are also incorporating a self-sufficient system within housing developments to reduce pollution levels through water recycling and solar power usage while also reducing disturbances to surrounding areas through such developments.
These actions by the council will be effective since consideration for potential problems has been sufficiently taken into account; however the problem of access to freshwater is not adequately addressed in the proposals for the developments.

This section should be approximately 3 pages in length.

The report should be set out in a format similar to the following:

Region 1	PART A	Region Selected	PART B
Location	Region one is located in ...	Environmental Issues	This region faces the potential problems of...
Transport facilities	Region one has access to...	Actions being taken by Governing Bodies	The bodies concerned in this case include...
Distinctive landforms	The main features that stand out here ...	Evaluation of Actions by Governing Bodies	Overall, these bodies are...
Features of Natural Environment	The natural environment consists mainly of sandstone rock ...		
Climate	In this area the climate ...		
Region 2		
Comparison		

Good luck and enjoy your research

Comment:

Two totally different approaches each with the aim of showing what they gave to students. The top extract is part of an assessment task; the lower extract is part of a group exercise. Both show what is to be expected. However, the lower example ties in with more reflection on the nature of the work (not shown here) and can demonstrate how disparate areas of teaching (and the elements) can be usefully combined. Some NSTs just put in duplicated worksheets without any comment – how could you demonstrate what you can do from that?

N.B. Normally, it's only worth putting in extracts of work because of space constraints.

Group One

You have several activities to complete this week as a part of your literacy contract time. Remember, it doesn't matter what order you do the activities in, as long as they are completed. All activities must be completed and handed in by Thursday (remember not to hand in any books that you need to use for other activities!).

Reading

- Write down 5 facts about the main character in your reading book
- Write 2 things that you liked about the story and 2 things that you didn't like about it. Did you find the story interesting? How would you feel if you were a part of it?
- Create a new character to be a part of the story. Write a description of them and then draw a picture

Handwriting (due Wednesday)

- 2 pages from your text book
- Copy the 'Squares and Lines' poem into your handwriting book. Draw a nice picture to go with the poem.

Spelling

- Write your spelling words into your spelling book (a good idea would be to do this on Monday morning)
- Turn the pink group of words into plurals (remember, they change a little bit!)
- Use a dictionary to find the meanings of 3 of your spelling words. Then write the meanings in your spelling book

Super Sentences

- Write 4 super sentences, using alliteration to make them more interesting.

Fast Finishers Challenge

- Write a story book for year 1 students using all of your spelling words. Remember to include pictures. If you do a good job you may get to read it to them.

4.4 Classroom Management

Class Rules:

- 5L's (Look, Lips, Listen, Hands in Laps, Learn)
- Listen when others are talking.
- Follow teacher's instructions/directions.
- Keep hands, feet, and objects to yourself.
- Work quietly and do not disturb others.
- Show respect for school and personal property.

Class Award System:

- Verbal praises
- Stickers for completing class work properly
- Smilies for good behaviours (adhere to Class Award system in year 1 and 2)
- 2 Commendations award for 2 Students in each class (at the end of each term)

Class discipline system:

- Verbal warning name is written on white/black board, out a cross

Achievement of Standard
 This document is displayed in the classroom to show students about my expectations of their behaviour in the classroom. This is the strategy that I implemented to establish a positive environment (through Award system) and ensure classroom discipline problems are to be dealt with fairly and respectfully (through the discipline system).
 Standard 5.2.3/5.2

Excerpt - Child A Behaviour Management Plan

Behaviours Observed:

• Calling out	• laying down	• touching others
• rolling around	• yelling/screaming	• some violence
• talking	• blocking ears	• disrupting class lines
• leaving class	• throwing items	• ignoring teachers
• running in walking areas	• out of bounds	• inappropriate playground behaviour
• jumping, rolling and sliding down the stairs.	• saying "I won't listen/ do it"	• non compliance

General:

- Child A requires a consistent approach to any behaviour management.
- He is beginning to learn that the rules that apply in the classroom with myself, also apply with other teachers.
- He often disrupts the class; however, the class are able to ignore some behaviours and continue to work.
- Child A is able to work at his desk, however this is not consistent. He often 'fusses', moving away from the desk, walking around the room, touching things, talking inappropriately, arguing with children, and other disruptive and avoidance behaviours.
- Child A has trouble settling from changes in routine, going to library and sport and "fun" boisterous activities
- Child A enjoys developmental activities and construction.
- He is self-centred and enjoys seeing his name on positive things, and dislikes negative mentions.
- Child A does not enjoy obvious verbal praise, but will try to make me 'happy and proud'.
- Child A loves jobs.
- He will not always respond straight away. Give him some time, and then repeat instruction.

Language Used:

- "What can you do to make me happy?"
- "What do you need to do to get a sticker in your book?"
- "You need to... or you will miss out on ..."
- "Controlled hands and controlled feet"
- "That makes me so happy"
- "It is not ok to ..."
- "We are going to wait until you can do the right thing"
- "Thank you for ..., that is a big help"

Comment:

Again, two different approaches to the same issue. The top example is from a secondary school; the other from a primary school. Note the annotations in the top case, showing the NST reacting to and modifying the work. In the lower example, it's written into the text (and is accompanied by a more detailed explanation (not shown)).

4.5 Communications

Standard 3.2.1, 3.2.6, 3.4.3, 3.2.5

Evidence IVA

7.2.3, 7. [REDACTED]

1 March 2010

Dear Parents/ Carers,

The National Chinese Eisteddfod Competition is a nationwide event for Chinese Language students in Australia, organised by *Chinese Language Education Council of NSW*, co-organised with Chinese Newspaper *Sing Tao Daily*. We are currently enrolling students from Kindergarten to Year 5 for the competition.

Competition Information:

Date: 22nd May (for Cantonese and non-native speakers)
29th May (for native speakers)

Venue: [REDACTED]

Individual Competitor's Age Group:

Native speakers: 4 – 6 years, 7 – 9 years, 10-12 years
Non-native speakers: 4 – 7 years, 8 – 12 years

Semester [REDACTED]

English

Overall achievement A B C D E Effort 5 4 3 2 1

	Outstanding	High	Sound	Basic	Limited
Talking & Listening		✓			
Reading	✓				
Writing		✓			

Teacher comment

This semester the students in stage two have explored literary texts to support the further development of reading skills and increasingly complicated texts. [REDACTED] is able to explore themes and ideas in texts and continues to demonstrate understanding at a outstanding level. She continues to read increasingly difficult texts for different purposes with expression and fluency. [REDACTED] demonstrates and ever increasing capacity for comprehension and understanding at a outstanding level. [REDACTED] has engaged in the joint and independent construction of information reports at a high level. She is continuing to plan and create well structured literary and factual texts in terms of topic, purpose, audience and language by drafting, revising and proofreading. This semester [REDACTED] has been using various listening strategies to gather general ideas from conversations, reports or spoken presentations. She can identify the effect of purpose and audience on spoken texts and how they shape and present ideas at a high level

Comment:

Three common examples. Part of a permission note developed by the NST following school guidelines and a report fitting into a standardised template. Given they are the NST's own work they are valuable examples of the sorts of communication that can go to all stakeholders. A range of such material is extremely common in evidence folders.

Next page, a great example of evidence on a range of levels. It's part of a student report but has comments prior to and annotations during the work being presented. It shows exactly how the NST is approaching the work and how each standard is being explicitly addressed through both comment and direct pointing to words.

EVIDENCE 6

When writing students reports I consider the knowledge and skills covered up to that point and I give the grade that best matches the standard achieved so far. Other information I provide on students are activities, effort, and attitude. I insure that my comments were positive, along with areas for improvement. I kept the language parent friendly and consisted with the Board of Studies grading system and syllabus outcomes. This ensures clear communication between me and parents when informing them of their child's academic and social progress.

Element 3.2.9
Element 7.2.2
Element 7.2.1
Communicating regularly via student reports I have provided parents and caregivers with information about students learning and achievements

Element 3.2.10
Element 3.2.6
The systematic use of rigorous ongoing assessment means that I am constantly assessing where my students are developmentally, academically and socially.

Element 3.2.8.
In order to complete students' reports I was required to maintain and keep a record of students learning progress throughout all class assessments

Millennium Reports Comment List

Term 4
Stage 4 History

■■■■ has maintained his approach to learning about History in a very mature and responsible manner. Through different assessment tasks he can confidently describe and explain the nature of history, the main features of past societies and periods and their legacy. ■■■■ endeavoured to try hard and has completed all his work to a very pleasing standard. He is a steady worker and has made a high achievement in this subject. Well done.

■■■■ is a well mannered and responsible student. She has maintained her approach to learning about history in a very mature manner. ■■■■ tries hard and has completed all her work to a very pleasing standard. Through different assessment task ■■■■ has demonstrated that she can effectively locate, select and organise relevant information from a number of sources, including ICT, to conduct basic historical research. ■■■■ is a steady worker and is made outstanding progress in this subject.

■■■■ is a steady worker and has always displayed a respectful and likable character towards teachers and students alike. She takes part in all lessons with a degree of interest. ■■■■ has demonstrated through a variety of assessment tasks that she needs to improve in identifying the meaning, purpose and context of history sources. Overall ■■■■ has made sound progress throughout the term.

■■■■ has shown on different occasions that he is a capable student. However he often finds it difficult to settle and focus on the task at hand without being distracted or distracting others. In the future ■■■■ needs to focus on completing set class work and assessments as well as improving his attitude and behaviour. Overall he has made a basic progress.

■■■■ is a quiet and determined worker who always takes part in all lessons with a high degree of enthusiasm. She shows a keen interest and a natural flair for history. Through different assessment tasks ■■■■ has demonstrated that she can confidently describe and explain the nature of history, the main features of past societies and periods and their legacy. ■■■■ has made an outstanding achievement in this subject. She is a pleasure to teach. Well done.

Element 7.2.5 The names of the students mentioned in the report above have been omitted, thus demonstrates that I have respected the privacy and confidentiality of all students details.

4.6 Lesson Notes

Learning Sequence		
Outcome	Teaching and Learning Activities	Assessment
RS2.5	<p>Lesson 1 – Immediate Responses to Look to the Stars Students respond to initial readings of the book through discussion and writing</p> <p>Reading Journal: Have children keep a record of their responses to the text. Responses can be made at any time during the reading and can include questions, statements, drawings, poems and/or pictures. The activity can be open ended with the children simply recording new entries at the conclusion of discussions.</p> <p>KWL chart of knowledge about space to begin journal</p>	<p>Ongoing assessment of written responses</p> <p>Quality Teaching Framework Deep knowledge Problematic knowledge Higher order thinking</p>
ES2.6	<p>Lesson 2 Our place in space Watch video about the solar system from national geographic website. Record a basic diagram of the solar system, highlighting where Earth is.</p>	<p>Accurate recording of diagrams</p> <p>Quality Teaching Framework Knowledge integration Engagement High expectation Deep knowledge Deep understanding Problematic knowledge Higher order thinking</p>
RS2.5 RS2.8 RS2.9 WS2.9	<p>Lesson 3 In small groups discuss and create 6 questions you would ask Buzz Aldrin, or an astronaut, about space if you met him. Write these questions in books</p>	<p>Ongoing assessment of students written response to the text</p> <p>Quality Teaching Framework Knowledge integration Engagement High expectation Deep knowledge Deep understanding Problematic knowledge Higher order thinking</p>

Comment:

Two totally different examples, showing the diversity of approaches to teaching! Again, the best evidence here is to use a small extract (e.g. 1 page) and then to spend some time describing the work, putting it in context, giving accurate attribution and reflecting on how the lesson went and what might be done next time. It's this cycle of plan > execute > evaluate > plan etc. that should be part of a teacher's way of working and something that's important to demonstrate as an NST.

Year 2010 Term 4, Week 5 Year 7 Chinese ICT Lesson Plan

Subject: LOTE (Language other than English)	Language: Chinese (Mandarin)	Stage/Year: Stage 4, Year 7	Date: Tuesday, 09/11/2010	Class duration: 50 minutes
Main Text: Famous tourist spots in China		Previous lesson: Nihao 1 Unit 10 - My friend		
General objectives:		Syllabus outcomes addressed in this lesson:		
<ul style="list-style-type: none"> - Cultural significance of places in China - New vocabulary (through researching on the internet) 		<ul style="list-style-type: none"> 4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately 4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately 4.UL.3 establishes and maintains communication in familiar situations 4.UL.4 applies a range of linguistic structures to express own ideas in writing 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Chinese 4.MBC.2 demonstrates knowledge of key features of the culture of Chinese-speaking communities. 		
Time	Stage/Year	Procedure	Teacher/Student	Resources
5m	Stage 4, Year 7	Introduce lesson as per lesson outcomes & mark roll	T/S	<ul style="list-style-type: none"> • Whiteboard marker • Data Projector • Computer (Powerpoint presentation)
2m		Giving instructions to students regarding the Cultural assignments. Explain to students about expectations and marking criteria of the assignment.	T	
30m		Students are to work on the computers to research information required in order to complete the assignment. Title of the assignment: <i>Introduce ONE of the tourist spots in China. In your Powerpoint presentation, you need to include</i> 1. A brief history of the tourist	S	

4.7 Mark Sheets

20/2 28/4 30/5

GEOGRAPHY		Mini Resent Assign 28/2	Books 16/3	Assign A 15	in + B 10	Skills C 15	Poem or Song 35	TEST 13/5	Books 19/6		
TEACHER:											
CLASS:											
B.		F	B-	A+	14	9	14	28	A+	32 1/2	B
C		M	B	A	11 1/2	7	12	31	A	29	A
D		M	A	A	13	10	11	32	A+	38	A
D:		F	A	A+	14	10	14	27	A+	36	A+
D:		F	A	A+	13	10	15	26 1/2	A+	35 1/2	A
FI		M	C-	C	4 1/2	6	6	20	A	33 1/2	C
HA		M	B	C	6 1/2	4	8	22	A	29 1/2	B+
H:		F	A+	A	14	10	13 1/2	27 1/2	A	35	A+
H:		M	C	A	14	7 1/2	15	30 1/2	A+	32 1/2	C
H:		M	C	A	11	6	7	24	A	27 1/2	B
JI		M	D	D	6	5	6	18 1/2	B+	24 1/2	D
K:		M	A	B	13	10	15	32	A	36	B
K:		M	D	D	11	5	6	22	C	30 1/2	D
L		F	B	B	14	5	12	29	A+	28 1/2	A
L:		M	B-	B-	8	6	8	25 1/2	C	32 1/2	B
L:		M	D	B	7	10	6 1/2	22	A	26 1/2	C
L:		F	B-	A+	13 1/2	10	14	29	A	30 1/2	B
M:		M	C	A	11	7	8	23	C	26 1/2	B-

Achievement of the Standards – Documentary Evidence 4

This markbook demonstrates that I actively monitor the students' progress through maintaining records of their marks in assessment tasks, bookwork, homework, class presentations and class tests. I use this to monitor how the students are performing – especially to take note of students who are struggling or continuing to find difficulty with the geography work set. Those that are having difficulties I talk to individually and some of these students I have referred to my head teacher to discuss their performance and behaviour in the subject (Standard 3.2.8)

Chinese Intermediates) Yearly Results

Test 1	Test 2	Test 3	Test 4	Total	5%	vocab	cultural	Participation	Total C	listening	20% speaking	reading	writing	R&W	total	
52.5	39	28.5	34	154	3.33	3.5	5	6	18	33	19	16	11.5	23.5	17	70.1126
85	49.5	39.5	52.5	227	4.9	4	5	4	18	33	19	19	31.5	48.5	39	94.8686
64	49.5	39.5	45	198	4.29	3.2	0	6	13	31	18	17	19.5	42.5	30	78.6005
75	50	39	47	211	4.57	3.3	4	3	15	34	20	17	25.5	42	33	84.3972
67.5	49.5	39.5	53.5	210	4.55	3.7	5	4	17	30.5	18	16	13	19	15	66.6083
68	49	33	51.5	202	4.36	3.8	4	5	17	29	17	15	27.5	24.5	25	74.2805
74	49.5	39	48	211	4.56	3.9	3	5	16	33	19					
78	48.5	38.5	50	215	4.65	4	5	6	20	30.5	18					
56	49.5	37	53.5	196	4.24	4	4.5	6	19	27	16					
66	49	39	51	205	4.44	3.9	5	6	19	24.5	14					
77	48.5	39.5	52	217	4.7	3.9	3	3	15	31	18					
60.5	50	38	47.5	196	4.24	3.3	5	6	19	24	14					
69	47.5	40	54.5	211	4.57	3.9	5	5	18	34	20					
48	46.5	38	51	184	3.97	3.9	3.5	4	15	34	20					
78	48.5	39.5	52	218	4.72	3.8	0	6	15	31	18					

Comment:

Just two examples here (they're all much the same!). What differentiates the top one is that it's explicitly linked to reflection about the work and how the results gathered alter teaching and learning processes.

4.8 Professional Development

Professional Learning	Location	Presented By	Duration (hrs)	Date
Emergency Care			2.5	27/01/2010
ICT Education			1	27/01/2010
NAPLAN Analysis			2	8/02/2010
Literacy - Writing			2	22/02/2010
Beginning Teachers Workshop			6	2/03/2010
ICT Education			2	8/03/2010
Moodle - ICT Education			6	12/03/2010
Computer Co-ordinators Training Day			6	17/03/2010
Behaviour Management			2	18/03/2010
Mathematics - Number			1.5	22/03/2010
NAPLAN Analysis			3	19/04/2010
Student Welfare/Behaviour Management			2	3/05/2010
Personal Behaviour Management			1	6/05/2010
Computer Co-ordinator Induction Day			6	25/05/2010
Literacy - Writing			1.5	31/05/2010
Blog Ed Learning Tool			1.5	14/06/2010

- In July, I attended an in-school Master Learners Exchange course which equips me with ICT skills to be used in Classroom teaching. For example, the use of Blogs, Wikis, Social Bookmark, Podcast & Vodcasts etc.
- At school meetings we discussed the Gifted and Talented Policy and additional information on working with gifted and talented students.
- At Faculty meetings every Friday, we discussed students' issues related to their learning and behaviour. We also communicate with each other for any matters related to LOTE Faculty (See attached Agenda for LOTE Faculty meeting)
- On staff development day in December, I attended various seminars and workshops related to Aboriginal Policy Updates, Use of School Electronic Diary and other information technology applications in teaching. I also discussed and investigated the aspects of Quality Teaching under the Department of Education & Training guidelines with other colleagues.

Comment:

If it needed to be made clear, these examples highlight the variety of approaches to the same subject. The top case is a list of professional development. The lower case not only describes the work but goes on to reflect, explicitly, how this has been used in teacher development.

4.9 Programs

Stage 4 outcomes	Unit outcomes	Function	Structures
<ul style="list-style-type: none"> 4.UL.1 4.UL.2 4.UL.3 4.UL.4 4.MLC.1 4.MLC.2 4.MBC.1 4.MBC.2 	<ul style="list-style-type: none"> Have basic conversation at a restaurant or as a guest of a Chinese family Write a note Explain cause Express frequency Offer choice Understand some Chinese custom on inviting people for dinner Make a simple Chinese dish 	<ul style="list-style-type: none"> Ordering meal Dinning in a Chinese family <p>Grammar/vocabulary</p> <ul style="list-style-type: none"> 因为...所以... 平常/常常/不常 ...还是... <p>Food: 麻婆豆腐/古老肉/狮子头/牛排/白饭/炒饭/酸辣汤</p>	<ul style="list-style-type: none"> 因为今天下雨，所以我们不能去打球。 我不常看电影。 你喜欢游泳还是打网球。 <p>Culture</p> <ul style="list-style-type: none"> special meanings about beancurd and plain rice 福 upside down Chinese diet Chinese food Chinese custom as host
Suggested Activities	<ul style="list-style-type: none"> Talking about their regular eating out Viewing then discussing the Dragons Tongue series about eating out. Survey to find out the most popular Chinese food / restaurant amongst their peers and the reason behind their choices. Give a report or speech. (S/L/W) Write a recount on one of most interesting eating out experience. (W) Workbook exercises on listening, reading and writing tasks 		
Resources	Nihao 2 unit 8		
Differentiation	- authentic Chinese food / Chinese customs on paying bill and having guests for meal/ excursion to Chinese restaurant		
Assessment	vocabulary test/ unit test/role paly		

Comment:

These are two good examples. The one on the left has the advantage of differentiation whilst the one below has an evaluation of the work in question. Ideally, you'd combine both into a detailed example of work.

Thursday 40min	Time MS.5		My Favourite Thing (High Expectations)	<ul style="list-style-type: none"> Kagen Book Paper
Friday 80mins	Time MS.5	The Bad Tempered Lady Bug (High Expectations)	What happens when (Deep Understanding) ☺ Give children worksheet. Ask them to make a time on the clock and then explain what happens at this time. Roll and Write (Deep Understanding)	<ul style="list-style-type: none"> Worksheet Dice Blank clocks
		<ul style="list-style-type: none"> Lesson from Kagen 	<ul style="list-style-type: none"> Dice game - children roll the dice and make that time on a clock. 	

Evaluation:

Clock Drawing - Brilliant! Children's first pictures were very different to the final results, and the children were able to explain why. Class came up with criteria as a group (with direction) which was very close to what I had in mind. All children achieved task outcomes.

Body Clock - We had so much fun doing this and the children really developed a good understanding of clocks and the number placement. Children were engaged from the onset of the activity, all were involved.

Floor Clock - Another fantastic activity. Children were very focused and engaged. All groups were able to complete the task.

Thinker's Keys - The booklet was initially to be used as fast finishers work, however the children loved the work so much we devoted some lesson time to it. The ideas that the children provided were fantastic, creative and varied, and I could really see the children who were most comfortable using this skill.



Images: <http://www.flickr.com/photos/escalepade/5204460002/sizes/l/in/photostream/>
<http://www.flickr.com/photos/wes2theg/2942127153/sizes/s/in/photostream/>