



**Submission for consideration under
s8(1)(a)(ii) and s9(1)(a)(ii)**

Portfolio Application

Note: This application must be completed in conjunction with the
Guidelines for Portfolio Applications

SECTION A – PERSONAL DETAILS

You must complete this section and also submit a brief curriculum vitae.

Contact details	
Name	Christopher James Bauman
Postal address	17 Jellicoe St, Wellington Point Qld 4160
Telephone number	0448 211 775
Facsimile number	
Email address	chrisbaumanjett@gmail.com

Education / Qualifications				
Details	Qualification 1	Qualification 2	Qualification 3	Qualification 4
Name of qualification	Masters in Foreign Language Education and Cultural Industries	Graduate Diploma of Teaching – Specialising in Secondary Education	Certified IV in TESOL - Teaching English to Speakers of Other Languages	Bachelor of Commerce in Marketing
Year completed	2020	2014	2009	1996
Name of institution	Wenzao Ursuline University	University of Southern Qld	Brisbane North Institute of TAFE	Griffith University
Qualification type	Masters	Graduate Diploma	TESOL	Bachelor
State or country	Taiwan	Australia (QLD)	Australia (QLD)	Australia (QLD)
Length of course	2.5 years	2 years	1 year	3 years

SECTION B - OFFICIAL STATEMENTS OF SERVICE IN ROLES RELEVANT TO YOUR APPLICATION

List relevant teaching or related experience and submit an official statement of service from each employing school or organisation.

Teaching or related experience – details of your teaching and related experience in reverse chronological order			
Names of school or organisation	Start date	Completion date	Year levels and curriculum area taught
Dah Yung International	Jan 4, 2021	Jan 31, 2022	Grade 4 and Grade 5

Bilingual School			
Wenzao Ursuline University	April 17, 2020	March 26, 2021	Postgraduate English Instructor
Sanmin Senior High School	Sept 23, 2018	June 5, 2020	Instructional Designer for English conversation class (Years 10-12)
Fushan Junior High School	Aug 27, 2013	July 20, 2021	Instructional Design for L2 critical thinking and writing Grade 8

SECTION C - RESPONSE TO PORTFOLIO TASKS

Task 1 - Demonstrated experience in planning and implementing learning experiences and assessments, providing feedback and reporting on student learning

This task is focused on:

- **Standard Three** - Plan for and implement effective teaching and learning; and
- **Standard Five** - Assess, provide feedback and report on student learning.

However, through this task, you must also address descriptors 2.2 and 2.3 of Standard Two.

Provide below a concise, reflective and evidence based description of a sequence of lessons that you designed and implemented with a group of students. You must demonstrate how the lesson sequence is linked to the assessment of student learning, provision of feedback and reporting of student achievement (**up to three A4 pages**).

This response must be supported by evidence.

Task 1 - Response:

My teaching practice actively encourages students to learn to develop their knowledge, skills and opinions to interpret and use language confidently for learning and to communicate with others. This is integral in developing their general life skills and capabilities.

- In my grade 5 class in Taiwan, I pre-taught the concept of a Haiku (a form of Japanese poetry) the day before. My students then used a specific YouTube clip to learn about this as their homework. This reflected the best practice offered by the textbook. On the following school day, I was able to have the majority of students working at the same level at the commencement of the lesson. This was the knowledge part of the lesson. I was focused on their learning agency, research skills, class dynamics and how different groups worked together in a collaborative fashion. On this occasion I had to make sure

that one of the students was not excluded from the group that they were in. I was successfully able to achieve this outcome through some private conversations and encouragement.

The framework for curriculum assessment and reporting in Queensland requires teachers to plan, teach, report and assess students, covering essential learnings and the standards. This assessment should take various forms to really allow students to showcase what they can achieve and can understand.

After developing a good knowledge of my students' capabilities and building on their prior learning allows me to plan specific learning sequences.

- Having this prior knowledge allows me to follow on with mind maps (Coggle), brainstorming, small and large group tasks and tests. By understanding their knowledge and capabilities, a formative assessment task was created both on an individual basis and as a group effort. One of the other formative assessments that I created every week was a basic spelling test, and beyond this I got the students to create their own sentences at home. In my classroom there was good learning agency, so the basic spelling words assigned was just the beginning of the self-learning that the students were doing.

In a classroom, every student works at their own pace and their goals are different depending on their stage of development and their thinking, creativity, intellectual and emotional development and in planning a lesson, I have to be conscious of how students work together, perform individually, their skills and capabilities and areas they need to grow.

- Keeping up to date with their formative knowledge skill set is an important part of being a teacher. This allows me to build on their prior knowledge when planning. One of the monitoring techniques I used was keeping track of the average scores of their submitted assessments. This is an important part of understanding a student's current level and in identifying any areas requiring urgent follow up.

In a classroom a teacher must always be flexible enough to adapt to the fluid environment that is created by the students on any given day. This includes a use of many different teaching strategies. Using both verbal and non-verbal signposts in a classroom are necessary in order to maintain order and the continuation of effective learning. The volume in one's voice can be dropped a little bit in order to gain attention. Tone can also be changed. For body language, this can be proximity, a finger on a desk, a smile, or just using open gestures to seek more information from students. Standing and sitting and the teacher's location in the classroom can also make a difference. One technique that I used from time to time was to teach the class from the back of the room. One of my university professors loved this technique and encouraged me to try it. I also integrate ICT in the classroom, and use different online programs to engage students in their learning.

- Students created games (Roblox, Minecraft, Toontastic and Kahoot) to illustrate their knowledge and to interact with the material in a different way. They also played online English and maths games like Prodigy to break up the routine. By giving my students short breaks like this, they were better able to concentrate when we resumed more formal teaching. Students also help each other (peer teaching) and ask why tasks are being performed rather than waiting to receive an answer.

In my last school communication on a continual basis was done through Class Dojo. Using this platform parents were able to ask questions, raise concerns and have a dialogue with the teacher on a need basis. Being a bi-lingual school, this platform automatically translates Mandarin into English and vice versa for the parents who may struggle when communicating with an Australian foreigner. Beyond that, parent teacher meetings were conducted twice a year. The parent teacher meetings were used to communicate how their son or daughter was progressing. This allowed them to learn more about their child and how they were coping with the workload and technology. It also covered how their child communicated with others in the class and their growth in the school environment. I also used the opportunity to let parents know the areas that their child may need a little extra motivation. Report cards and standardised teacher comments were also sent home at the end of every semester.

When following guides like the one brought out by the [education department in the ACT](#), teachers understand that there is more to assessment than just supplying a grade. When looking at the different approaches one of my favourites is self-assessment. Working to a criteria, the student can highlight the teaching points covered, the amount of effort that they put into the project and activate their higher level of thinking to think from a different perspective.

Often feedback can be like a conversation guiding students through a piece of assessment and motivating them to push their thinking in different directions and motivating them to keep going. Feedback needs to be timely so that students can take action on the feedback given and to adjust their learning or activity if necessary. A teacher's stamp or a star on a student's workbook is another way that I used to let the student know that they were keeping up with the work and on task. Students also need to be praised when they have pushed beyond the scope of the assignment and further developed skills like creativity.

- When doing my case study of the creation of critical thinking at university, three different teachers evaluated my student results to a set rubric. I was one of those designated teachers. With my two colleagues we marked the student work independently of each other and all showed a similar pattern in their marking. This demonstrated consistency. Another method that I highlighted above was when a teacher creates or uses an existing rubric to assess a student task in a consistent manner. A rubric enables the teacher to assess the students consistently. The national framework for schools and teachers states


that teachers should assess students on a consistent basis. My class's formative assessment was done on a weekly basis, using the same methods and at the same time each week. I highlighted any students that were falling behind. Some had good reasons and some needed some extra assistance and guidance, while others needed a little talk about re energising and not losing their focus.


LESSON PLAN


Teacher	Christopher Bauman	Date and Time	Wed 3rd November
Subject	English	Unit	Three
Standards	<ul style="list-style-type: none"> ● Develop creative writing in a range of different genres of fiction and types of poems.* ● Plan, write, edit and proofread short texts, with support. ● Use simple grammatical structures and sentence patterns correctly, allowing for occasional, basic mistakes ● Recognise the opinions of the speaker(s) in short talk. ● Write new scenes or characters into a story; rewrite events from the viewpoint of another character (Early finishers) 		
Essential Questions	<ul style="list-style-type: none"> ● What is a Haikus? ● How do you listen? 		
Objectives	SWBAT: <ul style="list-style-type: none"> ● Research word choices that are new to the student ● Brainstorm some words that we could include as a class ● Find an example of a Haikus online in a limited range of time - Time management ● Write their own haikus - Developing your writing ● Proofread and offer suggestions for one of your classmates ● Listen to the opinions of others so that they feel heard, and relay your understanding 		
Materials/Resources required	Vocabulary		
Google Classroom, Tablets	Self Learning		
Summary of learning/ teaching procedure	<u>Before the Class</u> <ol style="list-style-type: none"> 1. Watch the video in creating a Haikus poem prior to attending the class 2. Watch the video on the Art of Listening <u>During the Class (Steps)</u> <ol style="list-style-type: none"> 1. Open discussion on what is good listening 2. Review the video of what a Haikus poem is (Google Classroom) 3. In a time of 5 minutes find an example of a Haikus 4. Write your own Haikus poem that uses new vocabulary for you (finish for homework) 5. Bonus - Write the Haikus from the opposite perspective <u>Homework</u> <ol style="list-style-type: none"> 1. Finish your Haikus 2. Advanced - Finish the Haiku from the opposite perspective. 		
Assessment (Formative/ Summative Assessment)	Formative assessment <ol style="list-style-type: none"> 1. <i>Write a Haikus</i> 2. <i>Write a Haikus from the opposite perspective</i> https://docs.google.com/document/d/1Ce5vsmNqoG03Pa1IDFZJ-IR_ijG7X2NhiQ1n4HW0RrA/edit		


Task 1 Evidence 1: Standard 2.2 and 2.3 I selected and organised content to promote learning agency, higher order thinking and accommodate a broader number of students in class; Standard 3 and 5, showing how I plan learning and create assessment for the students.


1. Stanza (n) - A group of lines in a poem.
 2. inadequate (adj) - He wore an inadequate amount of clothing to school and was cold.
 3. Indefinite - The swings will be closed for an indefinite period of time.
 4. Possible - It is possible to achieve anything when you put your mind to it.
 5. Polite (adj) - The girl is very polite at school.
 6. Antonym (n) - An antonym for polite is impolite.
 7. technique (n) - His swimming has a good technique.
 8. Incomplete (adj) The work was incomplete.
 9. research (v) - I research my answers for the assignment.
 10. patient (adj) - You have to be patient if you want to achieve greatness.
1. Our teacher told us to write 3 stanzas in the poem which is easy.
 2. She took an inadequate number of cookies so others will t get enough.
 3. The clothes shop will open at a definite time, so don't worry, it will open in a few months.
 4. If you listen to the teacher and concentrate in class, getting a high score is possible.
 5. Being polite is one of the most important manners students should know.
 6. An antonym for happy is unhappy and the synonym of happy is glad.
 7. I like to make up stories, so my imagination is always inspiring others and coming up with new ideas. .
 8. I completed this assignment a long time ago, so I needed to revise the material.
 9. I research the words that I don't know on Google so I can understand the meaning. This is useful.
 10. My dog sat there patiently while the others ran around impatiently.



Christopher Bauman
 Jun 4, 2021
 Add: "at"



Leanne Wu
 Jun 4, 2021
 Suggestion accepted



 Reply or add others with @


Christopher Bauman
 Jun 4, 2021
 Delete: "in"


Leanne Wu
 Jun 4, 2021
 Suggestion accepted


 Reply or add others with @


Christopher Bauman
 Jun 4, 2021
 Replace: "much or" with "many"


Leanne Wu
 Jun 4, 2021
 Suggestion accepted

Task 1 Evidence 2: Standard 3, (planning) The sentences show effective teaching; and Standard 5 (feedback) Providing motivational student feedback

Math Project Rubric - Unit 7-10 Working with numbers)

Criteria	1	2	3	4	5	Total
Math Knowledge	The student needs to improve their understanding.	Student has a basic knowledge of the information and is only able to answer basic questions	The student has a reasonable knowledge and can answer some questions	The student has a good knowledge and can answer some questions	Student has a full knowledge of the subject and is able to answer questions with confidence	
Game	The student presents their knowledge in a difficult to understand manner	The student presents their math knowledge however the game produced was very simple	It is clear that the game was successfully developed and is likely to be able to teach how to work with numbers <u>a little bit</u>	It is clear that the game was successfully developed and is likely to be able to teach how to work with numbers <u>by an average amount</u>	It is clear that the game was successfully developed and is likely to be able to teach how to work with numbers <u>a lot</u>	
Teamwork	The student needs to improve his/her teamwork skills and sharing responsibilities	Responsibilities were delegated equally	Responsibilities were delegated equally. Each student was able to make a contribution to the group.	Responsibilities were delegated equally. Each student was able to make a contribution to the group. The students were able to problem solve	Responsibilities were delegated equally. Each student was able to make a contribution to the group. The students were able to problem solve. The students considered their classmates when working together.	
Slides	The presenter needs to work on reducing the number of words provided on the slides	There were problems with either the slides or the slides were unclear	The slides were clear and not too wordy, which allowed the student to speak using their own words, though speaking errors made the presentation difficult to follow	The slides were clear and not too wordy, which allowed the student to <u>speak using their own words</u> .	The slides were clear and not too wordy, which allowed the student to <u>speak using their own words</u> . The game and data was displayed in an easy to understand manner.	
Presentation skills	The presenter needs to improve confidence, overcome nerves and work on presenting to others	Through a <u>clear</u> presentation the student was able to educate the class.	Through a <u>clear and confident</u> presentation the student was able to educate the class.	Through a <u>clear and confident</u> presentation the student was able to educate the class linking their game and understanding of math. The student could be <u>heard clearly</u> .	Through a <u>clear and confident</u> presentation the student was able to educate the class linking their game and understanding of math. The student could be heard clearly and there were <u>limited mistakes</u> .	

Task 1 Evidence 3: The rubric links to standard 2.2, I selected content and presenting it in a well organised manner; 2.3 The evidence shows how data was collected for reported on; standard 3, The rubric shows logical and organised teaching; and standard 5, My assessment for the students was linked to syllabus and textbook

Task 2 – Demonstrated awareness and experience in addressing contemporary curriculum and pedagogical requirements relevant to school education

This task is focused on:

- **Standard One** – *Know students and how they learn*
- **Standard Two** – *Know the content and how to teach it* (Note: Descriptors 2.2 and 2.3 will be assessed in task 1)
- **Standard Four** – *Create and maintain supportive and safe learning environments*

You must provide below a concise, reflective and evidence based account of **two (2) or three (3) different learning experiences** (ie: a focused lesson involving an individual student, a group of students or a whole class) that you designed and implemented (**up to two A4 pages for each**).

This response must be supported by evidence.

Task 2 - Learning Experience 1

- As part of my Master's degree I learned about Sociocultural Theory, whereby information should be presented and packaged in a way that is slightly beyond the students' current level of understanding. This can include the ways in which information is presented. When planning lessons, I blended this understanding and my knowledge of the students with the [general capabilities acquired as outlined in the Australian curriculum](#). As my Master thesis was on the development of critical thinking, I enjoy motivating the students to engage their higher order thinking skills and creativity. I would regularly encourage students to work in different combinations rather than being confined to a desk. Enabling students to actively create teaching tasks so that they will learn from each other.

Under the Disability Standards for Education 2005 (Cwth), all Queensland state schools are required to make reasonable adjustments for students with disability to enable them to access and participate in education on the same basis as students without disability. A teacher must therefore be aware that there is additional help available and assistance available for students who have a recognised disability. Teaching styles can be adjusted depending on the circumstances.

- In my previous classroom, one student with a learning disorder was rewarded for his excellent assignment work by being able to present it on stage in front of all parents. He was also able to represent the school as part of an excursion to a radio station for the efforts that he had made. This also enabled me to encourage the other students in the class to offer their own positive feedback. Over a 12-month period, with the assistance of his parents and classmates, this student grew immensely. He was very proud of himself as his self-esteem had grown immensely. His parents were thrilled. Providing the right incentives, a safe environment and gaining class support for students who may take a little longer to understand a concept, provides a good combination for allowing them to achieve great things.

Task 2 - Learning Experience 2

Every student is unique and develops these different knowledge sets and skills in their own time, at different paces and in different ways. By delivering, revising and building learning agency in students, a teacher will not only deliver learning material that is moulded around the Australian curriculum, but makes sure that every student succeeds, no matter their background. This is something that I learned while doing my thesis as part of my Master's degree and reading about the Education QLD plan through to 2025. I learned the importance of presenting in a logical sequence that uses vocabulary and teaching that the intended audience can understand.

One of my colleagues from Australia, who was also living in Taiwan created art using the techniques used by the aboriginal people, each picture being a combination of dots rather than a series of straight lines. This is something that I often shared with my students when describing the culture in Australia to my students.

- While developing experience in the classroom, I was able to introduce students to various strategies enabling them to gain confidence in literacy and numeracy. I monitor student's reading ability and understanding using RAZ-KIDS, monitoring and correcting students' writing achievements, auditory acquisition and presentation of information to others.

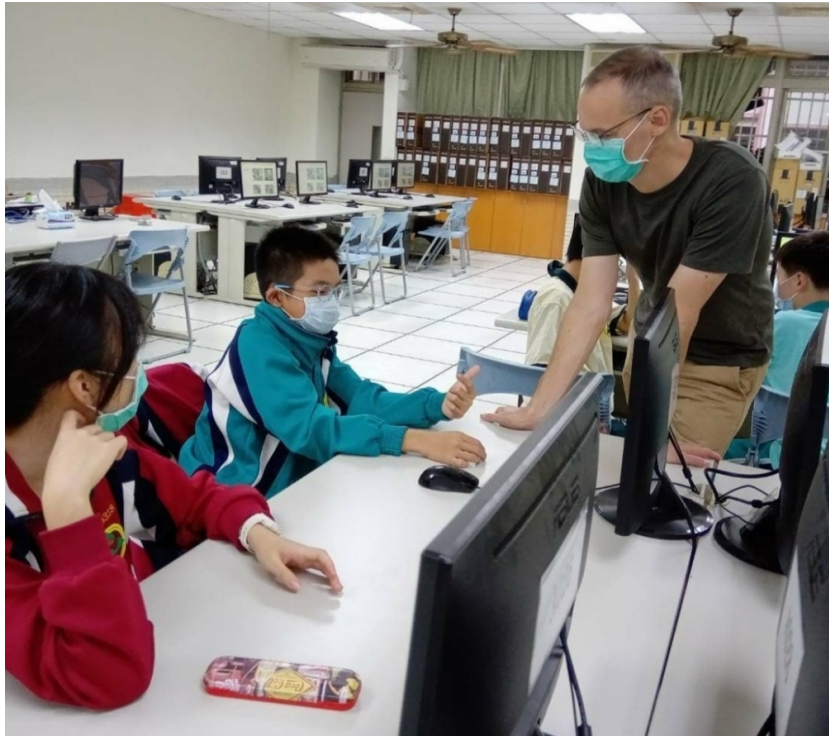
Task 2 - Learning Experience 3

Certainly, there are many more ways to create inclusion. Some of the preferred ideas that I used in my own classroom were:

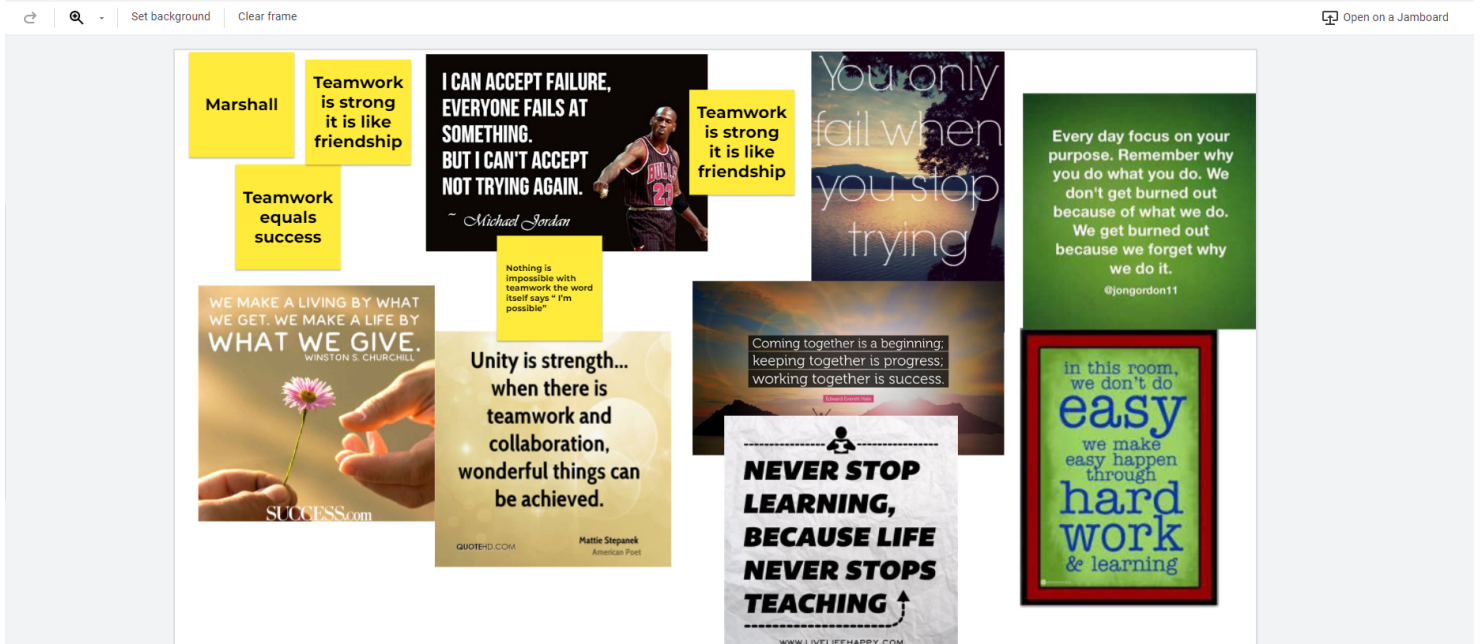
- Providing additional time to those students who take a little longer to understand a concept was one that I used often. The faster students would help others in their group to catch up once they had completed the work themselves, or I would create additional activities for the fast finishers such as reading a higher level fiction book or completing an assignment that they had not yet finished.
- I always provided a clear weekly schedule of the subjects that we had to implement each day. This I posted on the wall at the front of the classroom, in the students' Google Classroom and it was also posted outside every classroom.
- Setting a quiet space for the students was important as well. To aid this effort I also introduced a sand garden that the students could draw on. Unfortunately, it led to a lot of extra cleaning, but believed that the benefits outweighed the extra work. This was normally set at the back of the room.
- At my last school, to maintain the safety of students, they were not allowed to use their own email at school. This was written into a technology agreement that was signed by both parents and students. As a part of the technology agreement, teachers had to monitor the activities and the applications that students used while in the classroom. This included monitoring what applications the students were using in the class. When the students in my class were using collaborative applications like JamBoard the teacher had to monitor carefully to ensure that negative comments were not made about other students. On one occasion this happened and I had to have a very frank conversation with all the class about respect. I also made some of the formative assessments asking the students to write about the topic of respect.



Task 2 Evidence 1: *Standard 1, I knew the students well enough to get them to engage and peer teach their classmates. Standard 2, By getting my students to peer teach, it shows that I am able to deliver information in different ways. Standard 4, I created supportive and engaging teamwork where students felt safe to participate.*



Task 2 Evidence 2: *Standard 1, I knew how to seat the students for optimal learning. Standard 2, I taught digital and written literacy together with critical thinking. Standard 4, Here you can see a supportive and engaging posture where students felt safe to ask questions.*



Task 2 Evidence 3: Standard 1, Understanding that my students loved collaborative learning through ICT. My grade 5 students loved working with the JamBoard application. Standard 2, My students researched ways to work better together to facilitate better pedagogy in the classroom. Standard 4, I used ICT safely, responsibly and ethically. My students were using collaborative applications like JamBoard to work together, complying with our agreed upon class rules (respect for others) and the school's technology agreement.



Task 3 – Demonstrated commitment to professional learning and engagement with colleagues, parents and the community.

Provide below (in up to **one A4 page**) a concise, reflective and evidence based account of your commitment to meeting the requirements of:

- **Standard Six** – *Engage in professional learning*
- **Standard Seven** – *Engage professionally with colleagues, parents/carers and the community.*

Your response must be supported by evidence.

Task 3 – Response:

The Australian professional standards describe what teachers should know and have the capacity to do during the various stages of their career. Teachers are able to use these standards to help map out their careers, moving from graduate positions to experienced level positions.

- While I have skills that have been accumulated across different industries, I am at the graduate stage of my teaching journey. At my last posting the school would regularly invest in external professional development (PD) for the teachers. External teaching consultants would come into the school and teach us all how to further develop our teaching skills. One of the courses that was offered was how to deal with students with special needs. This taught us how to understand mental illness, affective disorder, phobia disorders, anxiety disorders, attention deficit disorder and hyperactivity.
- We also learned how to use the new school Learning Management System from our ICT coordinator. This was a platform set up to help teachers save time and to record the formative and summative assessments on the School's central system.
- These days students absorb new information, often at a faster rate that teachers can understand it, especially when it comes to technology. It should be in every teacher's mandate to keep up with this evolving world as much as possible. In my last placement, one piece of software that the students were able to discover and self-learn was Powerdirector (An app that allowed students to put words on the screen). I needed to learn more and in this instance my students were able to teach me. Being open to new information and knowledge enabled everybody in the class to grow and learn.
- While introducing myself to my students is important, so too is taking the time to introduce myself to the parents/carers of the students who I will look after and teach to the best of my ability for 12 months.

While I was living overseas in an Asian environment it was more difficult to keep up to date with the legislative requirements put out by the government. For this reason, I became a good listener and asked Socratic questions, both in the university space where I was studying and in the school settings that I was placed in. Networking and keeping in contact with many different people in the educational settings is essential to keeping up to date with the information that is required to do well.



Task 3 Evidence 1: *Standard 6, I engaged in professional learning with my colleagues to understand a new student management and recording system. Standard 7, As teaching colleagues we supported each other while we learnt new skills.*



Task 3 Evidence 2: *Standard 6, I researched how Powerdirector could be used to better assist student learning. In this photo, students are recording their video and then editing it with this software. Effective teachers draw out and work with pre-existing understandings that their students bring to them. Standard 7, I shared this knowledge with my fellow colleagues.*

Dear Mums and Dads,

Welcome back to another school year. This year I have the privilege of teaching your sons and daughters again in CIP 5.



Every student has the capacity to both be guided by a teacher and to learn independently when provided with the right motivations to do so.

A teacher, not only has a mandate to teach, but to create relationships and understand that different students learn different skills at different times and in their own way.

A teacher can also learn from every student that he / she is privileged enough to teach.

To any new students I will detain a little of my background. I discovered my love of education a little later in life than most, after many years in business, sales and marketing. Truthfully though, it really cemented itself after living in Taiwan for a few years and I was given the opportunity to teach critical thinking through writing. The students were so keen to learn and achieved such great results that it made me feel good traveling to work every day.

Since then, I have completed a post graduate Diploma in Secondary teaching from the University of Southern Queensland in Australia, a TESOL certificate and have become a qualified Australian Education Agent. In addition, I have also completed a Master's Degree in Language Education and Cultural Industries at Wenzao Ursuline University (2020) in Kaohsiung and has become a qualified IELTS examiner at IDP. All this was completed while raising a young family.

I am looking forward to seeing the students again and challenging their learning as much as possible.

This year I take the view that the mind is not a vessel to be filled, but a fire to be kindled.

Task 3 Evidence 3: *Standard 6 I was able to learn best practice from other teachers at my school in setting out an introduction letter, and then built on this to introduce myself to parents; Standard 7, I worked effectively, sensitively, and in confidentiality with parents/carers. In this letter of introduction I also set up a direct communication channel for parents to contact me directly through the school email.*

SECTION D - REFEREE REPORTS

You must provide details of two referees who can comment on your attainment of the *Australian Professional Standards for Teachers* at the Proficient career stage. At least one report must be completed by a person who has had direct responsibility for supervising you as a teacher.

NOTE: The referee reports must be completed on the **QCT Referee Report Proforma** and be submitted with this application.

Details	Reference 1	Reference 2
Name of referee	Lana Parker	Szu-An Chen
Position	Cambridge International Program Director	Assistant Professor
Organisation	Dah Yung International Bilingual School	Wenzao Ursuline University
Telephone number	886 07 533 2450 Ext 271	+886-7-3426031 #7401 / 5240
Facsimile number		886-7-3427942
Email address	lparker@cc2.dystcs.kh.edu.tw	99033@mail.wzu.edu.tw

DECLARATION

By submitting this application, I declare that the information given in this application is correct and complete. I authorise the Queensland College of Teachers to obtain where necessary from other persons, educational institutions or relevant authorities additional information about my teaching experience, academic record and involvement in community and other events relevant to this application.

Signature: _____ **Date:** _____

Guidelines for referees preparing reports for the Queensland College of Teachers

- You have been asked by the applicant to provide a professional reference to support his or her application for registration with the Queensland College of Teachers.
- If you believe that you have a conflict of interest, are related to the applicant or are in a relationship with the applicant you must decline the invitation to provide a reference for the applicant. Please note that the referee report form includes a conflict of interest declaration.
- To be a referee you must, within the past five years, have been either:
 - supervising the work of the applicant as a teacher
or
 - working with the applicant in a collegial teaching environment for a period of at least six months.
- If you do not meet either of these criteria you should decline the invitation to provide a reference for the applicant.
- The Queensland College of Teachers is interested in gaining your views on the applicant's capacities in the key areas of professional practice identified in the *Australian Professional Standards for Teachers* at the graduate or proficient career stage. Copies of the standards may be downloaded at www.qct.edu.au/standards
- You are requested to read the *Australian Professional Standards for Teachers* and provide a rating for the applicant against each standard, taking account of each descriptor.
- You are also required to provide a brief statement outlining the reasons for your rating of the applicant against each standard. Your statement must indicate how the applicant's performance relates to the standard. You should cite evidence to support your comments on the applicant's performance in these areas. Evidence may include descriptions of:
 - classroom practice
 - planning of learning experiences
 - participation in school or community based activities
 - involvement in professional development activities
 - participation in team based activities
 - interactions with the school community.
- Please ensure that your statement provides an honest and accurate record of the applicant's performance while working with you.

Appendix 2 - QCT Application for consideration under s8(1)(a)(ii) and s9(1)(a)(ii)

Referee Report		
Name of applicant	Christopher Bauman	
Name of referee	Szu-An Chen	
Position of Referee	Assistant Professor	
Contact details for referee	Work address	900, Min-Tzu 1st Road, Sanmin District Kaohsiung, 807 Taiwan, R.O.C.
	Telephone number	+886-7-3426031 # 7401 / 5240
	Facsimile number	+886-7-3427942
	Email	99033@mail.wzu.edu.tw
<p>Instructions for referee</p> <p>The applicant is applying for registration with the Queensland College of Teachers.</p> <p>The College is seeking your opinion on the applicant's capacity to meet the requirements of the <i>Australian Professional Standards for Teachers</i> at the graduate or proficient career stage.</p> <ul style="list-style-type: none"> Please rate the applicant against each of the seven (7) standards using the following criteria. Do this by circling the appropriate number on the rating scale for each standard. <ul style="list-style-type: none"> 1 = The applicant consistently and independently demonstrates all or most of the descriptors in the standard in a range of teaching contexts. 2 = The applicant demonstrates the descriptors in the standard to a limited extent. 3 = The applicant requires support to demonstrate the descriptors in the standard. 4 = The applicant does not demonstrate the descriptors in the standard. N/A - I cannot comment on the applicant's capabilities in regard to this standard. You must also provide a brief statement outlining the reasons for your rating for each standard. <p>Thank you for your time.</p>		

Referee Report		PAGE 2	
Name of applicant	Christopher James Bauman	ID No:	909094

Appendix 2 - QCT Application for consideration under s8(1)(a)(ii) and s9(1)(a)(ii)

Standard	Rating Scale				
<p>1. Know students and how they learn The descriptors within this standard focus on the following areas:</p> <p>1.1 Physical, social and intellectual development and characteristics of students</p> <p>1.2 Understand how students learn</p> <p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>1.6 Strategies to support full participation of students with disability</p>	<div>1</div>	2	3	4	N/A (unable to comment)
	<p>Reasons for rating:</p> <p>1=The applicant consistently and independently demonstrates all or most of the descriptors in the standard in a range of teaching contexts.</p> <p>While teaching at Fushan Junior High School, Christopher showed how students learned by referencing the theory, Krashen's i+1 model, in the assignments that were submitted to me as part of his Master's Degree. The material that he used was age appropriate and he changed the subject matter to try and develop learning agency in the full cross section of students in his class. This was done gradually as he got to know the students, through - the writing that they submitted, conversations with them and ongoing conversations with their Chinese homeroom teacher. Granted, all students in the class could not write at the same level, however the data collected showed that on average there was consistent growth as students developed at their own pace. Christopher understood that, especially with teaching a diverse class of students (both in skill and background), learning acquisition takes place when presented in a comprehensible format, slightly beyond a student's current level of ability.</p>				

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2. Know the content and how to teach it	1	2	3	4	N/A (unable to comment)
<p>The descriptors within this standard focus on the following areas:</p> <p>2.1 Content and teaching strategies of the teaching area</p> <p>2.2 Content selection and organisation</p> <p>2.3 Curriculum, assessment and reporting</p> <p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>2.5 Literacy and numeracy strategies</p> <p>2.6 Information and Communication Technology (ICT)</p>	<p>Reasons for rating:</p> <p>1=The applicant consistently and independently demonstrates all or most of the descriptors in the standard in a range of teaching contexts.</p> <p>Christopher was focusing on the development of critical thinking through blended learning, in the capabilities section of the Australian curriculum, so he added brainstorming, problem solving, reflection and inquiry to the writing tasks.</p> <p>While he didn't have any Aboriginal or Torres Strait Islander students in his class that I know of, he did extend a great empathy and patient understanding of a culture that was different to his own. He managed this through good communication, mentoring and motivating the students to learn, grow at their own pace and contribute to the class from their own individual unique perspectives. He learned a lot from this.</p>				

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Name of applicant	Christopher James Bauman	ID No: 909094

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3. Know the content and how to teach it	1	2	3	4	N/A (unable to comment)
<p>The descriptors within this standard focus on the following areas:</p> <p>3.1 Establish challenging learning goals</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>3.4 Select and use resources</p> <p>3.5 Use effective classroom communication</p> <p>3.6 Evaluate and improve teaching programs</p> <p>3.7 Engage parents/carers in the educative process</p>	<p>Reasons for rating:</p> <p>1=The applicant consistently and independently demonstrates all or most of the descriptors in the standard in a range of teaching contexts.</p> <p>At Sanmin Senior High School Christopher planned his classes based on the staged article growth that was developed through English magazines that the school subscribed to. Each class started with imagery that promoted general conversation, YouTube clips that brought debate, group reading tasks, and questions of both of a Socratic nature and some that had to be found in the text.</p> <p>Every classroom at this school was different, in age, participation, background, skill level and behaviour, which meant that the teacher had to be extremely flexible every time he walked into a different classroom.</p> <p>For this teaching, the only engagement with the parents/carers was done through the Chinese homeroom teacher or the school's head of curriculum English teacher. On one occasion Christopher mentioned that he chatted to the head of curriculum, praising a Taiwanese homeroom teacher who had developed extraordinary teamwork and a classroom where students really supported and respected the individual efforts that they each made. This information was fed back to the homeroom teacher and the parents.</p>				

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<p>4. Create and maintain supportive and safe learning environments</p> <p>The descriptors within this standard focus on the following areas:</p> <p>4.1 Support student participation</p> <p>4.2 Manage classroom activities</p> <p>4.3 Manage challenging behaviour</p> <p>4.4 Maintain student safety</p> <p>4.5 Use ICT responsibility and ethically</p>	1	2	3	4	N/A (unable to comment)
<p>5. Assess, provide feedback and report on student learning</p> <p>The descriptors within this standard focus on the following areas:</p> <p>5.1 Assess student learning</p> <p>5.2 Provide feedback to students on their learning</p> <p>5.3 Make consistent and comparable judgements</p> <p>5.4 Interpret student data</p> <p>5.5 Report on student achievement</p>	1	2	3	4	N/A (unable to comment)

Reasons for rating:

1=The applicant consistently and independently demonstrates all or most of the descriptors in the standard in a range of teaching contexts.

When Christopher had to present in front of the class during his Master's Degree studies, he tried to create an atmosphere where all the students engaged in conversation on the topic at hand either as a class or with the person next to them. He is very warming in the way he speaks, inviting participation and ensuring a safe space.

An admirable quality was when he would paraphrase a response from one of his fellow students ensuring that everyone understood and that the student felt heard. This in turn invited greater participation.

In terms of behavioural issues, there were none amongst his fellow students, but he did mention some difficulty in the senior high school sports class in terms of keeping the students engaged. In this classroom, their English level was very low, but to his credit he persisted in trying to find topics that they were interested in. One that he did manage to find were music lyrics.

Reasons for rating:

1=The applicant consistently and independently demonstrates all or most of the descriptors in the standard in a range of teaching contexts.

For the thesis that Christopher presented, he had to give regular formative feedback to the Fushan Junior High School students, which his case study was conducted on, in the form of scores and motivational or correctional comments.

To complete his study, he also had to collect data from the students, track their progress, and analyse it with a statistics package that was eventually presented and validated in front of three university professors at Wenzao Ursuline University, including myself.

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Name of applicant	Christopher James Bauman	ID No: 909094

Appendix 2 - QCT Application for consideration under s8(1)(a)(ii) and s9(1)(a)(ii)

<p>6. Engage in professional learning</p> <p>The descriptors within this standard focus on the following areas:</p> <p>6.1 Identify and plan professional learning needs</p> <p>6.2 Engage in professional learning and improve practice</p> <p>6.3 Engage with colleagues and improve practice</p> <p>6.4 Apply professional learning and improve student learning</p>	1	2	3	4	N/A (unable to comment)
<p>7. Engage professionally with colleagues, parents/carers and the community</p> <p>The descriptors within this standard focus on the following areas:</p> <p>7.1 Meet professional ethics and responsibilities</p> <p>7.2 Comply with legislative, administrative and organisational requirements</p> <p>7.3 Engage with the parents/carers</p> <p>7.4 Engage with professional teaching networks and broader communities</p>	1	2	3	4	N/A (unable to comment)
<p>Referee's conflict of interest declaration</p> <p>I declare that I do not have a conflict of interest, am not related to the applicant and am not in a relationship with the applicant.</p>					

Guidelines for referees preparing reports for the Queensland College of Teachers

- You have been asked by the applicant to provide a professional reference to support his or her application for registration with the Queensland College of Teachers.
- If you believe that you have a conflict of interest, are related to the applicant or are in a relationship with the applicant you must decline the invitation to provide a reference for the applicant. Please note that the referee report form includes a conflict of interest declaration.
- To be a referee you must, within the past five years, have been either:
 - supervising the work of the applicant as a teacher
 - or
 - working with the applicant in a collegial teaching environment for a period of at least six months.
- If you do not meet either of these criteria you should decline the invitation to provide a reference for the applicant.
- The Queensland College of Teachers is interested in gaining your views on the applicant's capacities in the key areas of professional practice identified in the *Australian Professional Standards for Teachers* at the graduate or proficient career stage. Copies of the standards may be downloaded at www.qct.edu.au/standards
- You are requested to read the *Australian Professional Standards for Teachers* and provide a rating for the applicant against each standard, taking account of each descriptor.
- You are also required to provide a brief statement outlining the reasons for your rating of the applicant against each standard. Your statement must indicate how the applicant's performance relates to the standard. You should cite evidence to support your comments on the applicant's performance in these areas. Evidence may include descriptions of:
 - classroom practice
 - planning of learning experiences
 - participation in school or community based activities
 - involvement in professional development activities
 - participation in team based activities
 - interactions with the school community.
- Please ensure that your statement provides an honest and accurate record of the applicant's performance while working with you.

Appendix 2 - QCT Application for consideration under s8(1)(a)(ii) and s9(1)(a)(ii)

Referee Report	
Name of applicant	Christopher Bauman
Name of referee	Lana Parker
Position of Referee	Cambridge International Program Director

Contact details for referee	Work address	No. 1, Darong St, Gushan District, Kaohsiung City, 804
	Telephone number	886-07-533-2450 Ext 271
	Facsimile number	
	Email	lparker@cc2.dystcs.kh.edu.tw

Instructions for referee

The applicant is applying for registration with the Queensland College of Teachers.

The College is seeking your opinion on the applicant's capacity to meet the requirements of the *Australian Professional Standards for Teachers* at the graduate or proficient career stage.

- Please rate the applicant against each of the seven (7) standards using the following criteria. Do this by circling the appropriate number on the rating scale for each standard.
 - = The applicant consistently and independently demonstrates all or most of the descriptors in the standard in a range of teaching contexts.
 - = The applicant demonstrates the descriptors in the standard to a limited extent.
 - = The applicant requires support to demonstrate the descriptors in the standard.
 - = The applicant does not demonstrate the descriptors in the standard.

N/A - I cannot comment on the applicant's capabilities in regard to this standard.
- You must also provide a brief statement outlining the reasons for your rating for each standard.

Thank you for your time.

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Name of applicant	Christopher James Bauman	ID No:	909094

Appendix 2 - QCT Application for consideration under s8(1)(a)(ii) and s9(1)(a)(ii)

Standard	Rating Scale				
1. Know students and how they learn The descriptors within this standard focus on the following areas: 1.1 Physical, social and intellectual development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability	1	2	3	4	N/A (unable to comment)
	Reasons for rating: As Mr Bauman's immediate manager at Dah Yung International Bilingual School, I can confidently say that Mr Bauman got to know both the students in his charge and their parents very well. During performance reviews he was able to convey both the strengths and weaknesses of each student in the class and what he was doing to support them both academically and emotionally if they were struggling in any way. The students also let me know that they felt confident and safe when talking to Mr Bauman. His planning showed that he tried to support every student in the class, assisting each to grow at their own pace.				
2. Know the content and how to teach it The descriptors within this standard focus on the following areas: 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT)	1	2	3	4	N/A (unable to comment)
	Reasons for rating: Mr Bauman started teaching the grade 4 class half way through the year, and then followed the students through to grade 5. He joined the school at a time when the students were just getting used to using I-pads and Google Classroom, with many struggling to understand. To his credit though, he managed to get the students used to using the technology. This came in handy when the school had to teach remotely for 3 months. He kept up to date with the syllabus and drew from the Cambridge curriculum that the school was using when planning his lessons. Lesson plans that I monitored had pre-teaching, knowledge acquisition, practical application sections and recorded assessment. Mr Bauman understood that each student had a different background and each needed to be valued and felt heard. For me this is recognising and respecting people of different backgrounds.				

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Name of applicant	Christopher James Bauman	ID No:	909094

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<p>3. Know the content and how to teach it</p> <p>The descriptors within this standard focus on the following areas:</p> <p>3.1 Establish challenging learning goals</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>3.4 Select and use resources</p> <p>3.5 Use effective classroom communication</p> <p>3.6 Evaluate and improve teaching programs</p> <p>3.7 Engage parents/carers in the educative process</p>	1	2	3	4	N/A (unable to comment)
<p>4. Create and maintain supportive and safe learning environments</p> <p>The descriptors within this standard focus on the following areas:</p> <p>4.1 Support student participation</p> <p>4.2 Manage classroom activities</p> <p>4.3 Manage challenging behaviour</p> <p>4.4 Maintain student safety</p> <p>4.5 Use ICT responsibly and ethically</p>	1	2	3	4	N/A (unable to comment)

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Name of applicant	Christopher James Bauman	ID No:	909094

Appendix 2 - QCT Application for consideration under s8(1)(a)(ii) and s9(1)(a)(ii)

<p>5. Assess, provide feedback and report on student learning</p> <p>The descriptors within this standard focus on the following areas:</p> <p>5.1 Assess student learning</p> <p>5.2 Provide feedback to students on their learning</p> <p>5.3 Make consistent and comparable judgements</p> <p>5.4 Interpret student data</p> <p>5.5 Report on student achievement</p>	1	2	3	4	N/A (unable to comment)
<p>6. Engage in professional learning</p> <p>The descriptors within this standard focus on the following areas:</p> <p>6.1 Identify and plan professional learning needs</p> <p>6.2 Engage in professional learning and improve practice</p> <p>6.3 Engage with colleagues and improve practice</p> <p>6.4 Apply professional learning and improve student learning</p>	1	2	3	4	N/A (unable to comment)
<p>7. Engage professionally with colleagues, parents/carers and the community</p> <p>The descriptors within this standard focus on the following areas:</p> <p>7.1 Meet professional ethics and responsibilities</p> <p>7.2 Comply with legislative, administrative and organisational requirements</p> <p>7.3 Engage with the parents/carers</p> <p>7.4 Engage with professional teaching networks and broader communities</p>	1	2	3	4	N/A (unable to comment)
<p>Referee's conflict of interest declaration</p> <p>I declare that I do not have a conflict of interest, am not related to the applicant and am not in a relationship with the applicant.</p>					