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Evidence guide
Early childhood teacher

MAPPING EARLY CHILDHOOD TEACHER PRACTICE AGAINST THE PROFICIENT TEACHER LEVEL OF THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

INTRODUCTION

This document is designed to assist provisionally registered early childhood teachers to understand the types of evidence they can gather in their teaching context to demonstrate the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level.

The APST are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools and early childhood services that will improve educational outcomes for learners.

The APST provide 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, teacher educators, teacher organisations, professional associations and the public.[1]

The APST are complementary to and do not replace other standards and codes that are applicable in the early childhood sector.

The (full) registration process requires all provisionally registered teachers to undertake an inquiry into their practice and gather evidence of meeting all 37 descriptors of the APST at the Proficient Teacher level. The examples of evidence provided in this document are a guide only, and do not offer a comprehensive list of the types of activities and corresponding evidence that could demonstrate proficiency against each of the descriptors.

The (full) registration process requires teachers to demonstrate proficiency against all 37 descriptors of the APST, however, one piece of evidence may be sufficient to cover a range of descriptors. Therefore, you do not necessarily need to provide 37 separate pieces of evidence.

Please note, the language of the APST refers to the involvement of parents / carers – we recognise that early childhood teachers have strong partnerships with parents, carers and families of the children they teach and therefore we have modified this language in some examples of evidence for particular descriptors.

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1 https://www.aitsl.edu.au/docs/default-source/apst-resources/australian_professional_standard_for_teachers_final.pdf

STANDARD 1 – KNOW LEARNERS AND HOW THEY LEARN

PROFESSIONAL KNOWLEDGE

DESCRIPTORS	EVIDENCE EXAMPLES
1.1 Physical, social and intellectual development and characteristics of learners Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	• plans for learning in a play-based curriculum that incorporate strategies to address the child's interests and abilities • notes from formal and informal meetings with parents / carers / families that informed planning • notes from meetings with other professionals that informed planning and curriculum decisions • evidence of collection of information for each child.
1.2 Understand how learners learn Structure teaching programs using research and collegial advice about learning.	• plans for learning and development that reflect the Practice Principles and Learning Outcomes from the Victorian Early Years Learning and Development Framework (VEYLDF) • plans for play-based learning that incorporate strategies for children that are informed by communication with parents / carers / families and / or other professionals • plans for learning in a play-based curriculum that reflect conversations with children • plans for learning in a play-based curriculum that incorporates current research and theory about teaching and learning • written observation(s) of children's learning.
1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	• plans for learning in a play-based curriculum that reflect the Practice Principle of *Equity and diversity* in order to provoke interest, communication and challenge stereotypes • reflective notes from meetings with families / carers to inform future planning based on information gathered about their background • plans for learning in a play-based curriculum that reflect literacy-rich learning environments that reflect different languages • provision of family information in a range of relevant languages • resources / plans that cater for a range of children's backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners 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 learners.	• plans for learning in a play-based curriculum that incorporate the use of narrative to engage Aboriginal and Torres Strait Islander children • plans for learning in a play-based curriculum using symbols and images to demonstrate knowledge or learning • plans for learning in a play-based curriculum that incorporate the use of elders to explore themes, skills and ideas • notes from consultations with parents / carers / families / elders or representatives of the Aboriginal and Torres Strait Islander community to inform planning.

STANDARD 1 – KNOW LEARNERS AND HOW THEY LEARN

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	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL KNOWLEDGE	**1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities** Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	• plans for learning in a play-based curriculum that reflect the use of a variety of resources and strategies to support different learning needs and interests • plans for learning in a play-based curriculum incorporating a range of assessment strategies to cater for different learning strengths and interests • photographs of children working as individuals or in small and large groups based on their needs or interests • learning resources that have been used or developed to support and extend learners.
	1.6 Strategies to support full participation of learners with a disability Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	• photographs or videos of the learning space that supports access for children with mobility issues • individual learning plans outlining the strategies to include the child in learning programs and uphold their right to play • notes from meetings with parents / carers / families / specialists or support teams that address strategies to include a child with a disability • evidence of participation in / access to relevant research, training and professional dialogue to support specific additional needs of children.

PROFESSIONAL KNOWLEDGE

DESCRIPTORS	EVIDENCE EXAMPLES
2.1 Content and teaching strategies of the teaching area(s) Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	• plans for learning in a play-based curriculum that include a variety of evidence-based teaching strategies and learning environments to extend and engage children in learning • plans for learning and development that reflect the VEYLDF Practice Principles • documentation of the cycle of planning that allows flexibility to focus on children's strengths and interests as they arise and can be guided by children's questioning • plans for learning in a play-based curriculum that incorporate knowledge of child development when designing learning spaces.
2.2 Content selection and organisation Organise content into coherent, well-sequenced learning and teaching programs.	• plans for learning in a play-based curriculum that incorporate specific reference to content or themes such as wellbeing, social connections, literacy, numeracy, music and the arts, physical activity or sustainability • documenting of the cycles of planning that show teaching strategies that support the progression of children's learning • evidence of children's voice as part of teaching and learning programs.
2.3 Curriculum, assessment and reporting Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	• plans for learning in a play-based curriculum demonstrating links between observation, planning, evaluation and assessment • plans for learning in a play-based curriculum that implement the curriculum with a range of learning activities, such as indoor / outdoor programs, planned and spontaneous experiences, one-to-one scaffolding, group work times and play spaces • plans for learning in a play-based curriculum that reflect the outcomes of the VEYLDF • transition to school statements that provide an overview of children's learning and development.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	• plans for learning in a play-based curriculum that incorporate perspectives and experiences of Aboriginal and Torres Strait Islanders • plans for learning in a play-based curriculum that ensure children are familiar with the history of Aboriginal and Torres Strait Islander people and cultures • videos of children engaging in Aboriginal and Torres Strait Islander ways of knowing and being • notes from excursions / incursions that aim to develop an understanding of and respect for Aboriginal and Torres Strait Islander culture • documentation that captures children's learning in relation to the understanding of and respect for Aboriginal and Torres Strait Islander culture.

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	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL KNOWLEDGE	**2.5 Literacy and numeracy strategies** Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	• plans for learning in a play-based curriculum that reflect diverse abilities and are inclusive of all communications styles (e.g. signing, visual aids, nonverbal communication, braille) • plans for play-based experiences that include everyday language and literacy concepts and expose children to increasingly complex vocabulary and language structures • observation records that show progression of learning in literacy and numeracy • plans for learning in a play-based curriculum that include numeracy concepts and language.
	2.6 Information and Communication Technology (ICT) Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	• plans for learning in a play-based curriculum that reflect VEYLDF Practice Principles (including *Integrated teaching and learning approaches*) • photographs or videos of children engaging meaningfully with ICT to enhance skills and understanding • notes from meetings with parents / carers / families to discuss the relevant use of ICT with children • examples of children's work where they use ICT to represent their learning and interests • examples of teaching tools created using ICT • evidence of research created with children during inquiry-based projects.

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	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL PRACTICE	**3.1 Establish challenging learning goals** Set explicit, challenging and achievable learning goals for all learners.	• plans for learning in a play-based curriculum that reflect VEYLDF Practice Principles (including *High expectations for every child*) and articulate challenging and achievable learning goals that are linked to the outcomes of the VEYLDF as part of the learning cycle. • assessment records that demonstrate children's progression of learning against learning outcomes of the VEYLDF • records of discussions that outline the development of learning goals • notes from meetings with families / carers / children and / or other professionals to co-develop learning goals for a child • samples of learning goals derived from observations • reflections on children's development against learning goals.
	3.2 Plan, structure and sequence learning programs Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.	• plans for learning and development that show evidence of the planning cycle and children's interests and current developmental levels • plans for learning in a play-based curriculum that demonstrate how intentional teaching decisions and care routines are adapted for children's interests, needs or strengths • notes from meetings demonstrating the development of ideas for curriculum content, transitions and routines • annotated examples of children's documentation of their own learning including drawing and writing, mapping and planning.
	3.3 Use teaching strategies Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	• plans for learning in a play-based curriculum demonstrating a variety of teaching and learning strategies and link to VEYLDF learning outcomes • reflective practice notes reflecting on conversations with other teachers about effective teaching strategies • records of learning that show the inclusion of content to engage children in higher order thinking, problem solving and critical thinking • plans for learning in a play-based curriculum which show the selection and use of appropriate ICT based strategies to develop knowledge, skills and problem solving.
	3.4 Select and use resources Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	• plans for learning and development that demonstrate a broad selection of resources including ICT to engage children in meaningful learning across a wide range of experiences • critical reflections relating to the use of ICT with children • evidence of privacy and ethical considerations in the selection and use of ICT • photographs of the learning environment with annotations of resources and why they were selected • communication records with parents / carers / families suggesting appropriate apps or programs based on their child's interests or needs.

STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL PRACTICE	**3.5 Use effective communication (with learners)** Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	• mentor feedback addressing your ability to use effective verbal and nonverbal communication with children • film / photographs demonstrating the use of verbal and nonverbal communication strategies in interactions with children • plans for learning that demonstrate the VEYLDF Practice Principles (including *Respectful relationships and responsive engagement*) and include a range of communication strategies used to engage children • evidence of different communication strategies to work with all children, including those with English as an additional language.
	3.6 Evaluate and improve teaching programs Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.	• plans for learning in a play-based curriculum that include adjustments based on continuous assessment and / or feedback from children, families, colleagues and assessment records • records from meetings with experienced colleagues reflecting on teaching, planning and children's learning • reflections on children's learning and how this has impacted the selection of teaching strategies • reflections on planning cycle and how each of these areas are being addressed.
	3.7 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.	• e-mails, newsletters and other records of communications between the teacher and parents / carers / families encouraging involvement in service activities, curriculum decisions, experiences and programs • records of shared decision making in parent-teacher meetings • reflections on the involvement of parents / carers / families / children on an individual learning plan • evidence of parent advisory group meetings • evidence of meaningful engagement with families (e.g. displays, surveys, joint celebrations, photos).

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL PRACTICE	**4.1 Support participation of learners** Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	• plans for learning in a play-based curriculum that reflect VEYLDF Practice Principles (including *High expectations for every child, Respectful relationships and responsive engagement* and *Assessment for learning and development*) and include specific reference to strategies for supporting children to learn about negotiation, collaboration, problem solving and conflict resolution • records of children's involvement in the development of expectations for behaviour and resolution of conflicts (e.g. rules created by children) • photographs of the learning environment which demonstrate how the environment assists in the full participation of all children in all leaning experiences • photographs of resources displayed in the learning environment that are used to promote positive interactions.
	4.2 Manage learning and teaching activities Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	• plans for learning and development that show options available for children and a balance of opportunities for child-led, teacher-led and teacher-guided play and learning (as per the integrated teaching & learning helix, VEYLDF) • minutes / reflections from meetings with colleagues where decisions about routine and environment have been discussed • plans for learning in a play-based curriculum that include transitions designed to minimise waiting time and to engage children in learning.
	4.3 Manage challenging behaviour Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	• plans for learning in a play-based curriculum that reflect the setting's policies in relation to behaviour guidance • records of learning that include reflection on behaviour guidance • individual learning plans / behaviour management plans that reflect the VEYLDF Practice Principles (including *Partnerships with families*) and demonstrate input from parents / carers and the child • records of children's involvement in the development of expectations for behaviour and resolution of conflicts • evidence of program expectations detailing how they are represented with meaning for children.

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL PRACTICE	**4.4 Maintain safety of learners** Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	• reflections on the implementation of relevant child safety policies in the setting • records of implementation of hazard checklist and / or risk management procedures • excursion plans and risk assessments which demonstrate the steps taken to maintain the safety of learners • reflections on how the National Quality Framework (NQF) Standards 2 and 3 are implemented into daily teaching practice • reflections on professional learning relating to regulations (such as the NQF, service policies and procedures, Child Protection and Work Health and Safety) including how this learning has influenced teaching practice and strategies.
	4.5 Use ICT safely, responsibly and ethically Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	• plans for learning in a play-based curriculum which show explicit strategies to promote safe, responsible and ethical use of ICT in play and learning • records of learning that incorporate children's interests and the use of technology to promote learning • reflections and actions on monitoring the use of ICT to ensure it is safe and purposeful • newsletters / guidance for parents / carers on the use of media / ICT for children based on current research.

STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON LEARNING

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL PRACTICE	**5.1 Assess learning** Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.	• assessments such as analysed observations, jottings, learning stories or examples of children's representation of their learning • records of learning which include analysis in relation to the outcomes in the VEYLDF • documentation that includes analysis and assessment of children's learning and development • transition to school statements which include a range of summative and formative assessments.
	5.2 Provide feedback to learners about their learning Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.	• observations records with examples of formative and summative assessments • reflections and records of conversations with children about their progress and understanding of learning experiences or tasks • records of children's responses to feedback (e.g. trying again, developing the idea, showing another child).
	5.3 Make consistent and comparable judgments Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	• plans for learning which reflect VEYLDF Practice Principles (including *High expectations for every child*, *Partnerships with families* and *Assessment for learning and development*) and that are individualised for children to address specific issues identified by observations, family feedback and children's records • notes from discussions with other educators or parents / carers to support consistent strategies for learning and development in the five outcomes of VELDYF • minutes of meetings discussing child assessment and implications for future teaching and learning plans.
	5.4 Interpret data from learners Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	• plans for learning in a play-based curriculum that demonstrate the planning cycle and identify individual children's learning goals • records of meeting with other professionals regarding a child's progress towards learning outcomes • records of any interventions or supports based on assessments of a child's progress towards learning outcomes • individual learning plans with progress notes • transition to school statements that draw on summative and formative assessments.
	5.5 Report on achievement of learners Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.	• clear, reliable and respectful child records that are shared with their parents / carers • notes from meetings with other professionals or parents / carers to discuss a child's progress • clear, reliable and respectful summative assessment, analytical summaries and / or transition to school statements • communication records (e.g. emails / notes from meetings or phone calls) demonstrating regular liaison with parents / carers regarding a child's learning and development • learning portfolios which make learning visible to parents / carers and other professionals involved in the child's learning • documentation of the involvement of children in feedback loops focused on achievement of goals.

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL ENGAGEMENT	**6.1 Identify and plan professional learning needs** Use the APST and advice from colleagues to identify and plan professional learning needs.	• meeting records with supervisors or colleagues regarding performance review / appraisal that reflect the APST and organisational purpose and vision • professional learning plans linked to the APST, NQS and VEYLDF • certificates or records from professional learning activities that link to the APST.
	6.2 Engage in professional learning and improve practice Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	• reflections on participation in professional learning activities to update knowledge and practice • reflective notes from group discussions or professional reading • evidence of participation in and application of an induction process • professional learning journal that contains self-analysis and reflection about professional learning needs and service priorities • evidence of participation in professional learning communities • evidence of internal and / or external communities of practice groups • reflections on professional reading or professional conversations linked to the APST.
	6.3 Engage with colleagues and improve practice Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	• minutes of professional team meetings relating to professional knowledge and practice • feedback from supervisors / educational leaders from discussions around professional practice and knowledge • professional learning journals where feedback is considered and goals are established and monitored • notes from planning meetings for collaborative planning and teaching • notes from involvement in network groups.
	6.4 Apply professional learning and improve learning (of learners) Undertake professional learning programs designed to address identified needs of learners.	• reflection on child learning and assessment records to inform the choice of professional learning activities • professional reading log showing contemporary reading, research and reflection undertaken which addresses identified professional challenges / interests • professional learning plans which shows a range of professional learning activities that are based on identified professional learning needs.

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND COMMUNITY

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL ENGAGEMENT	**7.1 Meet professional ethics and responsibilities** Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.	• reference or endorsement (including observational visits) from an experienced colleague / mentor • reflections on VIT Code of Conduct and Ethics and how this is upheld in practice • explanation of examples of personal practice which has adhered to the Early Childhood Australia Code of Ethics • notes from meetings with colleagues discussing professional ethics and responsibilities.
	7.2 Comply with legislative, administrative and organisation requirements Understand the implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.	• reflections on your understanding of relevant legislation, policies and processes within the education setting • certificates from engagement in relevant professional development activities (e.g. mandatory reporting, first aid) • excursion / incursion risk assessments • understanding of service governance structures.
	7.3 Engage with parents/carers Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.	• reflections on how you have demonstrated the VEYLDF Practice Principles (including *Respectful relationships and responsive engagement* and *Partnerships with families*) • planning notes for meetings with parents / carers regarding the child's health and wellbeing, learning and development • written feedback from parents / carers demonstrating respect and collaboration regarding the child's health and wellbeing, learning and development • notes from meetings with parents / carers
	7.4 Engage with professional teaching networks and broader communities Participate in professional and community networks and forums to broaden knowledge and improve practice.	• reflections on participation in teacher and professional networking meetings • membership or subscriptions to professional organisations • record of activities undertaken in professional networks.