

CONTINUING PROFESSIONAL LEARNING THROUGH A STANDARDS FRAMEWORK

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Abstract

Understanding the development of professional practice in beginning teachers is a complex area of study. A myriad of factors ranging from the context of the school and students to the disposition of the teachers can determine how quickly and how deeply effective professional practice is developed. Regardless of this many schools require beginning teachers to be competent practitioners from day one and be ready to assume higher duties and responsibilities early in their career. The establishment of standards based regulatory processes can in fact promote and guide professional learning for beginning teachers and support the development of professional practice.

Using longitudinal data collected over the previous five years this paper specifically explores the success of the Supporting Provisionally Registered Teachers' program which has been developed and implemented by the Victorian Institute of Teaching. It will focus on the training of school based mentors to support beginning teachers and discuss the evolution of a standards referenced evidence-based process for provisionally registered teachers to gain full registration. Undertaking a consistent evidence-based process is a requirement for all Victorian provisionally registered teachers and this ensures opportunities to work with more experienced colleagues and to reflect on the effectiveness of the teaching in relation to student learning. Over time this process has evolved to accommodate a diversity of teaching contexts and draw evidence from the normal practice of the teacher. In parallel with these regulatory processes, school induction and mentoring support has become not only accepted as part of entry to the profession but has also focussed to a greater degree on real support for beginning teachers. Analysis of data collected from teachers attending Institute conducted seminars which are part of the Supporting Provisionally Registered Teachers Program and from provisionally registered teachers, their mentors and principals after they have gained full registration status provides a rich source of information to quantify the benefits of the program.

Background

As a government statutory authority the Victorian Institute of Teaching, among other functions, is required to regulate members of the teaching profession and develop, establish and maintain standards of professional practice for entry into the teaching profession and for continuing membership of the profession. When established in 2002, one of the first tasks undertaken by the Institute was to develop standards of professional practice so that teachers who were provisionally registered could move to full registration. This was done through an extensive consultative process with the profession. Eight standards emerged articulating what teachers should know and be able to do and these were organised under the three domains of knowledge, practice and engagement. (See figure 1) Characteristics of practice for student learning were also developed to assist provisionally registered teachers (PRTs) to understand what the standards might look like in practice. (Refer to Appendix 1). These characteristics are not a checklist of competencies but rather a description of practice. Using the standards, teachers demonstrate the quality and complexity of their professional work.

PROFESSIONAL KNOWLEDGE			PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1. Teachers know how students learn and how to teach them effectively.	2. Teachers know the content they teach.	3. Teachers know their students.	4. Teachers plan and assess for effective learning.	5. Teachers create and maintain safe and challenging learning environments.	6. Teachers use a range of teaching practices and resources to engage students in effective learning.	7. Teachers reflect on, evaluate and improve their professional knowledge and practice.	8. Teachers are active members of their profession.

Figure 1 Standards of Professional Practice

Under the *Education and Training Reform Act, 2006* (p.137) graduating teachers on application for registration with the Institute are granted provisional registration. To gain full registration a PRT must demonstrate to the Institute that their practice meets the standards of professional practice. In developing policy around this legislative requirement the Institute was highly cognisant of the work climate for teachers at that time. The profession was still reeling from the drastic reduction to the workforce under the previous State government, morale was low, relatively few new teachers were entering the profession and teaching was not generally seen as providing career opportunities. There was a need to draw in and retain quality teachers if the profession was to grow and thrive.

Another driving force in developing policy was the perception that teachers who were entering the profession were leaving after a significantly short time. In *An Ethic of Care* (2002) reference is made to Queensland data that identified for 1995, 1996 and 1997 an average of 20% of Queensland graduates left within the first five years (p. 19). *Attracting, Developing and Retaining Effective Teacher: Australian Country Background Report* (2003) noted that there were "high rates of departure from the profession during the five to eight years following entry." (p. 55) Data from the United States was suggesting that up to 30% of their new teachers were leaving the profession within five years of entry and that 25% did not teach more than two years. Attrition rates in Australia may not have been as high as this but data was indicating that the greatest loss of teachers was occurring in those initial years of service.

An Ethic of Care (2002) identified a number of factors driving teachers new to the profession to resign:

- The demands of the professional teaching role
- Overwhelming workload
- Physical and professional isolation
- Conflict between expectations and reality
- Difficult teaching assignments
- Inadequate induction (p.20 – 21)

Susan Moore Johnson in the paper, *Retaining the Next Generation of Teachers: The Importance of School-Based Support* (2001) identified the main reasons new entrants were leaving as lack of significant on-the-job training, lack of support and poor working conditions (p.2). As Susan Moore Johnson goes on to say: "Learning to teach well is slow, difficult work. Managing a classroom, choosing or creating curriculum, developing sound instructional strategies, accurately assessing student understanding and adjusting to student needs are complex tasks, and new teachers need time and support to develop the necessary knowledge and skills." (p.2)

Added to this issue of retention was the fact that the profession consisted of an ageing workforce with retirement looming for many in the not too distant future. With more teachers leaving than entering and staying the prospect of a significant shortfall in teacher numbers was very real. This further heightened the challenge of attracting and retaining quality teachers.

This landscape was the backdrop that informed and influenced the Institute as it developed policy for new entrants to meet the standards of professional practice. In the first instance the Institute needed to provide assurance that all teachers could meet standards of professional practice within the two years of initial registration. It also needed policy that was supportive in developing good practice, supportive in assisting teachers to navigate the demands of the role and supportive in encouraging schools to develop an environment of shared responsibility so that teachers were retained. Induction and mentoring for provisionally registered teachers in schools was determined as the best way to do this. This strategy built on what many schools were already doing and brought teaching in line with other professions that ensured supported entry for new members. Induction and mentoring was strongly supported by the sectoral authorities which allowed the Institute to advance quickly. In reality there were no consistent practices around induction and mentoring and they were practices not necessarily embraced by all schools.

Armed with this knowledge and understanding the Institute introduced an evidence based process for provisionally registered teachers to demonstrate that the standards had been met within a school context. The intent was that schools would see this process as more than compliance but rather as a process providing genuine support for graduate teachers. The process required PRTs to work collegially with experienced teachers. These teachers would take on a mentoring role and be well placed to provide guidance and advice. Mentors would assist PRTs to reflect on their work and to make explicit good teaching and learning practices. Being school based the process would assist the individual needs of teachers new to the profession to be met in a timely and relevant manner. The resulting outcome of this process was the capacity for PRTs to demonstrate the standards of professional practice for full registration through a formative and collegial support process.

To test the process and the relevance and practicality of the standards the Institute initiated a pilot project in 2003. While various iterations of standards had been around for some time these had not been widely used or accepted by teachers. Generally the connection between them and the work of a teacher was not clearly seen or understood. However now, in connecting newly formulated standards to a clearly defined process, teachers were required to make links between these and their everyday work. For the purpose of consistency and to give space for reflection evidence of practice needed to be documented. This documentation consisted of three components: collegial teaching activities, a sequential analysis of teaching and learning and a list of and reflection on the

contribution of professional activities undertaken. Teachers used their day to day work in the context of the school in which they were teaching and their working documents, with accompanying proformas, to develop and reflect on their practice. To apply for full registration PRTs presented their evidence to a school based panel of peers, including the Principal, who made a recommendation to the Institute using the standards of professional practice. The panel provided an opportunity for:

- The provisionally registered teachers to present and discuss their evidence against the standards
- Demonstration of the development of their professional practice
- Collegial discussion about professional practice and growth against the standards

The school based assessment process acknowledged the importance of the evaluation and celebration of teaching performance from within the provisionally registered teacher's school. Furthermore, basing these processes within schools gave recognition to the experienced teachers who supported the PRT and assessed the evidence, as professionals able to make expert judgements about their peers. Additionally it supported the notion that this process was more than just compliance but also played a significant role in the development of PRTs as successful practitioners and part of the school professional learning community.

The challenge for the Institute at this point was to be assured that schools had a clear understanding of the requirements of the process and that there was consistency in assessment against the standards across up to 2,500 schools. An audit process was implemented where 10% of teachers who applied for full registration were randomly selected to provide the Institute with their evidence of professional practice. As well as ensuring consistency across the state the audit also enabled the Institute to cross reference evidence produced in different teaching contexts. Strong communication processes were developed to inform schools about their role in the assessment of evidence and they were provided with relevant resources to support this.

What resulted from this initial project was the *Supporting Provisionally Registered Teachers'* program ready for state-wide implementation in 2004. The Institute put in place a multi-faceted strategy program to support and inform. A two day program of professional learning was instigated for experienced teachers mentoring new teachers and is conducted on annual basis. Initially sectoral authorities were consulted in relation to this mentor program with content developed that focused on the use of the evidence based process as the framework for mentoring. Furthermore as the skills of collaboration and collegiality do not generally happen by chance, part of the program focused on these being "taught" and made explicit to experienced teachers who would become mentors of PRTs. It was acknowledged that the capacity to be a mentor is somewhat different from that of being a good teacher. This program was, and continues, to be delivered in partnership with the Department of Education and Early Childhood Development (DEECD) and with the support of Catholic education and Independent school sector. The *Supporting Provisionally Registered Teachers'* program also includes information sessions for provisionally registered teachers to ensure knowledge of the process to apply for full registration. Key messages are consistent with those delivered as part of the mentor days. Principal briefings are also conducted recognising that as significant educational leaders, principals play a crucial role in supporting teachers new to the profession.

How was the program received?

Since the inception of the *Supporting Provisionally Registered Teachers'* program the Victorian Institute of Teaching has conducted an annual, independent evaluation designed to understand the value of the process in supporting the development of practice in PRTs and to understand the experiences of those teachers who participated. Even in the early days what became abundantly clear was that the surveys yielded convincing evidence that the registration process had led to significant professional learning and changes in the ways beginning teachers were supported. The evaluation of the 2004 cohort of PRTs applying for full registration yielded some the following responses from PRTs:

QUESTION	AGREE
As a result of guidance and feedback from my mentor and other colleagues I have significantly changed aspects of my classroom work for the better. (p.8)	84%
Overall I was satisfied with the mentoring I received. (p.8)	82%
Working with my mentor and other teachers this year has shown me the value of collaboration and teamwork among teachers in my school. (p.28)	92%

Figure 2: Final Report: The Victorian Institute of Teaching Standards and Professional Learning Evaluation of Implementation in 2004

The Australian Council for Educational Research, who was commissioned by the Institute to undertake the evaluation of the 2004 process, concluded that:

"The 2004 Standards and Professional Learning Project is leading to improvements in teaching practice across schools and is playing a major role in reinforcing and/or establishing a culture of professional collaboration and professional learning in schools. That is likely to lead to improved learning student outcomes. A majority of respondents responded positively to the various aspects of the program .." (P.39-40)

While the value of the evidence based process was affirmed at this early stage caution was still very much required. The positive feedback was tempered with a degree of unease and resentment from some PRTs and mentors about:

- an increase in stress and workload
- duplication with performance review processes
- the process being an "add on" to what was already a busy year
- if working as a casual relief teacher not having a pathway to gather evidence of practice for full registration

Education unions were also vocal in their concern of a perceived workload issue for PRTs because of the necessity to document evidence of practice and were vehement in their attack of the Institute. Any change process generally meets with a degree of resistance so this was not unexpected. Added to this was the fact that the Institute was treading new ground asking teachers and schools to undertake a process that was new to them.

In response the Institute took a proactive approach as it was abundantly clear that not all schools had knowledge about available support structures for provisionally registered teachers. Practices already established by the Institute were highlighted with some of these including resources to guide PRTs as to the amount of documentation required in the provision of evidence. Negotiations were conducted with school sector authorities to ensure that there was no duplication between appraisal processes and development of evidence for full registration. It was agreed that the evidence based process would replace all other performance requirements in the year teachers were applying for full registration. Refocus and revision of the program included strengthening communication processes with schools to ensure that they understood their role and particularly understood that the components of evidence should arise from the normal practice of a teacher and include working documents wherever possible.

The Institute strengthened communication to schools by conducting extra programs for mentors, changing the timeline of sessions for beginning teachers to inform them earlier than previously and developing a strategy for communication with principals. However the Institute was concerned that most schools were failing to see the connection between the regulatory process to gain full registration and the development of teacher practice through the use of the standards in the induction and mentoring of new teachers. Many schools appeared to view the process as just another thing the PRTs were required to do and this meant that some PRTs and mentors saw the evidence gathering as akin to an

assignment; necessary but annoying and of little value. For them to embrace the process the link had to be seen and had to be understood. So the challenge for the Institute was to respond to this perception and shift the focus from the product to the process. In moving forward the Institute acted on a number of fronts. Time was spent with mentors, beginning teachers and principals to articulate the link between the work of a teacher and the evidence gathering process; the "assignment mentality" that was part of the thinking was challenged with beginning teachers encouraged to use the process to reflect on their practice in relation to challenges in their classrooms and the learning of their students.

Sitting alongside this work the Institute continued the important task of communicating with other stakeholders such as unions, sectoral authorities, schools and principal associations. The annual evaluation was commissioned by the Institute to evaluate the success of the process to support teachers learning and conducted through an invitation for PRTs, mentor and principals who were involved in the process in any given year to undertake an online survey. This became a key strategy to monitor and identify trends from year to year. Research in the form of vignettes was conducted by Monash University, and supported by the Institute, to investigate the attitudes of PRTs and mentors to the process. The vignettes exposed a number of misconceptions around the process to apply for full registration enabling the Institute to hone and clarify its message. When appropriate other research opportunities were sought and used to add to the understanding of mentoring and its capacity to influence and shape teacher practice.

A further significant piece of work by the Institute was to increase the number of pathways available for provisionally registered teachers to gather and document evidence of their practice to demonstrate that they met the standards. (Refer to Appendix 2) It became apparent that many PRTs did not gain employment in schools initially and worked in casual relief and emergency teaching until they managed to secure a contract with a school. Other PRTs chose to enter the profession through casual relief teaching or preferred to work this way due to family or other commitments. These teachers needed a way to gather evidence of their practice so they could apply for full registration. The Institute was able to modify existing processes to accommodate a comparative analysis of teaching and learning, which acknowledged that these teachers worked across a number of classes and schools and with little continuity of student cohort.

Some time later, the Institute still found that some teachers viewed the evidence based process as little more than extension of their university assignments. This was exacerbated by the fact that a number of universities had taken up a version of the process as requirements for practicum so teachers had experience of the process in a quite different context. There were also teachers who found the process offered little benefit because they wanted to investigate their practice more deeply. In response, the Institute developed a third option for evidence gathering that relied on an action research focus. This has been in place for the past two years and has been embraced enthusiastically by both PRTs and mentors although many schools have stayed with the original option because they are more familiar with it. All options are comparable as what is being asked of a teacher in each situation has an emphasis on collegial and reflective practice. All options focus on observing the practice of others and offer a chance for provisionally registered teachers to work with others in the classroom. They enable teachers to work from their normal practice and draw on the documents and resources they use in the school or workplace to reflect upon the effectiveness of their teaching practice and the resources they use to promote student learning. This approach to evidence gathering has meant that the process more fully reflects the teaching context of the PRTs and that has more relevance and value as a process for practical support and reflection.

So has the Institute played a role in creating a paradigm shift whereby beginning teachers are increasing their knowledge about teaching, which is generated from the practice of teaching and their interaction with more experienced colleagues? Have schools seen the

link between professional learning that occurs during the regular workday and the use of standards as a tool for focused reflection and discussion? The Institute’s annual evaluation provides compelling evidence that in fact teachers increasingly are using standards as a tool for reflection. Comparing responses from the first and latest evaluation support this assertion.

Year	Question	Agree
2004 cohort	To what extent did the completion of the VIT standards and professional learning program help you to discuss professional practice with others? <i>The Victorian Institute of Teaching, Standards and Professional Learning Evaluation of Implementation in 2004 (p28)</i>	51%
2008 cohort	The Institute’s standards of professional practice were used as a basis for feedback by either my mentor or other colleagues? <i>The Victorian Institute of Teaching’s Provisionally Registered Teachers: 2008 Program Evaluation (p.55)</i>	69%

Figure 3: Comparison of data between 2004 cohort and 2008 cohort

A comment from a teacher explained this:

Early on we didn’t talk much about the standards, but the more we went into the program the more we needed to look at them. The standards are important as a guide Evaluation of the Standards and Professional Learning Project 2003 (p.11)

An observation noted in those early days was the progression from a stage where experienced teachers offered “tips” or practical advice that was not necessarily supported by research and usually focussed on classroom management issues to a standards based approach where teachers were able to draw on more complex and shared knowledge that had a sound basis in research. Richard Elmore (2009) described teaching as a “profession in search of a practice”. The standards through the evidence based process have in fact given teachers a language that gives description to teaching practice and has provided the basis for collegial interactions. The flow on effect from this for beginning teachers has been a breakdown of the culture of isolation to one that provides more opportunities for collegial interaction inside and outside the classroom. This change is shown when comparing the 2005 and 2009 evaluation results. In the former 57% of PRTs agreed that the process had assisted them to work collaboratively (p.23) whereas in the latter evaluation this increased to 71% (p.51).

Another significant mind shift has occurred in seeing the link between the evidence gathering process and its capacity to impact on teacher practice. As stated earlier there was a definite viewpoint among some teachers that this was an impost in a busy teacher’s workload and teachers talked about doing “their VIT”. The annual evaluations provided data clearly demonstrating a significant shift.

Year	Question	Agree
2004 cohort	To what extent did the completion of the VIT standards and professional learning program help you to improve your professional knowledge and skills? (p.28)	51%
2008 cohort	As a result of gathering my collection of evidence and applying for full registration I have supported the development of my teaching knowledge and practice. (p. 53)	74%

Figure 4: comparison of data from *The Victorian Institute of Teaching, Standards and Professional Learning Evaluation of Implementation in 2004* and *The Victorian Institute of Teaching's Provisionally Registered Teachers: 2008 Program Evaluation*.

These were just some of the changes adding credence to what was merely a belief in those early days that the regulatory process had the potential to drive the practice of support for teachers new to the profession to a belief that now has substance. Similar trends have emerged among mentors and principals further supporting the view that the process is making a difference and is worthwhile.

The recent release of the *National Mapping of Teacher Professional Learning Project* (2008) gives further credence to the change occurring in schools and the impact of regulatory processes on school practices. One of the key findings from this report is that professional learning is being shaped by standards-based reform. Other aspects noted include the value of on-site professional learning mediated by critical friends, the value of continually reflecting on professional learning in the light of student learning outcomes and a preference by teachers of practitioner enquiry that has a combination of practical and theoretical approaches. These features form the back-bone of the evidence based process, which is increasingly seen positively and experiencing greater acceptance within the profession. This might also imply that the Institute implemented processes that were forward thinking at the time.

Of course the political landscape that framed the development of the policy and process cannot be ignored. The question of whether the process has managed to influence the retention of teachers in the profession is one that the Institute has been interested to investigate. This has been a question asked consistently of PRTs since 2004 and feedback from PRTs indicates that the process and support associated with it has been increasingly influential as a factor in retaining teachers in the profession. (Refer Figure 5)

As a result of completing the VIT standards and professional learning program I am more likely to stay in teaching?				
2004 cohort	2005 cohort	2006 cohort	2007 cohort	2008 cohort
28%	41%	37%	62%	68%

Figure 5: Comparison of teachers indicating the likelihood of staying in the profession

The increase between 2006 and 2007 cohorts of 25% was the time that the Institute felt that schools really began to understand the value of the process beyond its regulatory and mandated purpose. This coincided with a time of intense interaction between the Institute and the major educational stakeholders such as the sectors authorities, education unions and principal associations, which points to the value of on-going communication with the profession.

Cultural change has definitely been evident over the last five years within the profession in relation to the evidence based process for PRTs to apply for full registration. Longitudinal data has demonstrated how scepticism about and resistance to the process has been replaced by acceptance and a valuing of the professional learning it provides to graduate teachers. The Institute has played an active role in this paradigm shift. The longitudinal data gathered from teacher evaluations has demonstrated that regulatory processes can promote and guide professional learning for provisionally registered teachers and support the development of professional practice. The Institute's processes and practices have increased the likelihood of producing a strong teaching workforce where new teachers are supported to become competent practitioners with a capacity to reflect on and modify practice producing better outcomes for students.

Just as important as data that demonstrates change is the change that has occurred with two significant stakeholders; the Australian Education Union (AEU) and the Victorian Independent Education Union (VIEU). The partnership between the Institute and the

unions has strengthened over the years with the Institute inviting representatives to PRT information sessions. The dual benefit here is that PRTs are able to access information around industrial issues and union representatives have direct access to information and key messages about the evidence based process.

As to the future, the Institute must continue to be responsive if it is to be seen as relevant. Revision and refinement of its program will be crucial as research around teaching and learning adds to current knowledge and practice. The success of the *Supporting Provisionally Registered Teachers* program has definitely given credence to regulatory processes, when used in conjunction with support for teachers making a positive difference to teachers and the profession. Change has occurred and the challenge will be to build on this as we move into a framework of national standards and regulation.

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Appendix 1: Standards of professional practice for full registration

PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE		PROFESSIONAL ENGAGEMENT	
1 Teachers know how students learn and how to teach then effectively.	2 Teachers know the content they teach.	3. Teachers know their students.	4. Teachers plan and assess for learning.	5 Teachers create and maintain safe and challenging learning environments	6. Teachers use a range of teaching practices and resources to engage and improve their professional practice.
Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice.	Teachers have a sound, critical understanding of the content, processes and skills they teach. Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied.	Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning. Teachers are aware of the social, cultural and religious backgrounds of the students they teach and treat students equitably. Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others. Teachers know the importance of working with and communicating regularly with students' families to support their learning.	Teachers use their knowledge of students, content and pedagogy to establish clear and achievable goals for their students. Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students. Teachers monitor student engagement in learning and maintain records of their learning progress. Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents / guardians and to inform further planning of teaching and learning.	Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus. Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning. Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe learning environment. Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.	Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching. Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice. Teachers identify their own professional learning needs and plan for and engage in professional development activities. Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.
Teachers know the importance of prior knowledge and language learning, and the impact of discussion, group interaction and reflection in the learning process. Teachers know how to engage students in active learning. Teachers know how classroom and program design, use of materials and the structure of activities impact on learning	Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.	Teachers know the importance of working with and communicating regularly with students' families to support their learning.	Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe learning environment. Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.	Teachers communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning. Teachers provide opportunities for students to explore ideas and develop knowledge and skills through discussion and group activities. Teachers use and manage a range of teaching and learning strategies. Technologies, activities and resources. Teachers provide meaningful feedback to students and their parents / guardians about developing knowledge and skills.	Teachers reflect on, evaluate and improve their professional practice. Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers. Teachers work effectively with other professionals / parents/ guardians and members of the broader community to provide effective learning for students. Teachers promote learning, the value of education and the profession of teaching in the wider community. Teachers understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.
8. Teachers are active members of their profession.					

OVERVIEW OF THE PROCESS FOR OBTAINING FULL REGISTRATION

To be granted full registration, provisionally registered teachers are required to gather evidence that their practice meets all eight professional standards (see below).

Professional Knowledge	Professional Practice	Professional Engagement
1. Teachers know how students learn and how to teach them effectively	4. Teachers plan and assess for learning	7. Teachers reflect on, evaluate and improve their professional knowledge and practice
2. Teachers know the content they teach	5. Teachers create and maintain safe and challenging learning environments	8. Teachers are active members of their profession
3. Teachers know their students	6. Teachers use a range of teaching practices and resources to engage students in reflective practice	

Ways of Developing Evidence

There are three options for teachers to develop the evidence of their practice to meet the standards of professional practice for full registration.

Only one option should be selected.

These options are summarized in the following table:

Option	Components of evidence
1.	<ul style="list-style-type: none"> collegial classroom visits analysis of a sequence of teaching and learning commentary on professional activities
2.	<ul style="list-style-type: none"> collegial classroom visits a comparative analysis of teaching and learning commentary on professional activities
3.	<ul style="list-style-type: none"> collegial practice with a specific focus commentary on professional activities

In selecting an option, provisionally registered teachers consider the opportunity that each option provides for development of their professional practice in the context of their teaching.

All options focus on observing the practice of others and sharing practice with more experienced colleagues. They offer a chance for provisionally registered teachers to reflect upon the effectiveness of their teaching practice and the resources they use to promote student learning.

Teachers work from their normal practice and draw on the documents and resources they use in their school or workplace when gathering evidence of their professional practice

