

## Using this professional site – Professional Learning - transcript

Welcome to the Project Evidence website.

This website has been developed for teacher educators and pre-service teachers. Teacher educators include university supervisors and supervising teachers in schools. The intent of the website is to improve professional experience for all stakeholders.

The materials presented throughout the website are intended as a stimulus for professional learning opportunities, ideally to be used by a group of teacher educators in order to create a supportive community of reflective practitioners. In trialling this resource we found that a whole school approach to improving mentoring is a more powerful strategy than doing this work in isolation. The headings on the home page offer different ways into learning about professional experience and the work of mentoring and supervising pre-service teachers.

If you click on any Heading you will see a similar format – you will find: videos of pre-service teachers that could be used as a discussion stimulus; expandable headings that explore different aspects of professional experience; and suggested professional learning activities and questions.

A conceptual framework for professional learning can be found under the Professional learning heading. This conceptual framework underpins the design of the website.....so let's have a closer look.

At the centre of this framework sits the Australian Professional Standards – you will find details, and links to the AITSL website, under the Professional Standards heading on the Homepage. The Australian Standards provide a clear framework for a shared understanding of the expectations of all teachers' professional learning within the three connected domains of Professional Knowledge, Professional Engagement and Professional Practice. PST work towards the Graduate standards. While these standards might be at the centre, an important filter to apply is the particular context of the professional experience, which includes the stage of professional learning of the preservice teacher.

You will find supportive activities to help you think about the stages of professional learning and roles again on the homepage. The video also provides opportunities for discussion amongst colleagues in thinking about the importance of context and thinking about student learning.

There are 4 questions you might like to consider to deepen the professional experience.

Firstly what counts as evidence? This is an important question and acknowledges that there are observable actions, sequence of actions, performances, products, behaviours, or abilities that can be used to provide accurate information about the performance of preservice teachers.

Secondly, how do I document the evidence? Documenting this evidence is also important. Preservice teachers and colleagues need explicit feedback on what they are doing well and how they can continue to improve in all three Domains.

You will find a really useful feedback guide in the Activity – *Looking for the Evidence*.

Thirdly, how do I make a judgement? Making judgements is another important aspect of the professional experience. Again by following the link you will find strategies to help you both judge and make explicit the criteria in making judgements.

And finally, when there is no evidence, what do I do? Sometimes we assume that preservice teachers know exactly what we are looking for but perhaps it is the case 'they don't know what they don't know'. This aspect means that the work of mentoring and supervising means that sometimes we need to model or observe what it is exactly we are looking for.

This *Participatory Professional Learning* framework is best adopted as an integral part of the professional learning experience for the pre-service teacher and supervising teachers alike.