

Guide to Evidencing Impact for Northern Territory Teachers

TRB

TEACHER REGISTRATION BOARD
of the Northern Territory

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1. Guidelines

The Teacher Registration Board of the Northern Territory (the Board), as the regulatory authority, has the knowledge and expertise to support all Northern Territory (NT) teachers, across all career stages.

These guidelines have been developed by the Board to encourage and assist teachers to continually reflect on their practice by developing a deliberate professional growth mindset. The focus of this document is on improvement of practice and student outcomes in NT schools.

This document enables a teacher to engage at a deeper level with the Australian Professional Standards for Teachers (the Standards) at all career stages, encourages teachers to effectively reflect on their practice and provides guidance around evidencing and analysing their practice.

2. Purpose

Collecting evidence of practice means a teacher is making a deliberate and active effort to document the knowledge base and how students' learning informs the work of a teacher.

A portfolio is an effective way to assess teaching quality. Whilst it provides opportunities for teachers' self-reflection and collegial interactions on own practice, it is a collection of information about a teacher's practice.

There is a national focus on improving teacher quality, and it has been identified within the *One Teaching Profession: Review of Teacher Registration* that teachers can optimise the benefits of registration by focussing on opportunities for professional growth, investing in the idea of teaching as *one profession* and valuing their own status as high quality registered professionals.

The Standards provide a foundation to support teachers and leaders, and their purpose is to guide and strengthen the quality of teaching, while also providing a framework for career progression and ongoing high quality professional learning. They are complimentary to and essential for the growth of the profession.

3. Definitions

The Board: means the Teacher Registration Board of the Northern Territory. The teacher regulatory authority for the NT.

The Standards: The Australian Professional Standards for Teachers. The Australian Professional Standards for Teachers is a public statement of what constitutes quality teaching.

Evidence Portfolio: An evidence portfolio is a collection of documents and annotations that demonstrates both a direct and indirect indication of a teacher's practice and associated impact of practice, against the seven Standards at the relevant career stage.

Annotation: An annotation is extra information, comment or explanation. Annotations provide an opportunity for a teacher to articulate practice and the impact it has had on student achievement and colleagues practice, through a reflective thinking process.

4. Understanding an Evidence Portfolio

4.1 The Australian Professional Standards for Teachers

The Standards are a public statement of what constitutes quality teaching. The Standards define the work of teachers and make explicit the elements of high quality, effective teaching in 21st century schools that result in improved educational outcomes for students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, employers, teacher educators, teacher organisations, professional associations and the public.

4.2 What is evidence?

Broadly speaking, evidence is authentic, reliable and valid information that can be used to support a particular idea or conclusion (AITSL 2011). It can be contained within artefacts, observable actions and products.

Evidence must be drawn directly from a teacher's own practice and demonstrate how the teacher impacts positively on, and improves outcomes for, students, and how the teacher collaborates with colleagues. In doing so, it should clearly show:

- what the teacher wants students to learn
- how the teacher will facilitate this learning, and
- how the teacher will know students have achieved this learning.

Evidence collected will vary depending on contextual issues including level of schooling, position within a school, type of school, jurisdiction and sector. Understanding the teaching environment and how that context influences teaching choices, and what to do will enable a teacher to utilise evidence that is specific to their context.

When preparing and presenting a collection of evidence a teacher should keep in mind the audience and set the scene for the reader. All evidence must be authentic, verifiable and robust, and be a true representation of a teacher's work.

4.3 What are annotations?

The written annotation is an essential and crucial part of the evidence portfolio. It provides the necessary information to align evidence to the standards and descriptors of the Australian Professional Standards for Teachers. It also provides an opportunity for a teacher to articulate practice and the impact it has had on student achievement and colleagues practice, through a reflective thinking process.

4.4 What is an evidence portfolio?

An evidence portfolio is a collection of documents and annotations that demonstrates both a direct and indirect indication of a teacher's practice and associated impact of practice, against the seven Standards at

the relevant career stage. An evidence portfolio is an effective way to assess teaching quality, and is an essential part of a teacher's professional development from the graduate career stage through to national certification.

An evidence portfolio is a document which:

- Highlights a teacher's strengths and achievements aligned to the relevant career stage of the Standards
- Provides a stimulus for reflecting on practice
- Highlights how a teacher's knowledge base about how students learn, informs their practice
- Allows a teacher to demonstrate and analyse how they impact positively on and improve student wellbeing outcomes
- Highlights and describes how a teacher collaborates, guides, advises and leads colleagues, and the impact this has had on colleagues' practice
- Demonstrates how a teacher's influence reaches beyond the classroom, and highlights not only the work done to improve their own practice, but also how they build the capacity of others
- Is drawn directly from a teacher's own practice, and
- Is assembled and structured individually, with the support of mentors, colleagues and leaders.

4.5 Purpose of an evidence portfolio

Keeping a record of practice by collecting evidence is one step allowing a teacher to continually reflect and gain feedback on their practice, whilst identifying their strengths and areas for growth and development. This will provide the opportunity for the teacher to improve as a professional and the outcomes for their students, and can be useful for a number of processes, in particular:

- Working towards achieving full registration, which involves collecting evidence to demonstrate achievement against the Proficient career stage of the Standards
- The school performance and development process, which involves setting goals and collecting evidence of a teacher's practice in order to demonstrate achievement of these goals, reflect on practice and identify areas for development
- Applying for certification, which involves submitting evidence that is mapped and annotated to either the Highly Accomplished or Lead career stages, and
- Supports employer based career progression processes.

Collecting evidence of practice means the teacher is making a deliberate and active effort to document how their knowledge base about how students learn informs how the teacher works.

5. Approaches to portfolio development

5.1 Linear or holistic design approach

What follows are two approaches which teachers might consider when designing their portfolio and when selecting evidence. They are *Standards Directed* and *Project Directed*.

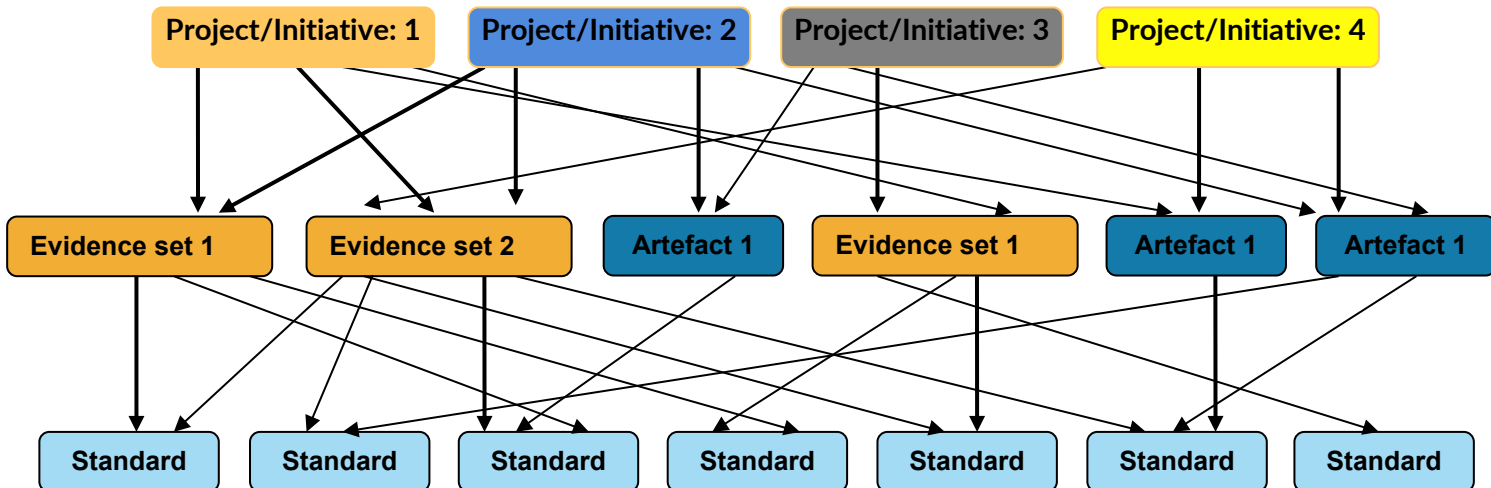
Linear Approach – Standards Directed

A standards based portfolio is a linear approach to organising a portfolio. This is where a teacher chooses to align one piece of evidence for one area of the Standards alone.

STANDARD 1			
Focus Area	ACTIONS	ANNOTATIONS/ IMPACTS	EVIDENCE
<p>1.1 Physical, social and intellectual development and characteristics of students Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</p>			
<p>1.2 Understand how students learn Expand understanding of how students learn using research and workplace knowledge.</p>			
<p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>			

Holistic Approach – Project Directed

A project -based portfolio is a holistic approach to organising evidence. This is where a teacher aligns one piece of evidence to multiple areas of the Standards.



5.2 Choosing a platform to create your portfolio

It is recommended that teachers create their portfolio within a platform that they are familiar with. Some examples of platforms are listed below, however these are not extensive:

- Microsoft word
- Google Drive/Google Docs
- OneNote



- Websites (e.g. wix, weebly)

6. Evidence

6.1 What evidence could I draw upon from my practice?

Evidence may vary according to a teacher's teaching context. However, regardless of context, evidence collected should come from multiple sources and include as a minimum: data showing impact on student outcomes; information based on direct observation of teaching; and evidence of collaboration with colleagues (AITSL 2012).

It may be helpful to take note of the following categories of evidence:

- *Teaching and learning programs* – for example, learning tasks and activities, evaluation of teaching and learning programs, and individual student learning plans.

- *Classroom observations* – for example, lesson observation notes, video clips of practice, peer observation notes.
- *Reflection and feedback* – for example, reflections on practice, student conference notes, student, parent/guardian or peer feedback, student survey data, performance review feedback.
- *Student assessment and learning* – for example, assessment plans, assessment strategies, student self/peer assessment feedback, samples of student work, feedback and outcomes.
- *Collaboration and communication* – for example, records of professional conversations, resources co-constructed with colleagues, team meeting notes, records of engaging with parents/guardians and the community.
- *Professional learning* – for example, professional learning plan, professional learning journal, action research project, professional learning provided for colleagues. (AITSL 2013, p. 3)

Further examples of evidence have been outlined for each descriptor at the Proficient, Highly Accomplished and Lead career stages. Exploring these may provide teachers with additional guidance around the types of evidence they could utilise to demonstrate their practice.

These categories and examples were developed as support resources for teachers applying for full registration or certification; however, they may be helpful for any teacher wishing to reflect on their practice and identify areas for growth and development.

As a teacher works towards the Highly Accomplished and Lead career stages of the Standards, they will also undertake roles that guide, support, advise and lead others. At these levels a teacher's influence reaches beyond the classroom and the teacher is not only working to improve their own practice but also to build the capacity of others. Evidence collected should therefore also demonstrate the positive impacts on, and improvements in, the practice of a teacher's colleagues.

6.2 Assess the validity, reliability and authenticity of evidence

Consider the following questions to assess the validity, reliability and authenticity of this evidence:

- Why has this evidence been selected?
- How does this evidence demonstrate what a teacher knows about effective student learning?
- How does this evidence align with the Standards?
- How does this evidence demonstrate impact on student outcomes?
- How does this evidence demonstrate a teacher's growth as a professional?
- What additional evidence could a teacher use to demonstrate their practice?
- How does this evidence demonstrate leadership of and collaboration with colleagues and/or impact on colleagues' practice (if applicable).

6.3 Evidencing practice through classroom observation

Teachers may consider asking a colleague to observe their classroom practice and use this as a source of evidence for their professional growth and development. Ho and Kane (2013) identify this as a form of evidence which provides an opportunity for teachers to receive direct feedback on their practice. Gates (2013) also recognises it as a useful diagnostic tool, allowing teachers to focus on specific things on which they can improve. Observing classroom practice is therefore a powerful vehicle for teachers to reflect on and improve their practice. This form of feedback, along with feedback from students, 'can allow teachers to take control of their own development' (Phillips, as cited in Bill and Melinda Gates Foundation 2013, para 2).

The [Classroom Practice Continuum](#) is a great instrument, aligned to the Standards, that will assist teacher and their colleague to have a conversation about where a teacher's current practice is situated.

An important thing to remember for observing classroom practice is that evidence must be directly observable.

7. Reflective Practice and Writing

7.1 What is reflective practice?

Reflective practice is simply any instance where an individual thinks critically about an action, thought or experience. This thinking then enables the increase of their self-awareness and professional competence. It is purely a personal response to situations, events, experiences or new information.

Many factors will impact on a teacher's reflections. Different backgrounds: culture, education, family, work, different roles and goals, different levels of interest and motivation.

There are many models of reflection, however they all share common features:

- **What?** Describe the experience – what did you do?
- **So what?** Describe what difference it makes, what impact or meaning it has for you, colleagues and students, and why it is important
- **Now what?** What are you going to do to continue your professional development in light of this learning?

Annotations and reflective writing are a way for teachers to portray higher-level cognitive thinking and self-reflective growth.

7.2 Questions to guide reflective practice

The questions below are divided into sections which are based on different models and stages of reflection to assist with reflective practice:

What happened?

What took place?

What do your peers / colleagues think took place?

What do your learners think took place?

What worked really well?

What needed improvement or change?

Why did it happen?

What were the factors contributing to the success / problem?

What assumptions, beliefs, motives and emotions were involved from you, your learners and your peers / colleagues?

What theory can you recognise in what took place?

What external factors had any effect?

What can be done?

What are the possible ways to improve?
 How could you use some of the success factors in your teaching?
 How do your peers / colleagues think you could use some of the success factors in your teaching?
 How do your learners think you could use some of the success factors in your teaching?
 What ways forward are there?
 Which parts of the changes are the most straightforward / least straightforward?
 How will this affect your professional situation?

What will be done?

What action will you take?
 When will you take action?
 What impact do you believe it will have on you, your learners and your colleagues?

What were the results?

What impact did the action/s have?
 How do you know?
 How can you evidence the impact?

What will you do next?

What may you do differently next time and why?
 What will you do next?

7.3 Vocabulary

The following are a few suggestions for words and phrases that may be useful for prompting reflective writing:

Graduate	Proficient (registration)	Highly Accomplished	Lead
Know Understand Demonstrate Include Improve	Effective Apply Design Implement Organise Select Create Improve	Highly effective Skilled Innovative Collaborative Knowledgeable Guide & assist Model, advise & support Plan & evaluate Modify Develop Expand Analyse	Exemplary Innovative Lead Inspire Initiate Review Evaluate In-depth Promote Empower Analyse Synthesise Build capacity Research

Impact VERBS	Impact NOUNS	Impact ADJECTIVES
Accomplish	Accomplishment	Actual
Achieve	Achievement	Authentic
Adapt	Adaptation	Aware
Adjust	Adjustment	Beneficial
Affect	Alteration	Conversant
Alter	Change	Effective
Change	Conclusion	Efficacious
Complete	Consequence	Familiar
Conclude	Effect	Fruitful
Impact	Impact	Informed
Impress	Impression	Knowledgeable
Influence	Influence	Long ranging
Know	Modification	Operational
Learn	Outcome	Real
Modify	Product	Successful
Realize	Result	Tangible
Result	Revision	Up to date
Revise	Success	Valid
Transform	Transformation	Well informed
	Triumph	
	Upshot	

8. Relative Links

8.1 Supporting documents

- Guide to developing a Graduate Teacher Portfolio
- Guide to developing a Proficient Teacher Portfolio
- Guide to developing a HALT portfolio

8.2 Relative Policies and Guidelines

- The Australian Professional Standards for Teachers
- Professional Development Framework
- Guide to the Renewal of Full Registration
- Guide to Audit: Renewal of Full Registration
- Guide to Transitioning from Provisional to Full Registration
- Northern Territory HALT Policy
- NT Guide to Certification
- NT Guide to Certification Renewal
- HALT Documentary Evidence Supplements
- National Framework for Teacher Registration
- National Review of Teacher Registration – One Teaching Profession
- Graduate to Proficient: Australian Guidelines for teacher induction into the profession (AITSL)
- Australian Teacher Performance and Development Framework (AITSL)
- Building an effective performance and development culture (AITSL)
- Classroom Practice Continuum (AITSL)

8.3 Relative Legislation

- *Teacher Registration (Northern Territory) Act 2004*

- Teacher Registration (Northern Territory) Regulations 2004