

# Inquiry Plan

|                  |                  |                    |       |
|------------------|------------------|--------------------|-------|
| <b>PRT Name:</b> | Teacher X        | <b>TRB Number:</b> | 12345 |
| <b>School:</b>   | Tasmanian School |                    |       |

## Inquiry Question

*Tips for writing your Inquiry Question:*

- Keep the question **specific to your teaching context and focus learners.**
- Think about **your learners needs and** your **school focus for learning.**
- Use the **TRB SMART tool** to support you.
- **Collaborate** with other PRTs within your setting.

## 1. Content and Context for Learning

### 1a. The education setting context

My learning environment (demographics of the area, primary, secondary, early childhood, location, workplace educational priorities or philosophy)

- *Low socio-economic co-educational primary school*
- *Inner-city K-12 Catholic school*
- *Multi-cultural school with X different nationalities represented in the school with a range of backgrounds*

### 1b. The cohort of learners

My class / group of learners (composition, range of learning abilities)

- *My Year 9 Mathematics class – 45% male, 55% female, with previous NAPLAN data indicating the numeracy levels are 30% below grade standard, 65% above grade standard, and 5% above grade standard.*
- *My Year 3 class – 100% male, 25% from non-English speaking backgrounds, 10% with diagnosed learning difficulties and 10% with noted behavioural difficulties.*
- *My Year 1 Music Class – 65% male, 35% female, with 25% having previously noted behavioural and engagement difficulties.*

### 1c. The focus learners

My focus learners (literacy and numeracy levels, factors affecting learning, relevant personal information). What is the link between these learners and my Inquiry question?

*My focus group includes **three students** within my class. These learners are the focus of my Inquiry question as I aim to build their confidence in literacy:*

**Student A:**

- *Female*
- *Identifies as Aboriginal*
- *At standard across all curriculum areas*
- *Impacted by trauma in her home life, requires regulation strategies within the day-to-day of the classroom.*

**Student B:**

- *Female*
- *Has a diagnosis of ASD- Level 1 and a learning plan.*
- *Below standard in reading and writing, above standard in numeracy*
- *Requires strategies for engagement and participation in class, along with support in social skills.*

**Student C:**

- *Male*
- *Has a recent diagnosis of ADHD and is medicated at school.*
- *Has a behaviour management plan in place.*
- *Above standard in reading.*

### 1d. Program of learning – content

What knowledge and skills am I trying to address in the Inquiry?

- *The students will demonstrate specialist production skills within collaborative media productions to create advertisements.*
- *The students will be able to demonstrate an understanding of appropriate geography terminology and metalanguage and be able to use this in their analysis and reflection in a summative assessment task.*
- *The students will be able to demonstrate the ability to work in a team and share their ideas within the group when completing a musical performance.*

What curriculum am I using?

**Australian Curriculum:**

- *General Capabilities – Intercultural Understanding- level 1 (Foundation) identify cultural practices that are important to themselves, family and friends, and describe what they experience.*
- *HPE Foundation – AC9HPFP06 Identify health symbols, messages and strategies in their community that support their health and safety. (Elaboration – Identifying symbols on food packages that indicate healthier choices.)*
- *Mathematics - Plan and conduct statistical investigations by posing questions (AC9M5ST03)*

### 1e. Targeted Learning Outcomes

The learning outcomes I want the learners to achieve.

- *Students will continue developing the skills of balancing, rolling, tumbling, landing and climbing.*
- *Students will build knowledge of complex language and themes of a text.*
- *Students will have a strong sense of identity and communicate their needs for comfort and assistance.*
- *Students will effectively communicate their understanding through sharing stories of their own culture.*

### 1f. Success criteria

What change(s) would I expect to see in my focus learners after the Inquiry?

- *The students will have improved assessment results.*
- *The students will share with the class more frequently.*
- *I would expect to see the students apply formative feedback to practical tasks, using assessment as a beneficial tool to improve work output, improve the final grade and boost self-efficacy.*

## 2. The Inquiry question, professional learning and professional responsibilities

### 2a. The Inquiry question

Why and how did I choose my Inquiry question?

- I have chosen literacy as my focus as it is a critical component of the curriculum in the lower primary years and I believe it is an important area for me to reflect upon and improve my teaching practices.*
- This relates to the improved learning outcomes of all students as they progress towards achieving the level 10 standards in the Arts. According to Hattie and Timperley (2007), feedback is a powerful pedagogical practice that has a significant influence on student learning. As a teacher I wanted to understand how feedback can be used to enhance the self-efficacy of students involved in media practice.*

### 2b. Professional learning

When I've observed the teaching practice of my Mentor or another fully registered teacher.

|   |                   |
|---|-------------------|
| Date of observation:  | 20/11/2024        |
| Who was observed (name and TRB no):   | Teacher A (67890) |
| What I saw / heard / experienced  |                   |
| <ul style="list-style-type: none"> <li><i>I observed the teacher reminding students of the expectations for the task by referring back to the Learning Intentions and Success Criteria.</i></li> <li><i>I observed the teacher check how students were progressing with the task (where are you up to?/ how are you going?)</i></li> <li><i>I heard the teacher give clear instructions about where students should be up to and then used the "thumbs up and thumbs down" strategy for students to show where they are up to.</i></li> </ul> |                   |
| What I learned  |                   |
| <ul style="list-style-type: none"> <li><i>I observed how a teacher facilitates meaningful and productive group work during a learning sequence.</i></li> <li><i>I witnessed how a teacher can monitor student progress by moving around the room and discussing the task with students and referring to the rubric and/ success criteria.</i></li> <li><i>I noted how a teacher provided point-of-need feedback on the activity that students could use immediately.</i></li> </ul>   |                   |
| How this helps me address my Inquiry  |                   |
| <ul style="list-style-type: none"> <li><i>Prompting and questioning are excellent strategies to encourage students to think more deeply and expand on their ideas.</i></li> <li><i>Keeping my energy up is important - if I am able to demonstrate my enthusiasm and love for Physical Education and physical activity to the students, they in turn will become more enthusiastic about the topic and hopefully more engaged throughout each activity.</i></li> </ul>  |                   |

- *It is vital that each student understands the activity ahead and what the desired outcome of that activity is. If a student misses key instructions, they are unable to perform the activity properly and often will not reach the desired outcome.*

## 2c. Professional Discussion

|  |                          |
|--|--------------------------|
| Date of conversation:  | 14/11/2024               |
| Who I met with (name and role):  | Teacher A (Prep Teacher) |
| What was discussed and what I learned  |                          |
| <ul style="list-style-type: none"> <li>• <i>Teacher A and I discussed Student A from my Focus Learners and how she has progressed during the year so far. We discussed how to extend Student A in the class and Teacher X spoke of the strategies that she has used which Student A responded well to.</i></li> <li>• <i>Teacher A and I shared ideas regarding reducing test anxiety within the classroom, including self-marking and self-reflection opportunities, re-testing, and providing a separate space to complete the test if needed.</i></li> <li>• <i>Teacher A shared a new formative assessment tool to use as an exit pass that the students hadn't previously encountered that I was able to use to gauge understanding in my own classroom.</i></li> </ul> |                          |
| How this helps me address my Inquiry   |                          |
| <ul style="list-style-type: none"> <li>• <i>This has helped me by showing me strategies that have already been proven to support Student A's parents in engaging in their learning.</i></li> <li>• <i>This has helped me to understand how to set expectations in my classroom at the outset of every lesson to minimise unexpected behaviour.</i></li> <li>• <i>This discussion helped me to understand the common challenges of supporting Student A in classes that aren't inside a classroom, and how to ensure that Student A can feel safe and included when learning in alternative spaces.</i></li> </ul>  |                          |

## 2d. Completion of Safeguarding Training modules (Decyp) or child safety training in your setting (CET and Independent Schools)

I declare that (full name of PRT) \_\_\_\_\_ has completed the schools Safeguarding Training modules (Decyp) or child safety training (CET and Independent Schools) and met their legal obligations as a teacher.

Mentor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### 3. Apply knowledge to teaching practice through Inquiry Plan

#### 4.

#### 3a. Informing data

Assessment data, observations, learning plans, learner files, reports / factors affecting learning (e.g. medical reports) – remember to de-identify

- *Survey feedback from students (e.g. how would you rate your mathematics abilities, do you read the feedback on the returned assignments or just the grade)*
- *Survey feedback from parents*
- *Pre- and post- test results*
- *NAPLAN data*
- *PAT data*
- *Learning plans*

#### 3b. Professional Learning

Learning I will undertake to support the Inquiry

- *Trauma-informed practice*
- *Autism professional learning including: Autism in the Early Years at the Tasmanian PLI*
- *Readings recommended by the AITSL [Indigenous Cultural Self-reflection Tool](#) including: (list them here).*

#### 3c. Inclusive practice

How I will cater for:

- *Aboriginal and Torres Strait Islander learners*
- *learners who need extension*
- *learners with disability*
- *learners who need additional support to access the learning.*

- *Plan extension tasks*
- *Ask fast finishers to help/explain the concept to another student*
- *Create visual resources to display in the classroom (e.g. key vocabulary definitions, a number line, etc.)*
- *Utilise the school wide '8 Aboriginal Ways of Learning Framework' Pedagogy*
- *Integrate alternative modes of communication with the classroom as recommended by the Speech and Language Pathologist.*
- *Integrate "brain breaks" into the class to ensure students are ready to learn.*
- *Complete an exemplar model question on the board for all students.*
- *Allow student to complete their task in a separate learning environment with the support of the Teacher Assistant (TA)*
- *Ensure student is seated in the front of the room due to their hearing impairment.*

### 3d. Resources

What I will use to teach the Inquiry

- *Syllabus documents (e.g. TASC course documents, Australian Curriculum documents, etc.)*
- *Video resources*
- *Worksheets, scaffolds and handouts*
- *Assessment tasks*
- *Glossaries*
- *Virtual Learning Environment resources*

### 3e. Strategies

What I will do to deliver the content and skills

- *I will go through the rubric with students at the start of the learning sequence. Then, during lessons, as I work with students individually, I will use a highlighter pen on the rubric to show where the student is up to so they can 'bump up' their work.*
- *Using strategies like 'thumbs up-thumbs down' throughout lessons.*
- *Direct instruction*
- *Play-based learning*
- *Guided classroom discussions*
- *Role-play*
- *Think-pair-share activities*
- *Project-based learning*

### 3f. Activities

What the learners will be doing during the Inquiry

- *Written task – learners create an essay outline using the '5 Paragraph Hamburger' essay approach to ensure they have structured the essay correctly.*
- *Peer review – learners undertake to give and receive constructive feedback from a classmate and apply relevant feedback to their task.*

### 3g. Assessment

Assessment to be done during the Inquiry (allowing for a range of opportunities for learners to demonstrate their knowledge, including annotated learner work samples)

| Formative   | Summative  |
|---|--|
| <ul style="list-style-type: none"> <li>• <i>Mini whiteboards - students write an analogue time on the board, and then with support, checks their peers' responses on their whiteboards. (Repeat the process digital to analogue time.)</i></li> <li>• <i>Exit passes</i></li> <li>• <i>Diagnostic questions</i></li> <li>• <i>Observations of students</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Written test: students individually complete an activity sheet with both analogue and digital times.</i></li> <li>• <i>Performance</i></li> <li>• <i>Practical test</i></li> </ul> |

## 4. Implement the Inquiry Plan

### 4a. Observations of practice

You **must** have a minimum of **3 observations** by your **Mentor or another fully registered teacher**.

#### Visit 1

|   |  |
|---|--|
| Date of observation:  |  |
| Who observed me (name and TRB no):  |  |
| Summary of the feedback received and a reflection on what I have learned.   |  |
| <ul style="list-style-type: none"> <li>• <i>My mentor suggested that it's helpful to start with a focus activity before reading. While students are thinking about what to write, I can introduce the key elements of good writing, like using capital letters, full stops and spaces.</i></li> <li>• <i>I also received feedback on how to encourage students to expand on their ideas. When a student shares an idea, I should ask them questions such as, "Why?" or "What will it look like?" This helps them think more deeply. For example, if a student says, "My story is about a lost dog," I can guide them to elaborate by saying, "So your idea is an adventure about a dog getting lost...where? In a big city, on a bush walk? " I've learned that asking questions is a great way to help students develop their thoughts.</i></li> <li>• <i>Additionally, by encouraging confident students start right away, I can reduce distractions and noise at the beginning of the lesson. This way, those who need more help can get the support they need.</i></li> </ul> |  |

#### Visit 2

|   |  |
|---|--|
| Date of observation:  |  |
| Who observed me (name and TRB no):  |  |
| Summary of the feedback received and a reflection on what I have learned. |  |
|   |  |

#### Visit 3

|   |  |
|---|--|
| Date of observation:  |  |
| Who observed me (name and TRB no):  |  |
| Summary of the feedback received and a reflection on what I have learned. |  |
|   |  |



#### 4b. Gathering other evidence

The Inquiry should enable you to demonstrate proficiency across most of the seven standards. If you are uncertain after looking at your Evidence Map, then you can add more evidence (up to 10 items maximum) if required. Each item of evidence can be listed in Section 6 of this Inquiry Plan. This may include evidence from previous teaching experience as a provisionally registered teacher with your current group or a different group of learners. Your mentor / experienced colleague may have witnessed actions or practices you used that could demonstrate proficiency.

### 5. Evaluate effectiveness of practice

Use these questions to guide you in reflecting on your Inquiry:

- Key findings and learnings.
- What effect did my inquiry have on my teaching practice? (How do I know?)
- What impact did my teaching have on student outcomes? (How do I know?)
- How will I develop my learning and teaching practice further?
- Can I share my learning with others?

#### **Key findings and learnings:**

*The results from my summative assessment during the Inquiry Plan indicate a significant increase in student achievement from the statistics gathered in Semester 1. I compared the results from a test with an identical format and determined that the average grade for a similar test in Semester 1 was a C and Semester 2 was a B. Only 66 per cent of students passed on their first attempt at the test SAC in Semester 1, whereas 100 per cent passed on their first attempt at the conclusion of this unit of work.*

#### **What effect did my inquiry have on my teaching practice? (How do I know?)**

*Upon reflection of my first semester as a teacher, I felt as though there were significant gaps in my teaching practice, particularly in Psychology based on the number of students that failed in Semester 1 and needed to re-sit tests. However, due to my Inquiry I believe my overall knowledge and confidence in Psychology has increased and this can be demonstrated in the summative assessment results outlined above.*

#### **What impact did my teaching have on student outcomes? (How do I know?)**

*My inquiry has focused specifically on developing diversity in my teaching strategies to appeal to a wide variety of different academic abilities, skills, motivation and interest. This provided the students with the opportunity to develop their knowledge and competencies in Psychology. Through my assessment data, student participation and feedback I can see that the students have developed their knowledge in this area.*

#### **How will I develop my learning and teaching practice further?**

*I will continue to develop diversity in my teaching strategies by undertaking PL in particular areas. As an example, I would like to learn how to better support students with ADHD within the classroom. Through professional learning I believe that I will have the tools and strategies to improve my teaching practice in this area.*

#### **Can I share my learning with others?**

*Through my observations, I have showcased a variety of teaching strategies, such as incorporating ICT to support students with additional needs. By exploring and implementing these strategies in my teaching practice, I can share my insights and experiences with my colleagues.*

## 6. Supporting Evidence

The supporting evidence will be provided to your Workplace Panel.

This should be authentic evidence that was gathered during the Inquiry and may include:

- Observation templates
- work samples
- other assessments
- planning documents
- resources
- meeting notes
- correspondence with parents / carers
- photos, video or audio of learner work.

Please note: one piece of evidence should cover a range of standards – you do not need 37 separate pieces of evidence. However, **every APST descriptor must be evidenced**. You should discuss with your mentor whether the evidence you have included is sufficient to demonstrate proficiency. It is recommended to use a maximum of 10 pieces of evidence.

The supporting evidence should be **briefly** annotated to highlight the link between this piece of evidence and the standards the evidence is demonstrating.

List the supporting evidence used below:

|             |   |
|-------------|---|
| Evidence 1  | <u>Collaborative Team Meeting Notes</u>   |
| Evidence 2  | <u>Email Correspondence with parent/ carer (de-identified)</u>  |
| Evidence 3  | <u>Risk Management Plan</u>   |
| Evidence 4  | <u>Numeracy Lesson Plan</u>   |
| Evidence 5  | <u>Work Sample of student X</u>   |
| Evidence 6  | <u>Observation notes from Mentor</u>  |
| Evidence 7  | <u>DIBELS assessment data (de-identified)</u>   |
| Evidence 8  | <p><b>*NB:</b> This is an <b>example only</b>. It is <b>not mandatory</b> to have 10 pieces of additional supporting evidence. <b><u>Most of your evidence against the standards will be written in the Inquiry Plan itself</u></b> which you will record in <b><u>the Evidence Map (section 6a)</u></b>.</p> |
| Evidence 9  |   |
| Evidence 10 |   |

## 6a. Evidence Map

|   | <b>DESCRIPTORS EVIDENCED</b><br><i>Please note, every APST descriptor must be evidenced within the Evidence Map.</i>                                | Which supporting piece of evidence from the Inquiry references this descriptor? |
|---|---|---|
| <b>PROFESSIONAL KNOWLEDGE</b>   | <b>Standard 1 – Know the students and how they learn</b>  |   |
|   | 1.1 Physical, social and intellectual development and characteristics of students   | 4a, Ev 6  |
|   | 1.2 Understand how students learn   | 3c, 4a, Ev.6  |
|   | 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds   | 4a, Ev. 5, Ev.6   |
|   | 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students  | 3c  |
|   | 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities                                       | 3c, 4a  |
|   | 1.6 Strategies to support full participation of students with disability  | 2c, Ev. 5   |
|   | <b>Standard 2 – Know the content and how to teach it</b>  |   |
|   | 2.1 Content and teaching strategies of the teaching area  | 1d, 3e, 4a  |
|   | 2.2 Content selection and organisation  | 4a  |
|   | 2.3 Curriculum, assessment and reporting  | 3g, Ev 7.   |
|   | 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians | 3d  |
|   | 2.5 Literacy and numeracy strategies  | 1e, Ev 4  |
|   | 2.6 Information and Communication Technology (ICT)  | 4a  |
| <b>PROFESSIONAL PRACTICE</b>  | <b>Standard 3 – Plan for and implement effective teaching and learning</b>  |   |
|   | 3.1 Establish challenging learning goals  | 3a, 4a  |
|   | 3.2 Plan, structure and sequence learning programs  | Ev. 4   |
|   | 3.3 Use teaching strategies   | 4a, Ev 6  |
|   | 3.4 Select and use resources  | 3d, 3e, 3f  |
|   | 3.5 Use effective classroom communication   | 4a  |
|   | 3.6 Evaluate and improve teaching programs  | 4a, 5   |
|   | 3.7 Engage parents / carers in the educative process  | Ev. 2   |
|   | <b>Standard 4 – Create and maintain supportive and safe learning environments</b>   |   |
|   | 4.1 Support student participation   | 4a  |
|   | 4.2 Manage classroom activities   | 4a  |
|   | 4.3 Manage challenging behaviour  | Ev. 3   |
|   | 4.4 Maintain student safety   | Ev. 3   |
|   | 4.5 Use ICT safely, responsibly and ethically   | 4a  |
|   | <b>Standard 5 – Assess, provide feedback and report on student learning</b>   |   |
|   | 5.1 Assess student learning   | 3g  |
|   | 5.2 Provide feedback to students on their learning  | 4a  |
|   | 5.3 Make consistent and comparable judgements   | Ev.1  |
|   | 5.4 Interpret student data  | 5   |
|   | 5.5 Report on student achievement   | Ev. 2   |
|   | <b>PROFESSIONAL ENGAGEMENT</b>  | <b>Standard 6 – Engage in professional learning</b>                             |
| 6.1 Identify and plan professional learning needs   |   | 3b  |
| 6.2 Engage in professional learning and improve practice                                    |   | 2c, 4a  |
| 6.3 Engage with colleagues and improve practice   |   | 2b, 2c  |
| 6.4 Apply professional learning and improve student learning                                |   | 4a, Ev. 1   |
| <b>Standard 7 – Engage professionally with colleagues, parents/carers and the community</b> |   |   |
| 7.1 Meet professional ethics and responsibilities   |   | 2d  |
| 7.2 Comply with legislative, administrative and organisational requirements                 |   | 2d, Ev. 4   |
| 7.3 Engage with the parents/carers  | Ev. 2   |   |
| 7.4 Engage with professional teaching networks and broader communities                      | 3b, Ev.1  |   |

## 7. Declarations

Please read the following information and then complete the Declarations.

### Good Character and Fitness to Teach

As part of determining whether an applicant for full registration is of good character and fit to teach, sections 17J and 17K of the Teachers Registration Act 2000 requires the Board to consider any previous workplace disciplinary action, conviction or charge made against the teacher, as well as any medical, psychiatric, or psychological condition of the teacher, or competence of the person to teach.

A teacher should contact the Teachers Registration Board If they have any questions about these provisions and/or If they believe there may be an Issue In relation to their fitness to be a teacher, or their good character

| <b>Answer EVERY question by ticking the correct answer.</b>   | <b>No</b>                | <b>Yes</b>               |
|---|--------------------------|--------------------------|
| 1. I hereby consent to a check of the records of Tasmania Police and other Australian police jurisdictions and to the release of police records recorded against my name by the Tasmania Police to the Executive Officer, Teachers Registration Board of Tasmania.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In consideration of Tasmania Police releasing police records, I hereby indemnify the services of the CrimTrac Agency, other police jurisdictions and the State of Tasmania, its servants and agents including all members of the Department of Police and Emergency Management, against all actions, suits, proceedings, causes of action, costs, claims and demands whatsoever that may be brought or made against it or them by anybody or person by reason of, or arising out of, the release of police records recorded against my name or purporting to either relate to or concern me. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I authorise that the Teachers Registration Board of Tasmania may make enquiries of, and exchange information with, any corresponding registration authority or any other person, employer, government department or government body that the Board considers may have information relevant to the determination of my application.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I authorise the Teachers Registration Board of Tasmania to make enquiries of, and exchange information with, any corresponding registration authority or any other person, employer, government department or government body that the Board considers may have information relevant to my ongoing good character and fitness to teach, including but not limited to matters of professional misconduct.   | <input type="checkbox"/> | <input type="checkbox"/> |

|   |                                     |                          |
|---|-------------------------------------|--------------------------|
| 5. I consent to all information required to be given to me by the Teachers Registration Board Tasmania, including serving of notices, to be given by means of electronic communication to the above listed email. I will notify the TRB within 5 business days of any change to my preferred contact email.           | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. Have you ever been charged with and/or found guilty of a prescribed offence? A prescribed offence is an offence, committed in Tasmania or elsewhere, where a sentence of imprisonment may be imposed (whether or not it is imposed). (E.g., Driving under the influence, Common Assault, Stealing, Drug offences). | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. Have you, as an adult (over 18 years of age), ever resided, or are you currently residing, outside of Australia for a period of twelve or more continuous months? NOTE: If you answer Yes to this question, you must provide countries and years in the space provided.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

### International residency

I have resided outside of Australia, as an adult, for a period of more than 12 months, in the countries listed below:

| Country:   | Month/Year from:                                 | Month/Year to:                                   |
|--|--|--|
| <a href="#">Click or tap here to enter text.</a> | <a href="#">Click or tap here to enter text.</a> | <a href="#">Click or tap here to enter text.</a> |
| <a href="#">Click or tap here to enter text.</a> | <a href="#">Click or tap here to enter text.</a> | <a href="#">Click or tap here to enter text.</a> |

|   |                          |                          |
|---|--------------------------|--------------------------|
| 8. Have you ever been registered as a teacher, or held any other entitlement to teach, in another state or territory of Australia or in New Zealand?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Have you ever been (or are you currently) the subject of disciplinary proceedings (or any action that might lead to such proceedings) in relation to your employment in Australia or in any other country? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Are you currently, or have you been within the last five years, subject to a performance management process (or similar) as a result of under-performance?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I undertake to notify the Board within 28 days if my fitness to teach is impacted by a medical, psychiatric or psychological condition.   | <input type="checkbox"/> | <input type="checkbox"/> |

## Your Declaration

I declare that the information I have provided in this application and the information contained in any documents accompanying this application are true and correct to the best of my knowledge and belief.

I have presented the required evidence of my proficient professional knowledge, practice and engagement against the 7 Teacher Standards in line with the TRB process and policy to my approved Workplace Panel.

I understand that all material related to this process must be retained at the school and by myself for 12 months and available for audit by the office of the TRB, if requested.

|            |                                  |       |                               |
|------------|----------------------------------|-------|-------------------------------|
| Full Name: | Click or tap here to enter text. |       |                               |
| Signature: |                                  | Date: | Click or tap to enter a date. |

## Submission

Once you have completed your Inquiry Plan and your Workplace Panel Report has been finalised by your Workplace Panel, please send them through to the Professional Standards email address below. Remember, **do not submit your supporting evidence** but retain this for a period of 12 months in the event that the TRB conducts an audit.



[prof.standards@trb.tas.gov.au](mailto:prof.standards@trb.tas.gov.au)



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<https://www.trb.tas.gov.au/>