

WHAT IS EVIDENCE FOR VALIDATION?

Evidence for validation consists of examples of work from your professional practice that is presented to demonstrate that you meet a particular standard, or group of standards, that have been developed for early childhood teachers.

WHAT DO I HAVE TO DO?

As part of your validation, you need to gather evidence that shows how you meet the standards at either the Accomplished or Exemplary level. There should be no more than two pieces of evidence for each standard however the same item of evidence may be used for more than one standard.

There are two parts to the process:

- collect the appropriate evidence, and
- describe and explain how your item of evidence meets each standard(s).

This means that you have to collect evidence that shows you can do the work described in the standards at either the Accomplished or Exemplary level.

There are many different types of evidence that you can provide to demonstrate that you meet the standards.

WHAT IS EVIDENCE?

Examples of evidence may be (but not limited to):

- Program planning documents
- Work samples (letters, memos, budgets, etc)
- Work journal, diary
- Statements of philosophy or planning
- Photos, videos
- Contributions to professional journals and programs
- Records of contact with support agencies or educational professionals
- Notes on reading program, professional articles, etc
- Network meetings, programs and notes; resultant action
- Minutes of appropriate meetings
- Professional development plan
- Professional presentations to colleagues, parents, community (including promotional material)
- Training results, certificates, diplomas, degrees
- Training session workbooks and notes
- Job descriptions, work experience
- Organisational plans and programs
- Conference or seminar contributions
- Family/teacher conferences, meetings
- Participation in reference or pilot groups
- Membership of professional bodies
- Awards
- References from colleagues, employers, parent groups, community groups
- Sessional teaching at relevant institutions, accompanying program and notes

HOW DO I DEMONSTRATE THAT THIS EVIDENCE MEETS THE STANDARD?

You need to describe how each aspect of work related to the evidence meets the requirements of the standard. No more than two pieces of evidence can be provided for each standard, although you may use one item of evidence to demonstrate how you meet more than one standard.

It is important to clearly explain how this evidence proves that you are meeting each standard on the **Evidence Information Sheets**. Number and describe each item of evidence and tick the standard(s) to which it relates. You will then need to explain how the evidence shows that you meet the standard.

CHOOSING YOUR EVIDENCE

The definition of 'evidence' for validation purposes comprises seven principles:

- **self-efficacy**: the teacher is responsible for selecting evidence
- **integrity**: the evidence must accurately and fairly describe the professional qualities described in the standards; evidence should principally be drawn from examples of the teacher's present or prior practice, rather than generation of new material
- **quality**: material submitted will be judged according to the quality of evidence provided, not its quantity
- **fairness**: selection of evidence must not unduly burden teachers

- **holism:** evidence should be selected and cross-referenced in ways that allow the teacher to give a clear account of professional learning and practice, drawing on integrated approaches to evidence (eg case studies, programs of parent education)
- **balance:** some standards will be met by the teacher describing their practice; other standards will require the submission of documents or other records as proof that the standard has been achieved at the classification level identified by the applicant
- **ethics:** evidence submitted for validation that compromises the legal or ethical rights of children, families or colleagues will not be accepted.

SOME HINTS

- Remember to clearly explain how your evidence demonstrates that you meet the standard(s).
- Ensure that references from colleagues, employers, parent groups or community groups describe the work that you have done and your professional experience relating to the standard that you are supporting.
- Link items of evidence that support each other, such as workbooks and course outlines.
- Remember to say in your application if some items of evidence meet more than one standard.
- Show links between each piece of evidence so that they build a picture of your competence.
- Use evidence that you already have or is available to you; there is no need to spend a lot of time constructing evidence for your application.
- Consider the currency and relevance of items of evidence over time.
- Review the evidence to delete specific reference to individuals and/or groups that might compromise their legal or ethical rights.
- Be selective and choose the best example(s) of evidence that meets the relevant standard(s).

