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**TRB**

**TEACHER REGISTRATION BOARD**

**of the Northern Territory**

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

Full name of Provisionally Registered Teacher

**PLEASE NOTE:**

The Panel **must list the evidence provided** to demonstrate **meeting the Standard**.

This form **will not be accepted if hand-written**.

**A panel member CAN NOT endorse the panel’s decision** in section 6

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Australian Professional Standards for Teachers** | | | | **Evidence Provided by Applicant to Panel** | | | **Panel Judgement** | **Panel Comment** | |
| **Professional Knowledge** | **1** | Know students and how they learn | |  | | | Meets Standard ☐  Does not  meet Standard ☐ |  | |
| **2** | Know the content and how to teach it | |  | | | Meets Standard ☐  Does not  meet Standard ☐ |  | |
| **Professional Practice** | **3** | Plan for and Implement effective teaching and learning | |  | | | Meets Standard ☐  Does not  meet Standard ☐ |  | |
| **4** | Create and maintain supportive and safe learning environments | |  | | | Meets Standard ☐  Does not  meet Standard ☐ |  | |
| **5** | Assess, provide feedback and report on student learning | |  | | | Meets Standard ☐  Does not  meet Standard ☐ |  | |
| **Professional Engagement** | **6** | Engage in professional learning | |  | | | Meets Standard ☐  Does not  meet Standard ☐ |  | |
| **7** | Engage professionally with colleagues, parents & carers, and the community | |  | | | Meets Standard ☐  Does not  meet Standard ☐ |  | |
| **Name of school / cluster / group** | | | **Name of Panel Member** | | **TRB No.** | **Signature of Panel Member** | | | **Date Recommendation Made** |
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Australian Professional Standards for Proficient Teachers

|  |  |  |
| --- | --- | --- |
| **Professional Knowledge** | **Know students and how they learn** | * 1. **Physical, social and intellectual development and characteristics of students**   Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning   * 1. **Understand how students learn**   Structure teaching programs using research and collegial advice about how students learn   * 1. **Students with diverse linguistic, cultural, religious and socioeconomic backgrounds**   Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds   * 1. **Strategies for teaching Aboriginal and Torres Strait Islander students**   Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students   * 1. **Differentiate teaching to meet the specific learning needs of students across the full range of abilities**   Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities   * 1. **Strategies to support full participation of students with disability**   Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements |
| **Know the content and how to teach it** | * 1. **Content and teaching strategies of the teaching area**   Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities   * 1. **Content selection and organisation**   Organise content into coherent, well-sequenced learning and teaching programs   * 1. **Curriculum, assessment and reporting**   Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.   * 1. **Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians**   Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.   * 1. **Literacy and numeracy strategies**   Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement   * 1. **Information and Communication Technology (ICT)**   Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful |
| **Professional Practice** | **Plan for and implement effective teaching and learning** | * 1. **Establish challenging learning goals**   Set explicit, challenging and achievable learning goals for all students   * 1. **Plan, structure and sequence learning programs**   Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning   * 1. **Use teaching strategies**   **Select** and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking   * 1. **Select and use resources**   Select and/or create and use a range of resources, including ICT, to engage students in their learning   * 1. **Use effective classroom communication**   Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement   * 1. **Evaluate and improve teaching programs**   Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning   * 1. **Engage parents/ carers in the educative process**   Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children’s learning. |
| **Create and maintain supportive and safe learning environments** | * 1. **Support student participation**   Establish and implement inclusive and positive interactions to engage and support all students in classroom activities   * 1. **Manage classroom activities**   Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks   * 1. **Manage challenging behaviour**   Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully   * 1. **Maintain student safety**   Ensure students’ wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.   * 1. **Use ICT safely, responsibly and ethically**   Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching |
| **Assess, provide feedback and report on student learning** | * 1. **Assess student learning**   Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning   * 1. **Provide feedback to students on their learning**   Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals   * 1. **Make consistent and comparable judgements**   Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning   * 1. **Interpret student data**   Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice   * 1. **Report on student achievement**   Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable record |
| **Professional Engagement** | **Engage in professional learning** | * 1. **Identify and plan professional learning needs**   Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs   * 1. **Engage in professional learning and improve practice**   Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.   * 1. **Engage with colleagues and improve practice**   Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice   * 1. **Apply professional learning and improve student learning**   Undertake professional learning programs designed to address identified student learning needs |
| **Engage professionally with colleagues, parents & carers and**  **the community** | * 1. **Meet professional ethics and responsibilities**   Meet codes of ethics and conduct established by regulatory authorities, systems and schools   * 1. **Comply with legislative, administrative and organisational requirements**   Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes   * 1. **Engage with the parents/carers**   Establish and maintain respectful collaborative relationships with parents/ carers regarding their children’s learning and wellbeing   * 1. **Engage with professional teaching networks and broader communities**   Participate in professional and community networks and forums to broaden knowledge and improve practice |