

# National Review of Teacher Registration

University of Melbourne, MGSE Submission

## Areas for discussion

Questions	Answers
<p><b>1. How is the national teacher registration framework working across Australia?</b></p> <p>Focus questions</p> <p>Elements of registration</p> <ul style="list-style-type: none"> <li>How well are the implementation and content of the eight elements of the Framework working? Please consider consistency, best practice and challenges and barriers in your response. You may wish to share examples.</li> </ul>	<ul style="list-style-type: none"> <li>The registration process has informed the design of the Master of Teaching program across all streams, supporting ITE pre-service teachers' readiness to teach</li> <li>The process for full teacher registration for ITE students undertaking the employment-based pathway course is working well, enabling them to attain full teacher registration after graduation.</li> </ul>
<p>Teacher quality</p> <ul style="list-style-type: none"> <li>How has the embedding of the Teacher Standards in the Framework supported teacher quality? In particular, how have the Teacher Standards influenced the way in which teachers move from provisional to full registration and through renewal of registration?</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Standards provide a common and consistent framework for defining quality and articulating expectations amongst ITE and post graduate course providers, education systems, schools and early childhood education providers.</li> <li>Teacher Standards provide a basis for the development of assessment, performance management and career development systems.</li> </ul>

<p><b>Improvements</b></p> <ul style="list-style-type: none"> <li>• How could current teacher registration arrangements be improved to strengthen both teacher registration implementation and teacher quality? Are the eight elements of the 2011 Framework relevant and appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need to update guidelines incorporating the requirement to pass LANTITE, in order to gain proficient and /or full teacher registration</li> <li>• There is a need to formalise mentoring support policies and processes that are designed to support graduate teachers to move from proficient to full teacher registration. This is a critical priority for Early Childhood Teachers as they progress from provisional to full registration.</li> <li>• Retain the ‘Alternative Authorisation to Teach’ element, enabling ITE providers and universities to work collaboratively to implement innovative approaches to ITE, such as, employment-based courses that address teacher quality policy imperatives and workforce development agendas.</li> <li>• Formalise partnership arrangements between providers delivering ITE programs (in particular, employment-based pathway courses) and state / territory registration bodies. This partnership arrangement is designed to facilitate effective communication to pre-service teachers and disseminate relevant information to ITE providers.</li> </ul>
<ul style="list-style-type: none"> <li>• How could improvements be implemented, acknowledging different legislative, regulatory, administrative and resourcing contexts? What are some expected benefits and success measures?</li> </ul>	<ul style="list-style-type: none"> <li>• The improvement process needs to include the development of recommendations that are designed to facilitate consistency across states and territories through the development of a national approach to teacher registration. The benefit of such an approach is the simplification of the process for registering teachers to teach across different states and territories.</li> </ul> <p>In addition, the establishment of a seamless national operational framework will enable teacher education providers to better respond to diverse needs through the delivery of innovative programs and services beyond their state or territory.</p>

## 2. Should early childhood teachers be part of a national approach to teacher registration?

### Focus Questions

- Should nationally consistent approaches to the registration of early childhood education teachers be considered?
- How could a nationally consistent approach to teacher registration support and improve the quality of early childhood teaching in school and non-school settings?
- How could the Teacher Standards be applied for early childhood teacher registration?

MGSE supports a consideration of a nationally consistent approach to teacher registration. Extensive consultation across states and territories is needed to achieve a nationally consistent approach. The implications of achieving a nationally consistent framework include a review of the Teacher Standards.

A possible approach to improving the quality of early childhood teaching in school and non-school settings would be to require all Early Childhood degree-qualified teachers to meet the APST, and to require all Early Childhood degree-qualified teachers to successfully complete a standard, national ready-to-teach assessment task, that is consistent with the Teaching Performance Assessment (TPA) developed by a consortium of Australian universities in their primary and secondary ITE programs.

Further, there may be a case for recognising alternative pathways to Early Childhood teacher registration. For example, degree qualified teachers who (1) have obtained a primary teaching qualification and have teaching experience in Prep/Foundation and/or Year; (2) are able to demonstrate appropriate Early Childhood teaching experience (number of years to be determined); and (3) have successfully completed a TPA task may be deemed to be qualified to teach in preschool education settings.

This example may address the requirement for a minimum of two degree-qualified Early Childhood teachers to be employed in Early Childhood services by 2020.

As is the case for the registration of Primary and Secondary Teachers, Early Childhood Teachers should also be required to successfully complete the LANTITE. This is already a pre-requisite for successful completion of the Master of Teaching (EC) and (EC&P) at the University of Melbourne.

Provisional Teacher registration needs to also be included in the overarching registration process as it ensures that graduate teachers gain appropriate classroom teaching experience. This has implications for the development of policies and resourcing strategies for:

- **Supporting the mentoring of provisionally registered Early Childhood teachers to enable them to attain full registration.**

For example, in Victoria, Early Childhood Teacher-Mentors are currently required to complete a two-day training course facilitated by the Department of Education and Training in conjunction with the Victorian Institute of Teaching. However we suggest that Victorian Early Childhood Teacher-Mentors be required to undertake specific training relating to evidence-based pedagogy in order to support their ability to provide high quality pedagogical leadership when observing a colleague's practice and suggesting ways in which teaching practice could be improved.

- **Ensuring that there are sufficient trained Early Childhood Teacher-Mentors to meet mentoring demand.**

In Victoria, currently there is shortage of trained Mentors. Mentors who have registered on the newly established state government Register of Early Childhood Mentor Teachers are overwhelmed by demand for mentoring. These Mentors have indicated willingness to mentor Early Childhood teachers through provision of three observation visits and participation on a panel to determine whether the mentee meets the APST Proficient Teacher level. They are also required to update their contact details on the register.

In sum, Early Childhood teachers should be part of a national approach to teacher registration given their critical role in the formative years and the impact they have on student learning trajectories as evident by the research literature. The inclusion of Early Childhood teaching within the national registration framework is overdue and should be facilitated by a national review of the Teacher Standards. (see **Appendix 1**)

### 3. What role does teacher registration play for VET teachers in school settings?

#### Focus Questions

- Under current teacher registration processes, what are the specific challenges to delivery VET in schools for:
  - a) registered teachers
  - b) VET trainers and assessors
- How could these be overcome?

In 2016, the University of Melbourne was commissioned by the Victorian Department of Education to investigate quality teaching in the Victorian VET Sector, including VET delivered in schools. Building on the Teacher Standards, the research produced a developmental learning framework for the VET teaching profession that distinguished between levels of VET teacher proficiency from novice to expert. This framework was referred to as the VET Teaching Capability Framework (see **Appendix 2**).

To raise the quality of teaching and learning in the VET sector, the following recommendations were made in the final report produced by the University of Melbourne for the VIC DET:

1. Within three years, mandate the implementation of the VET Teaching Capability Framework as part of RTO professional development processes.
2. Within three years, mandate the annual formal observation and rating of VET teachers, with the results reported to the Department (along with the existing requirement to report on individual VET teacher qualifications), and that the results be then used as the basis of ongoing professional development.
3. Develop a staged requirement for VET providers to upgrade all existing VET teachers to a Diploma level teaching qualification. New VET teachers to be required to achieve a Diploma level teaching qualification within one year of appointment.
4. Select and then limit the number of educational providers able to deliver an appropriate Diploma qualification for VET teachers, and require that the VET teaching capability framework be built into the design of the Diploma qualification program.

5. Require all VET teachers to be registered with an independent Victorian authority. Full registration being dependent on achievement of a Diploma level qualification from one of the approved providers, and re-registration being subject to documented proof of continuing structured professional development against the VET teaching capability framework.
6. Build the recommendations above into the Victorian Training Guarantee contract as the mechanism for achieving compliance.
7. Victorian DET officials to advocate for the adoption of the recommendations above for all RTOs at the national level.

For further information, see  
Schubert, R., Gillis, S., Bentley, P., Corbel, C., Leahy, M., Dinham, S., Goedegebuure, L., Silfvast, S., & North, S. (2016). Final Report investigating quality teaching in the Victorian VET sector, report submitted to the VIC DET.

<p><b>4. How does teacher registration support entry into the teaching profession?</b></p> <p>Focus Questions</p> <ul style="list-style-type: none"> <li>• How do current teacher registration processes support graduates: <ul style="list-style-type: none"> <li>a) seeking provisional registration</li> <li>b) employed in different circumstances (e.g. casual, full-time or permanent)?</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Are there barriers/challenges presented by teacher registration for those entering the teaching profession? How could these be overcome?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers seeking employment in some international jurisdictions and who are only provisionally registered are sometimes severely disadvantaged as they are declined employment because they are not fully registered. MGSE staff have highlighted examples of cases whereby beginning teachers and pre-service teachers who have sought employment in International Baccalaureate schools overseas have been unsuccessful because they did not have full teacher registration. This situation creates a disincentive for some who wish to gain their ITE qualification at a Master level (because of the length of teaching experience needed to work overseas).</li> </ul>
<ul style="list-style-type: none"> <li>• How could the pre-registration of initial teacher education students support entry to the profession? What would be the benefits and implications of such an approach?</li> </ul>	<ul style="list-style-type: none"> <li>• MGSE supports the case made in the TEMAG report for pre-registering ITE pre-service teachers. This approach is consistent with the clinical teaching theoretical underpinning of the Master of Teaching program across all streams, whereby students are referred to as “Teacher Candidates” in recognition of the ‘professional status’. The design of the theoretical and practical course structure also reflects the centrality of teaching practice in the professional course.</li> <li>• Pre-registration of ITE pre-service teachers is also beneficial in enhancing their status as professionals. In the case of IELTS students, pre-registration provides them with an additional English Language proficiency screening process to guard against those enrolled in ITE</li> </ul>

	<p>courses who may have figured out ways to side-step the IELTS (Academic) assessment hurdle.</p>
<p><b>5. How can we ensure that registered teachers satisfy the fit and proper person requirement?</b></p> <p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>How do regulatory authorities (within legislated responsibility) ensure the fit and proper person requirement of registered teachers?</li> </ul>	<ul style="list-style-type: none"> <li>In the case of the Master of Teaching (Secondary) Internship course, the state registration body (VIT) provides Permission To Teach (PTT) to applicants who are eligible to enrol in the course and have secured a teaching position which is conditional to admission into the course. In this case, 'fitness' is determined through a partnership approach between the school of employment, VIT and the University of Melbourne as the ITE provider.</li> </ul>
<ul style="list-style-type: none"> <li>How can teacher registration processes support a nationally consistent approach to satisfying the fit and proper person requirement of registered teachers, at the point of registration and throughout their teaching career?</li> </ul>	<ul style="list-style-type: none"> <li>One of the ways in which regulatory authorities can better assist in ensuring that the 'fit and proper person' requirement of registered teachers is ensured is through the publication of a glossary of key terms made available to all relevant stakeholders. This glossary should be iterative and informative regarding expected behaviours and accompanied by case studies. For example, a glossary of terms could clearly define what constitutes 'suitability to teach' or 'fitness to practice' and include reference to personal conduct, personal behaviour and professional misconduct, etc.</li> <li>The implementation of regular compulsory online modules assessing registered teachers' competencies around fitness to practice should be considered.</li> <li>In line with national Teacher Registration, explicit guidelines regarding 'fitness to practice' should be developed and upheld across all States and Territories</li> <li>There could be an exploration of whether it is possible to develop a nationally consistent approach to requirements relating to the protection of children. For example, in Victoria, there</li> </ul>



	<p>is a need to carry a Working With Children Check (WWCC) and is mandated through the registration process.</p>
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## Appendix 1

### Background to MGSE's Master of Teaching (Early Childhood) and (Early Childhood and Primary) and further recommendation

#### Background

The University of Melbourne offers two, two-year graduate level Early Childhood initial teacher education courses, namely the Master of Teaching (Early Childhood), a 200-point course, and the Master of Teaching (Early Childhood & Primary), a 250-point course. Both were re-accredited by ACECQA and/or the Victorian Institute of Teaching (as applicable) in 2016.

The Australian Professional Standards for Teachers have been systematically embedded across both courses, and in particular in the Clinical Teaching Practice (practicum) subjects - three of which are undertaken by students (teacher candidates) in the Master of Teaching (Early Childhood) course and four in the Master of Teaching (Early Childhood & Primary) course.

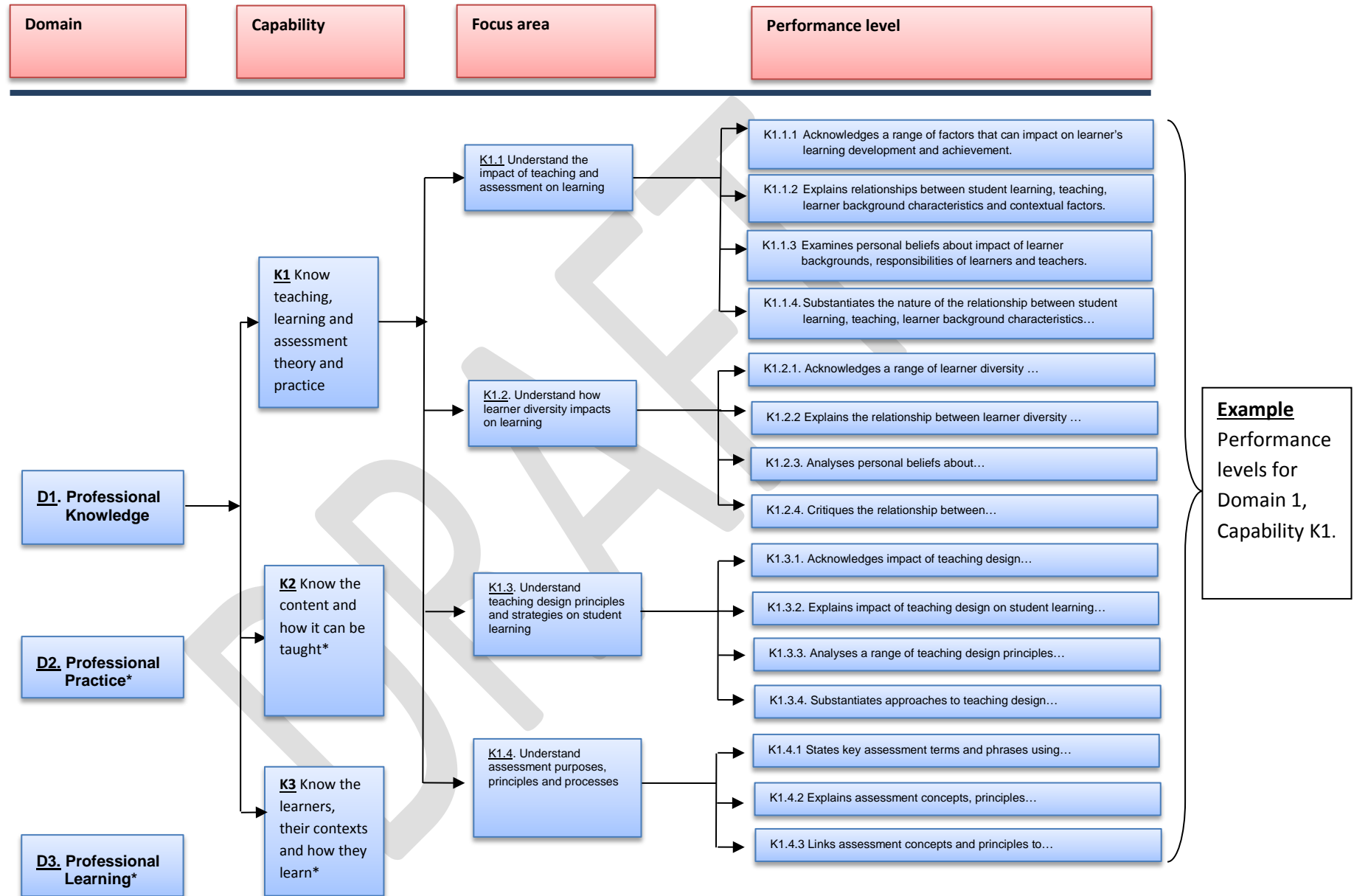
Teacher candidates' teaching practice is assessed against the APST, with incrementally increasing competence as they progress through the courses. In the first semester, Teacher candidates are required to demonstrate 'knowledge of...', in the second they are 'consolidating their knowledge of...' and in their third, 'Ready to teach' placement they need to 'meet...' the Australian Professional Standards for Teachers. In both Masters programs, classroom-based academic subjects are undertaken parallel to practicum subjects each semester. Content across academic subjects and practicum subjects are carefully aligned. For example, *Infant and Toddler Learning and Development* is undertaken whilst teacher candidates are undertaking a 20-day practicum with infants and toddlers in the first semester of both courses.

#### Recommendation

It is noted that the appropriateness of the domains, focus areas and careers stage descriptors are beyond the purview of the current review. However, we would like to highlight that the APST do not address teacher-learner interactional quality. High quality interactions such as those that encourage analysis and reasoning, connecting learning to the real world, prompting children to explain their thinking, encouraging back-and-forth conversations and persistence are the conduit for pedagogical content knowledge and drive learning. For this reason, we suggest that addressing this gap in the APST is essential to strengthen teacher quality (see ToR 3.ii). In addition, reviewing the language used in the APST to include Early Childhood education settings is required in order to underline the applicability of the APST to early childhood education.

We recommend that a distinction be made between 'teachers' (i.e. early childhood professionals who hold a bachelor or more advanced academic qualification) who are eligible for Teacher Registration and 'educators' (i.e. early childhood professionals who hold a Certificate, Diploma or Advanced Diploma) who are ineligible for Teacher Registration. This distinction has become blurred with the use of the term, 'educator'.

## Overview of the VET Teaching Capability Framework



\* Performance levels not shown for Domains D2 and D3 or Capabilities K2 and K3. Details for these are in the tables below.

## DOMAIN - PROFESSIONAL KNOWLEDGE (K1-K3)

Capability	Focus area	Performance level
K.1 Know teaching, learning and assessment theory and practice	K.1.1. Understand the impact of teaching and assessment on learning	K.1.1.1: Acknowledges a range of factors that can impact on learner's learning development and achievement K.1.1.2: Explains relationships between student learning, teaching, learner background characteristics and contextual factors K.1.1.3: Examines personal beliefs about impact of learner backgrounds, responsibilities of learners and teachers K.1.1.4: Substantiates the nature of the relationship between student learning, teaching, learner background characteristics and contextual factors through contemporary research
	K.1.2. Understand how learner diversity impacts on learning	K.1.2.1: Acknowledges a range of learner diversity backgrounds and the impact of learner diversity on learning K.1.2.2: Explains the relationship between learner diversity, student learning and its implications for teaching K.1.2.3: Analyses personal beliefs about learner and teacher responsibilities K.1.2.4: Critiques the relationship between student diversity, student learning and teaching using evidence
	K.1.3. Understand teaching design principles and strategies on student learning	K.1.3.1: Acknowledges impact of teaching design principles and strategies on student learning K.1.3.2: Explains impact of teaching design on student learning based upon own experience K.1.3.3: Analyses a range of teaching design principles and strategies to improve student learning K.1.3.4: Substantiates approaches to teaching design using a range of evidence
	K.1.4. Understand assessment purposes, principles and processes	K.1.4.1: States key assessment terms and phrases using commonly used VET language K.1.4.2: Explains assessment concepts, principles and processes, including distinguishing features K.1.4.3: Links assessment concepts and principles to their implications for assessment tool development and review K.1.4.4: Critiques a range of assessment related approaches to ensuring quality of VET qualifications
K.2 Know the content and how it can be taught	K.2.1. Understand implications of industry context for program design	K.2.1.1: Acknowledges industry input in program design K.2.1.2: Links program design to own workplace experience K.2.1.3: Integrates broad industry knowledge and future directions into program design K.2.1.4: Critiques a range of strategies for flexible, applied and supported learning appropriate to the vocational area
	K.2.2. Understand the content of the learning program(s)	K.2.2.1: Describes content based upon own workplace experience K.2.2.2: Explains content in terms of program requirements K.2.2.3: Integrates subject matter knowledge and industry knowledge when determining program content requirements K.2.2.4: Substantiates course content based upon contemporary industry sources
K.3 Know the learners, their contexts and how they learn	K.3.1. Understand how learners progress in their learning	K.3.1.1: States how learners typically progress in terms of own teaching experiences K.3.1.2: Identifies relevant cognitive and skills developmental theories K.3.1.3: Describes learners' progression in terms of a developmental continuum K.3.1.4: Explains how learners typically progress in terms of developmental learning theories
	K.3.2. Understands and values learners' social, cultural, and linguistic backgrounds to support learner participation	K.3.2.1: Acknowledges learner differences within their own teaching context K.3.2.2: Explains learners differences and how this impacts on learning K.3.2.3: Evaluates a range of inclusive learning strategies to support learner participation K.3.2.4: Draws on research to critique a range of inclusive learning strategies that maximises the participation of all learners
	K.3.3. Understand the demands of different learning contexts	K.3.3.1: States a range of contexts for learning K.3.3.2: Explains the demands of different learning contexts K.3.3.3: Evaluates a range of different learning contexts using localised experience K.3.3.4: Critiques different learning contexts in terms of contemporary research
	K.3.4. Understand a variety of effective strategies to support learners to learn [LLN, academic skills, personal responsibility)	K.3.4.1: Identifies available strategies for learner support K.3.4.2: Explains the relative advantages of different forms of learner support K.3.4.3: Examines available forms of learner support against contemporary research findings to identify strengths, weaknesses and potential improvements K.3.4.4: Justifies the selection of learner support options for individual learners by drawing upon relevant research findings

## DOMAIN 2 - PROFESSIONAL PRACTICE (P1-P2)

Capability	Focus area	Performance level
P.1 Can design effective teaching and learning experiences	P.1.1. Establish challenging learning goals	<p>P.1.1.1: Uses pre-established learning outcomes as learning goals</p> <p>P.1.1.2: Establishes a set of learning goals that cater to the capabilities of the majority of learners within the cohort</p> <p>P.1.1.3: Using diagnostic information, identifies individualised learning goals that cater for the individual needs and abilities of learners</p> <p>P.1.1.4: Establishes and monitors individual learning goals that are challenging, specific, realistic, measurable and tangible to cater for specific needs and abilities of learners</p>
	P.1.2. Ensure that learning programs and the learning environment are vocationally relevant	<p>P.1.2.1: Uses existing learning programs and learning environments that have previously been approved by industry as relevant to develop learner skills, knowledge and workplace readiness</p> <p>P.1.2.2: Uses existing industry networks to investigate relevance of learning programs and environments</p> <p>P.1.2.3: Adapts learning programs and environment in accordance with industry feedback</p> <p>P.1.2.4: Draws on a range of industry networks and resources to ensure that learning programs and environments address emerging vocational trends</p>
	P.1.3. Select and organise content	<p>P.1.3.1: Uses existing resources as the basis of the content</p> <p>P.1.3.2: Selects and sequences content to resemble own workplace experience</p> <p>P.1.3.3: Organises content into coherent, well-sequenced learning and teaching programs</p> <p>P.1.3.4: Exhibits innovative practice in the selection and organisation of content and delivery of learning and teaching programs</p>
	P.1.4. Design challenging and inclusive teaching and learning activities	<p>P.1.4.1: Adapts teaching and learning activities to respond to the needs of the majority of learners within the cohort</p> <p>P.1.4.2: Applies knowledge and understanding of learner progression and background characteristics to the design of teaching and learning activities</p> <p>P.1.4.3: Uses research evidence on the relationship between learner background characteristics and effective teaching and learning strategies to design inclusive T&amp;L activities</p> <p>P.1.4.4: Designs teaching and learning activities that utilises the diversity of the learner cohort</p>
	P.1.5. Develop teaching and learning resources (e.g. technology enabled, equipment, materials) to capitalise on learning environments (e.g. workplace, classroom, on-line, simulated)	<p>P.1.5.1: Uses existing resources in readily available environments</p> <p>P.1.5.2: Adapts the use of teaching and learning resources for the immediate circumstances</p> <p>P.1.5.3: Modifies teaching and learning resources to accommodate available learning environments</p> <p>P.1.5.4: Conducts and applies research to develop innovative teaching and learning resources that capitalise on the learning environments and needs of learners</p>
P.2. Can implement effective teaching and learning strategies to cater for a range of learner needs	P.2.1. Manage teaching and learning activities	<p>P.2.1.1: Directs teaching and learning activities</p> <p>P.2.1.2: Shapes the teaching and learning activities through established routines to enable effective time on task</p> <p>P.2.1.3: Facilitates learning activities to stretch/encourage learners to deepen their level of understanding and skills in a specific area</p> <p>P.2.1.4: Frames teaching and learning activities to promote learners' responsibility for own learning and learning progress</p>
	P.2.2. Implement teaching and learning strategies to challenge and motivate individual learners	<p>P.2.2.1: Responds to the demands of individual learners to meet their immediate needs</p> <p>P.2.2.2: Interprets a variety of verbal and non-verbal cues from learners to identify effective interventions to challenge and motivate learners</p> <p>P.2.2.3: Uses information from experience, expert colleagues and contemporary research to identify relevant interventions for individual learners to progress</p> <p>P.2.2.4: Calls upon an extensive repertoire of T&amp;L strategies that challenges all learners to continually progress in their learning</p>
	P.2.3. Use communication strategies that motivate and support learning and wellbeing	<p>P.2.3.1: Uses a range of verbal and non-verbal communication strategies to build relationships with, and among learners</p> <p>P.2.3.2: Uses a range of verbal and non-verbal communications to support learner engagement in the learning program and to build positive and collaborative relationships</p> <p>P.2.3.3: Uses effective verbal and non-verbal communication strategies to support learner understanding &amp; achievement</p> <p>P.2.3.4: Uses advanced communication techniques to motivate learners to continually progress and monitor own learning development</p>

DOMAIN 2 - PROFESSIONAL PRACTICE (cont. P3-P5)

Capability	Focus area	Performance level
P.3 Can create and maintain a safe and supportive environment that optimises learning	P.3.1. Manage challenging learner behaviour to promote positive learning experiences	<p>P.3.1.1: Demonstrates practical approaches to manage challenging behaviour</p> <p>P.3.1.2: Manages challenging behaviour by establishing and negotiating clear expectations with learners and addresses discipline issues promptly, fairly and respectfully</p> <p>P.3.1.3: Develops a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience</p> <p>P.3.1.4: Selects and implements relevant behaviour management strategies from a range of sources supported by contemporary research</p>
	P.3.2. Comply with legislation, codes of ethics and conduct established by regulatory authorities and organisations	<p>P.3.2.1: Self assesses to comply with Legislation, Codes of ethics and conduct responsibilities in teaching and vocation/industry</p> <p>P.3.2.2: Subscribes to relevant sources to maintain up-to-date information about responsibilities</p> <p>P.3.2.3: Provides recommended changes to practices of self/others that support changes to teaching and vocational/industry compliance responsibilities</p> <p>P.3.2.4: Supports others to comply</p>
P.4 Can assess for learning and monitor learner progress	P.4.1. Design and apply activities/tasks to identify where the learner is at in terms of their learning	<p>P.4.1.1: Uses a range of assessment methods and tools to identify the learner's current knowledge and skills</p> <p>P.4.1.2: Uses a range of assessment tasks with varying levels of difficulty to identify learner's strength and weaknesses along a developmental continuum of proficiency.</p> <p>P.4.1.3: Design and/or modifies the difficulty of assessment tasks to measure, with precision, what the learner can typically do, say, write and/or create to determine what s/he can do WITH and WITHOUT assistance (i.e., to determine their zone of proximal development).</p> <p>P.4.1.4: Develops marking guides and rubrics to identify where the learner is at in terms of their learning and to monitor his/her growth</p>
	P.4.2. Monitor learner progress to identify targeted intervention	<p>P.4.2.1: Keeps records of how learners are progressing</p> <p>P.4.2.2: Uses assessment data to identify teaching and learning strategies</p> <p>P.4.2.3: Uses assessment data and feedback from learners to design teaching and learning activities that challenge learners to progress to the next level along a developmental continuum</p> <p>P.4.2.4: Equips learners with strategies to monitor their own development and learning needs</p>
	P.4.3. Provide feedback to learners to support progression	<p>P.4.3.1: Provides timely and appropriate feedback to learners about their assessment outcomes</p> <p>P.4.3.2: Uses assessment outcomes to provide targeted feedback on each learner's current needs in order to progress their learning</p> <p>P.4.3.3: Gathers and analyses a range of assessment data to provide constructive feedback to learners about their progress/achievement relative to their individualised learning goals and stated course/unit outcomes</p> <p>P.4.3.4: Designs assessment tasks that embed feedback into the learning process.</p>
	P.5 Can evaluate impact of teaching on learning	P.5.1. Evaluate personal teaching and learning strategies to improve practice
	P.5.2. Evaluate and improve teaching programs	<p>P.5.2.1: Evaluates teaching programs using evidence from learner feedback and outcomes data to inform planning</p> <p>P.5.2.2: Collaborates with colleagues to review a range of teaching and learning strategies and practices currently employed to improve program design</p> <p>P.5.2.3: Conducts regular reviews of teaching and learning programs using multiple sources of evidence including learner outcome data, feedback from a range of stakeholders, contemporary research and assessment moderation and validation to identify areas for improvement to own teaching and/or program design</p> <p>P.5.2.4: Recommends professional learning for improving teaching, which directly impacts learner outcomes</p>

## DOMAIN 2 - PROFESSIONAL PRACTICE (cont. P6)

Capability	Focus area	Performance level
P.6 Can assess and report learner achievement (credentialing)	P.6.1. Determine the assessment purpose(s), evidence requirements and stakeholder reporting needs	<p>P.6.1.1: Accesses assessment system information established by the organisation and/or industry</p> <p>P.6.1.2: Consults with stakeholders to confirm the assessment purpose(s), evidence requirements and reporting needs</p> <p>P.6.1.3: Determines evidence requirements in accordance with the purpose of assessment, industry standards and stakeholder reporting needs</p> <p>P.6.1.4: Defends the evidence requirements in terms of its implications for validity and reliability.</p>
	P.6.2. Use a range of suitable assessment methods and tools consistent with regulatory standards and requirements	<p>P.6.2.1: Uses existing assessment tools</p> <p>P.6.2.2: Selects and/or adapts existing assessments methods and tools with consideration to the context, evidence requirements and reporting needs</p> <p>P.6.2.3: Designs assessment tools to enhance the content and face validity of the assessments and consistency of judgements within and across assessors</p> <p>P.6.2.4: Designs and trials assessment tools to examine and enhance the construct and predictive validity of the assessments and to minimise judgement error</p>
	P.6.3. Conduct assessment to make valid and reliable assessment judgements	<p>P.6.3.1: Follows standardised assessment process for gathering, interpreting, recording and reporting information about student learning and achievement</p> <p>P.6.3.2: Administers assessment, and where necessary, makes and defends adjustments to the way in which evidence is collected to accommodate the special needs of learners</p> <p>P.6.3.3: Establishes clear decision making rules for synthesising multiple sources of evidence to make overall judgement of level of achievement/competence.</p> <p>P.6.3.4: Anticipates factors that may impact on the validity and reliability of the assessment judgement(s) for a particular context and uses this information to modify the assessment tool to reduce errors when making inferences about student learning and achievement</p>
	P.6.4. Record and report learner achievement	<p>P.6.4.1: Records and reports learner achievement in accordance with the assessment system's requirements and procedures</p> <p>P.6.4.2: Customises reports to meet the individual needs of the learner</p> <p>P.6.4.3: Customises reports to meet the varying needs of key stakeholders</p> <p>P.6.4.4: Develops innovative and powerful reporting tools to meet the needs of key stakeholder groups</p>
	P.6.5. Evaluate and improve assessment	<p>P.6.5.1: Participates in validation and moderation meetings and processes</p> <p>P.6.5.2: Analyses outcomes of validation and moderation to identify improvements to assessment</p> <p>P.6.5.3: Evaluates assessments using a range of data and evaluation criteria</p> <p>P.6.5.4: Establishes formal mechanisms within and across organisations to evaluate and improve assessment</p>

### DOMAIN 3- PROFESSIONAL LEARNING (L1-L3)

Capability	Focus area	Performance level
L.1 Can plan professional learning to improve student outcomes	L.1.1. Plan professional learning needs to improve teaching, learning, and assessment	L.1.1.1: Determines professional learning in accordance with personal development plans L.1.1.2: Prioritises professional development needs in consultation with others L.1.1.3: Challenges personal beliefs, values and discourse about effective teaching, learning and assessment using contemporary research, teaching frameworks and expertise of others L.1.1.4: Uses evidence of impact of own teaching on student learning to identify professional learning needs
L.2 Can engage in Professional Learning	L.2.1. Engage with the teaching and learning networks and communities to improve learner outcomes	L.2.1.1: Engages in professional discussions with colleagues about effective teaching and learning L.2.1.2: Purposefully engages with colleagues, communities and local networks to seek feedback on practices and impact on learner outcomes L.2.1.3: Evaluates impact of professional learning on learner outcomes L.2.1.4: Strategically targets and engages with networks and communities that will have direct benefits to learners
	L.2.2. Engage with vocational/industry networks, forums, and associations to improve learner outcomes	L.2.2.1: Engages in professional discussions with industry through informal, local networks/enterprises L.2.2.2: Purposefully engages with vocational/industry networks, forums and associations to seek improvements to teaching and learner outcomes L.2.2.3: Evaluates impacts of professional learning on learner outcomes L.2.2.4: Strategically targets and engages with industry, professional associations that will have mutual benefits to industry, oneself and learners
L.3 Can evaluate Impact of Professional Learning	L.3.1. Monitor and review impact of own professional learning on learners	L.3.1.1: Tracks, records and reports professional learning development L.3.1.2: Reflects informally on the impact of professional learning on own teaching L.3.1.3: Collects and uses data that evaluates the direct impact of own professional learning on learners' experiences and outcomes L.3.1.4: Recommends future professional learning for self and others that directly impacts on learner outcomes