

ADVANCED CLASSROOM EXPERTISE TEACHER RECOGNITION

Portfolio Guide for Teachers

About Advanced Classroom Expertise Teacher recognition

The Advanced Classroom Expertise Teacher (ACET) allowance was introduced as part of the settlement of the *Primary Teachers' Collective Agreement 2013-2015* (PTCA) to recognise exemplary practice in primary teaching.

The purpose of this guide is to assist invited teachers to complete their portfolios for recognition as ACETs in 2018. A portfolio comprises both the *Portfolio Form* and a supporting body of evidence.

It is important that teachers read and fully understand this guide when completing their portfolios, as it contains important information that may affect whether or not their portfolios are able to be evaluated.

Invited teachers have 19 weeks to compile their portfolios, which comprise both the *Portfolio Form* and a supporting body of evidence. Portfolios are required to be submitted no later than 6 August 2018.

Important feedback from the portfolio evaluation panel

"The most common reason for portfolios not being confirmed was that they did not provide sufficient evidence to demonstrate that all ACET professional criteria had been met. Also, many teachers could demonstrate positive impacts on student achievement, but some evidence reflected accepted teaching practice and not exemplary practice."

Dr Mary Simpson, ACET Evaluation Panel Chair

Key information

Any changes to contact details or employment information that affect your eligibility for ACET recognition must be immediately advised to TeachNZ. To remain eligible to continue in the ACET recognition process, you must have no more than one permanent unit and a classroom teaching load of at least 0.8 Full Time Teaching Equivalent (FTTE).

You were sent a TeachNZ ID in the email inviting you to submit a portfolio. The TeachNZ ID is required when completing the *Portfolio Form*.

Portfolios will only be returned to teachers who provide a pre paid self addressed courier bag. We strongly recommend teachers take a copy for their records.

Timeline

6 August 2018

Portfolio submissions close.

11 October 2018

Teachers notified of outcomes of their portfolios.

19 November 2018

If portfolios confirmed, continued eligibility during 2018 verified with principals.

28 January 2019

Allowances effective.

Process

- Your portfolio must be submitted to TeachNZ by post or courier and be postmarked on or before the closing date. It must:
 - be certified by the principal as an accurate representation of your classroom and professional practice
 - contain a recommendation from your principal
 - be signed by you as the teacher seeking ACET recognition.
- A panel of independent experts will consider your portfolio and make a decision based on the portfolio and the recommendation.
- Teachers whose portfolios are ACET recognised will be notified by TeachNZ. TeachNZ will also write to the school principal to confirm the teachers' FTTE during 2018 and that they achieved a successful attestation against the *Experienced Teacher Professional Standards* (Schedule 3 of the PTCA or the applicable *Individual Employment Agreement*) in 2018.
- If continued eligibility is confirmed by the principal, the teacher will receive the ACET allowance effective 28 January 2019.

Sending the portfolio

The completed portfolio must be sent by post or courier and be postmarked no later than 6 August 2018.

Return by courier to:

ACET Recognition
Ministry of Education
Level 5, 33 Bowen Street
Wellington 6011

Return by post to:

ACET Recognition
Ministry of Education
PO Box 1666
Wellington 6140

TeachNZ will send an email to let teachers know their portfolios have been received.

"An ACET is a teacher who has shown deep reflection on the needs of learners in their classroom, on their practice and professional development needs, and as a result has implemented effective, culturally responsive, creative and innovative changes in practice."

ACET Evaluation Panel

Completing your portfolio

Approach

The sections of the form have been ordered to best assist the panel in evaluating your portfolio. It is likely that you will first complete Sections B to E. These sections can then be summarised in Section A to reinforce evidence that looks at all quadrants, with references to Sections B to E.

The word limits set for each section are to ensure that the portfolio can be evaluated effectively. Each portfolio (commentary and supporting body of evidence) must be able to be read and/or viewed in no more than 60 minutes.

Teachers will have their own styles when footnoting and annotating their evidence. An example is included in Appendix 1 of this guide on page 11.

Ensure that the brief description of the evidence matches the heading of any attached evidence, or the file name of any digital evidence.

Content

Your portfolio should demonstrate the ways in which you meet the relevant criteria.

The portfolio includes the *Portfolio Form* and a supporting body of evidence. For the purposes of this process, a portfolio is defined as a collection and/or collation of information (evidence) with analysis that explicitly demonstrates practice that meets or exceeds the ACET professional criteria.

The portfolio should draw on a rich, broad curriculum context (the *New Zealand Curriculum or Te Marautanga o Aotearoa*), for example across learning areas and key competencies.

It must be sufficiently explicit and coherent that the panel of independent experts can navigate the material and draw the same conclusions as those expressed by you.

Portfolio Form

The *Portfolio Form* consists of:

- key personal details to enable TeachNZ to confirm you in its systems
- Section A: 'Overall impact on student learning outcomes', which has a limit of 1,000 words
- Sections B to E, which address the four quadrants and ACET criteria 3a, 3b, 3c and 3d (see diagram on page 5) and have a limit of 500 words each.

Professional tools

You are encouraged to make use of the professional tools noted below in preparing your portfolio:

Effective Pedagogy: Teaching as Inquiry (New Zealand Curriculum or Te Marautanga o Aotearoa)

<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

Best Evidence Synthesis findings (BES A3) and exemplars

<http://www.educationcounts.govt.nz/topics/BES/resources/bes-exemplars>

Inquiry and Knowledge Building Cycle

<http://www.ero.govt.nz/publications/managing-professional-learning-and-development-in-primary-schools/> (See Appendix 2: *Principles of professional learning and development*)

Best Evidence Synthesis and cases

<http://www.educationcounts.govt.nz/topics/BES/bess-and-cases>

Learning Outcomes Quadrant

<https://www.teachnz.govt.nz//assets/Uploads/ACET/Learnings-Outcome-Quadrant.pdf>

Portfolio presentation

To allow for more than one panellist to evaluate a portfolio, documents will be scanned and saved along with any digital evidence for online evaluation.

The evaluation is based on the content of the written sections and supporting body of evidence. The portfolio should be well structured and in clear sections.

The portfolio may be provided digitally or in hard copy:

- digital evidence must be supplied on a memory stick or similar device. This is to ensure that the evaluation panel is able to open and access the evidence supplied. The device should be labelled with your name or TeachNZ ID. The following formats will be accepted:
 - Powerpoint or Google slide presentation
 - PDF
 - video: AVI, MP4 or MPG
 - audio: MP3
 - images: PNG or JPEG.
- hard-copy evidence must be collated with your *Portfolio Form* and printed on A4 paper.

Digital copies are preferred however hard copies are also acceptable. It is strongly recommended that teachers take copies of both digital and hard copy portfolios.

Professional criteria

To be recognised as an ACET, a teacher must demonstrate that they meet each of the following professional criteria:

1. Practice demonstrably higher than the *Experienced Teacher Professional Standards*.

Evidence is needed of practice that demonstrates creativity and innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning.

2. Explicitly demonstrating positive outcomes for all learners with specific information about meeting the needs of students identified as 'priority learners' in Government policy.

Evidence is needed of positive student learning outcomes related to the *New Zealand Curriculum or Te Marautanga o Aotearoa* or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.

3. Together with each of the following:

- a. Exemplary use of evidence and research to inform practice.**

Requires multiple sources of evidence and research referenced to inform and develop practice. A clear link between theory and its application to practice must be apparent. This should include evidence of the way it has developed the teacher's practice

- b. Exemplary engagement with families/whānau in improving outcomes for their children.**

Requires evidence of a pro-active approach and effective engagement with families/whānau that supports student learning

- c. Leadership in developing practice amongst peers.**

Requires evidence of strong professional relationships with colleagues that demonstrate leadership in teaching practice

- d. Exemplary ongoing professional learning and development.**

Requires evidence of ongoing professional learning and development as part of a regular in school appraisal process.

Judgment against ACET professional criteria

"An ACET has systematically gathered evidence of and commentary on measurable outcomes – social, cultural, academic – and shared processes and data with others through engagement with colleagues, families and whānau."

ACET Evaluation Panel

When your principal makes their recommendation on whether your portfolio should be ACET recognised, they are likely to consider the following points from the evaluation panels.

- The guidance given to teachers that the panel would need to be able to read a portfolio in 60 minutes had not, in many cases, been heeded. Creating a portfolio is an exercise in being clear and succinct.
- The evidence presented by teachers was both qualitative and quantitative. That was appropriate and helped to provide a rich picture of the teachers' practice.
- All evidence needs to be clearly linked to criteria and to clear claims made about teaching practice.
- Reference to readings and articles is sufficient.

Submitting evidence - requirements

- Evidence must be current (within the past three years) and should include planning through to outcomes.
- Evidence should follow the inquiry cycle that is central to the *New Zealand Curriculum or Te Marautanga o Aotearoa*.
- Data explicitly showing positive outcomes (social, cultural and academic) for all learners is required, with specific information about meeting the needs of priority learners.
- Data showing learner outcomes should show progress over time.
- Submit any piece of evidence only once and consider the section in which it best fits.
- Ensure that references are dated and signed and other correspondence is presented in original form.
- Provide explanations for, and links to, criteria for photos, videos and other pictorial data.
- Reference readings or articles that indicate the impacts they had on their practice, but don't include copies of the readings or articles.
- If you are resubmitting a portfolio, please ensure that all sections are included, even those that have previously met the criteria, and that evidence is current, i.e. no more than three years old.

Professional criteria design

The ACET criteria have been mapped to a single coherent framework (see Figure 1 on page 5).

The professional framework takes the four key levers for educational improvement from the *Best Evidence Synthesis* findings and maps the relevant elements of the *Experienced Teacher Professional Standards* onto each lever.

Terms of the allowance

If a teacher receives recognition as an ACET, the following terms of the allowance are agreed to in signing the *Portfolio Form*.

As an ACET you will receive an allowance of \$5,000 per annum, effective 28 January 2019, as long as you continue to meet the requirements for ongoing entitlement, including the performance requirements, as set out below.

The terms relating to eligibility for and ongoing entitlement to the allowance are set out in the PTCA or the equivalent provisions of an Individual Employment Agreement, and this guide. Your attention is drawn to the following matters regarding the administration of the allowance by the Ministry of Education (on behalf of your employing board).

- The ongoing entitlement to the allowance requires your principal to attest that your practice against the ACET professional criteria is maintained as part of your school's annual appraisal process.
- The allowance may be suspended for one or more of the following reasons and periods:
 - your employment status changes to fixed-term employment
 - you are temporarily assigned to a role that carries more than one permanent unit for up to one year
 - your classroom teaching hours are reduced to below 0.8 FTTE for up to one term.
- If the allowance is suspended it may be reinstated if, after considering any information provided by you and your board, the Ministry of Education is satisfied that the reasons for the suspension no longer exist, and if the suspension has been for no more than 12 months.

- The allowance will cease altogether for any of the following reasons:

- the allowance has been suspended for a period of more than 12 months
- reducing below an 0.8 FTTE classroom teaching load for longer than one term
- as a result of adverse outcome of competency or disciplinary processes
- an unsatisfactory three-yearly assessment to maintain registration to practise
- an unsatisfactory performance review
- you are allocated more than one permanent unit in your current position
- you are employed under a different collective agreement or Individual Employment Agreement, or leave the teaching profession.

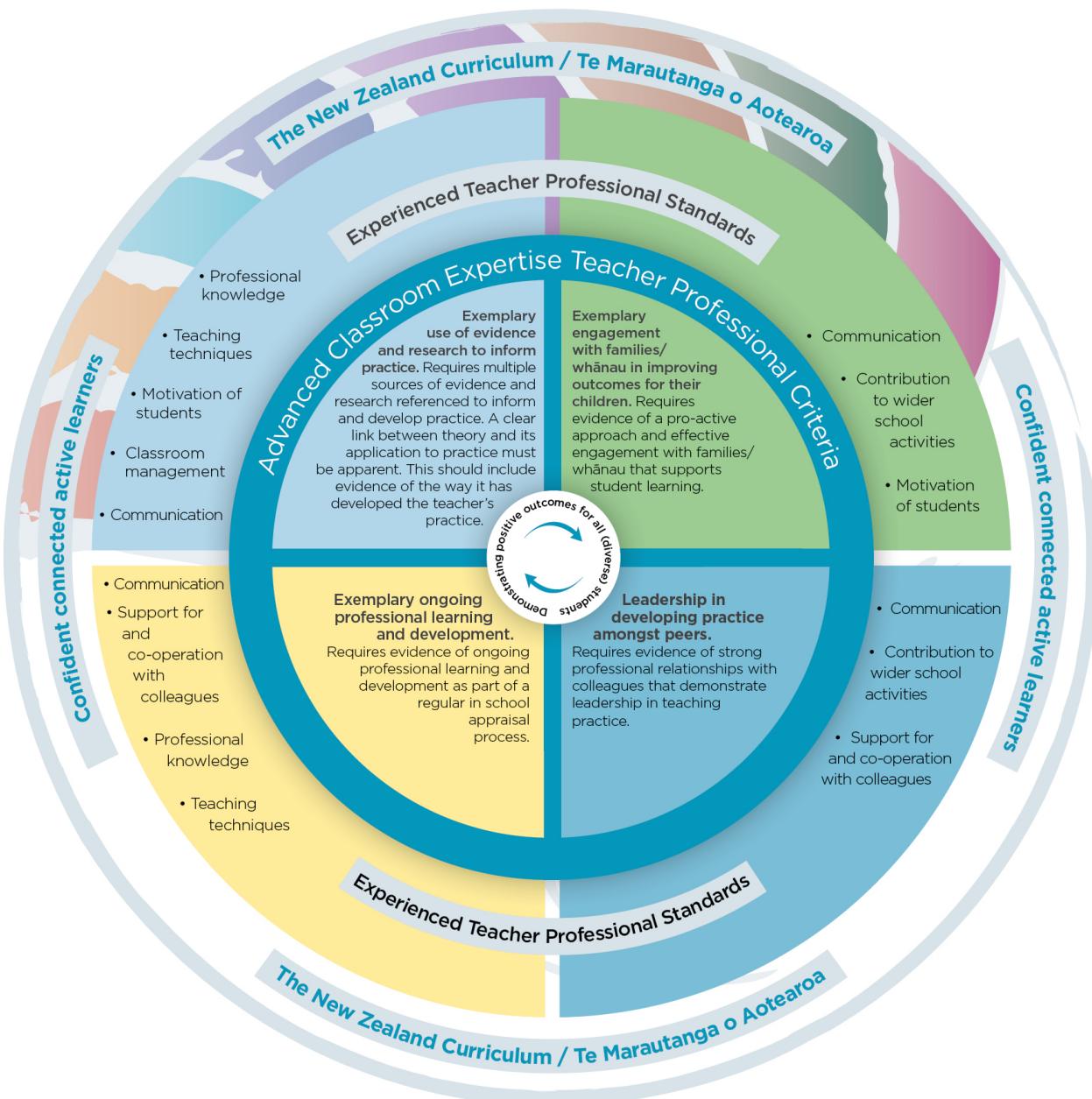
The Ministry will give you written notice of its intention to suspend or cease payment of the allowance, including a statement of the reasons as set out above, and give you an opportunity to provide any additional information or reasons for continuance of the allowance.

It is a condition of receipt of the allowance that you notify the Ministry in writing about any matters that might affect your entitlement to the allowance, or that could result in a suspension or termination of the allowance for any of the reasons set out above. You may have to repay any overpayment of the allowance, as a debt due to the Crown.

Contact information

Contact TeachNZ by phoning 0800 165 225 or by emailing ACET.Recognition@education.govt.nz.

Figure 1. Advanced Classroom Expertise Teacher Professional Framework



BES Four key levers for educational improvement

- Professional practice**
Effective pedagogy for valued outcomes for diverse (all) learners.
- Engagement**
Activation of educationally powerful connections.
- Peer leadership**
Leadership of conditions for continuous improvement.
- Professional learning and development**
Productive inquiry and knowledge building for professional and policy learning.

Section A: Overall impact on student learning outcomes

This section provides an opportunity for you to describe how the various areas of your professional practice and knowledge contribute to positive student outcomes.

Describe how your overall professional practice has led to positive social, cultural and academic outcomes for diverse (all) students, taking account of the following matters (which are separately further detailed in the Sections below).

- Professional practice (criterion 3a)
 - Engagement (criterion 3b)
 - Peer leadership (criterion 3c)
 - Professional learning and development (criterion 3d).

Evaluation by panel

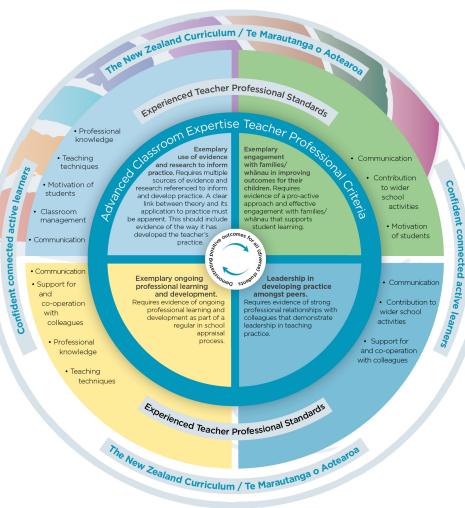
- Panellists will examine the extent to which this section provides a coherent overview of professional practice that leads to positive outcomes for diverse (all) students, as discussed in greater detail in Sections B, C, D and E of the *Portfolio Form*. On that basis an evaluation will be made as to whether there is sufficient evidence that criterion 2 has been met.
 - A strong linking of ACET criteria 1 and 3a, 3b, 3c and 3d to descriptions of practice and supporting evidence that are leading to positive outcomes for all learners (criterion 2) should be apparent.
 - Sufficient evidence and analysis should be provided to enable an independent educator to draw the same conclusions as those expressed by you.

Evidence could include:

- commentary and evidence sufficient to demonstrate impacts on positive outcomes for diverse (all) students.

Evidence should include:

- social, cultural and academic indicators and specifically reference impacts on priority learners
 - a range of assessment tools and judgments to describe student progress and any achievement gains
 - a sufficient analysis of evidence and/or data as commentary to enable an independent educator to draw the same conclusions about impacts.



Related criteria and evidence required in order of direct relevance

ACET criterion 2:

Explicitly demonstrating positive outcomes for all learners, with specific information about meeting the needs of students identified as 'priority learners' in Government policy.

Evidence supporting your description of positive learning outcomes for all students in relation to the *New Zealand Curriculum* or *Te Marautanga o Aotearoa* or other relevant official curriculum documents.

Evidence should include:

- an overview of a selected area or areas of your planning, teaching practice and assessment judgments that show how you have (a) identified student needs, (b) designed and implemented a teaching programme to meet those needs, and (c) tracked and analysed student progress through a teaching-as-inquiry cycle
 - attestation and/or appraisal documentation and/or parental feedback and/or principal or teaching colleague feedback that supports this.

Section B: Professional practice (criterion 3a)

Demonstrate how your exemplary use of evidence and research to inform professional practice has led to positive outcomes for diverse (all) students.

Evaluation by panel

- Panellists will examine the extent to which the commentary in the portfolio and evidence demonstrate exemplary professional practice in relation to the use of theory, research and data analysis that leads to positive outcomes for diverse (all) students. On that basis an evaluation will be made as to whether there is sufficient evidence that criterion 3a has been met.
- Sufficient evidence and analysis should be provided to enable an independent educator to draw the same conclusions as those expressed by you and your principal.

Evidence could include:

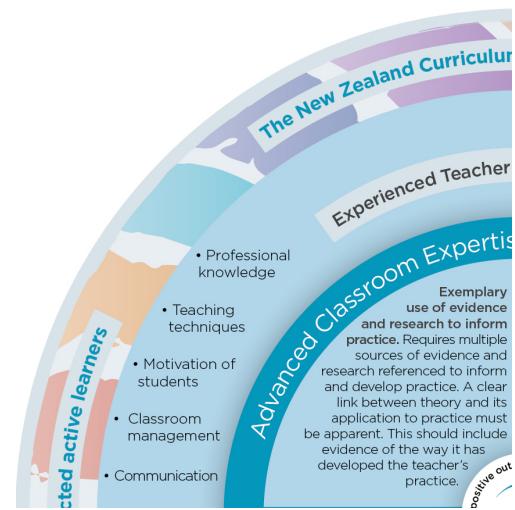
- commentary and analysed data sufficient to demonstrate evidence of professional practice that leads to positive outcomes for diverse (all) students
- a brief, reflective discussion of how links have been made between analysed data and relevant education theory and/or research in order to provide a way forward for diverse (all) students
- feedback from students and colleagues
- feedback, correspondence or any other attestation that is sufficient to demonstrate applied professional practice that leads to improved student outcomes
- analysed data (for example, unit diagnostic/formative/summative) showing progress and achievement over time in relation to your interventions. Any analysis of evidence should provide sufficient information for an independent educator to draw the same conclusions as those expressed in the portfolio. Note, used in this context data can be taken to mean all qualitative and quantitative information that you would normally gather and use to assess student progress.

Evidence should include:

- social, cultural and academic indicators and specifically reference impacts on priority learners.

Possible professional tools include:

- *Best Evidence Synthesis* findings series; in particular, the implementation of high-impact pedagogy for valued outcomes for diverse (all) learners
- *Inquiry and Knowledge Building Cycle*
- citing of a range of professional tools, for example self-review tools, *Best Evidence Synthesis* exemplars, *Ka Hikitia Measureable Gains Framework*, *Tātaiako*
- *Best Evidence Synthesis Quality Teaching*.



Related criteria and evidence required in order of direct relevance.

ACET criterion 3a:

Exemplary use of evidence and research to inform practice.

Requires multiple sources of evidence and its application to practice. This should include evidence of the ways that theory, research, professional learning and development, have informed practice. A list of references to research that has informed your professional practice should be provided.

ACET criterion 1:

Practice demonstrably higher than the *Experienced Teacher Professional Standards*.

Evidence is needed of practice that demonstrates creativity and innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning:

- professional knowledge
- teaching techniques
- motivation of students
- classroom management
- communication.

ACET criterion 2:

Explicitly demonstrating positive outcomes for all learners, with specific information about meeting the needs of students identified as 'priority learners' in Government policy.

Evidence is needed of positive student learning outcomes for all learners related to the *New Zealand Curriculum* or *Te Marautanga o Aotearoa* or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.

Section C: Engagement (criterion 3b)

Demonstrate how your exemplary engagement with families/whānau has led to positive outcomes for diverse (all) students.

Evaluation by panel

- Panellists will examine the extent to which the commentary in the portfolio and evidence demonstrates exemplary engagement with families/whānau that leads to positive outcomes for diverse (all) students. On that basis an evaluation will be made as to whether there is sufficient evidence that the criterion has been met.
- Sufficient evidence and analysis should be provided to enable an independent educator to draw the same conclusions as those expressed by the applicant and principal.

Evidence could include:

- commentary and evidence on how greater/more innovative engagement with families and whānau has led to positive outcomes for diverse (all) students
- feedback from families/whānau, students and colleagues
- surveys, feedback forms, correspondence or any other attestation sufficient to demonstrate engaging around student needs and interests for improved outcomes.

Evidence should:

- be sufficient for an independent educator to draw the same conclusions as those expressed in the portfolio
- include social, cultural and academic indicators and specifically reference impacts on priority learners.

Possible professional tools include:

- *Best Evidence Synthesis* findings series; in particular, the activation of educationally powerful connections
- *Inquiry and Knowledge Building Cycle*
- *Best Evidence Synthesis Families Communities, Leadership*, Chapter 7.



Related criteria and evidence required in order of direct relevance.

ACET criterion 3b:

Exemplary engagement with families/whānau in improving outcomes for their children.

Requires evidence of a proactive dialogue and engagement with families/whānau that supports student learning.

ACET criterion 1:

Practice demonstrably higher than the *Experienced Teacher Professional Standards*.

Evidence is needed of practice that demonstrates creativity, forms partnerships and demonstrates innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning:

- communication
- contribution to wider school activities
- motivation of students.

ACET criterion 2:

Explicitly demonstrating positive outcomes for all learners, with specific information about meeting the needs of students identified as 'priority learners' in Government policy.

Positive social, cultural and academic outcomes for priority learners. Evidence is needed of positive student learning outcomes for all learners related to the *New Zealand Curriculum* or *Te Marautanga o Aotearoa* or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.

Section D: Peer leadership (criterion 3c)

Demonstrate leadership in developing practice among peers that has led to positive outcomes for diverse (all) students.

Evaluation by panel

- Panellists will examine the extent to which the commentary in the portfolio and evidence demonstrate peer leadership practices that lead to positive outcomes for diverse (all) students. On that basis an evaluation will be made as to whether there is sufficient evidence that the criterion has been met.
- Sufficient evidence and analysis should be provided to enable an independent educator to draw the same conclusions as those expressed by you and your principal.

Evidence could include:

- commentary and evidence sufficient to demonstrate peer leadership practices that has led to positive outcomes for diverse (all) students
- descriptions with supporting evidence of how your exemplary classroom teaching practice has positively influenced your peers in ways that have resulted in improved student outcomes
- feedback from colleagues, the principal and work-related discussion groups
- feedback, correspondence or any other attestation that is sufficient to demonstrate peer leadership for improved outcomes.

Size analysis is not required, but data should be sufficient for an independent educator to draw the same conclusions as those expressed in the portfolio.

Evidence should include:

- social, cultural and academic indicators and specifically reference impacts on priority learners.

Possible professional tools include:

- *Best Evidence Synthesis* findings series; in particular, the leadership of conditions for continuous improvement
- *Inquiry and Knowledge Building Cycle*
- *Best Evidence Synthesis* Leadership.



Related criteria and evidence required in order of direct relevance.

ACET criterion 3c:

Leadership in developing practice amongst peers.

Requires evidence of strong professional relationships with colleagues that demonstrate leadership in teaching practice.

ACET criterion 1:

Practice demonstrably higher than the *Experienced Teacher Professional Standards*.

Evidence is needed of practice that demonstrates creativity and innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning:

- communication
- contribution to wider school activities
- support for and co-operation with colleagues.

ACET criterion 2:

Explicitly demonstrating positive outcomes for all learners, with specific information about meeting the needs of students identified as 'priority learners' in Government policy.

Evidence is needed of positive student learning outcomes for all learners related to the *New Zealand Curriculum* or *Te Marautanga o Aotearoa* or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.

Section E: Professional learning and development (criterion 3d)

Demonstrate how your ongoing professional learning and development has led to positive outcomes for diverse (all) students.

Evaluation by panel

- Panellists will examine the extent to which the commentary in the portfolio and evidence demonstrate professional learning that leads to positive outcomes for diverse (all) students. On that basis an evaluation will be made as to whether there is sufficient evidence that the criterion has been met.
- Sufficient evidence and analysis should be provided to enable an independent educator to draw the same conclusions as those expressed by the applicant and principal.

Evidence could include:

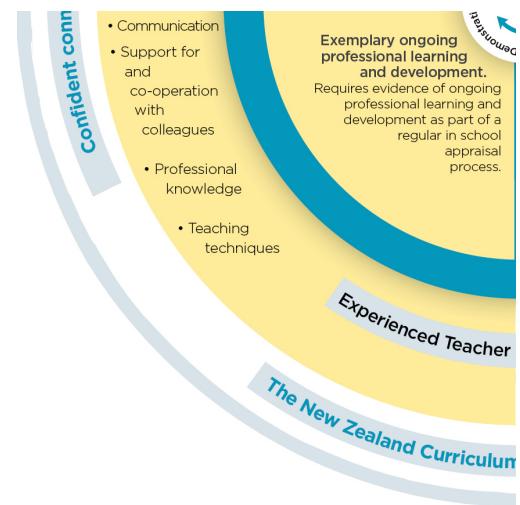
- commentary and evidence sufficient to demonstrate professional learning practices that has led to positive outcomes for diverse (all) students
- feedback from colleagues and the principal
- qualifications, research, correspondence or any other attestation sufficient to demonstrate professional learning for improved outcomes.

Evidence should include:

- social, cultural and academic indicators and specifically reference links to identified student needs in relation to current classroom practice and impacts on priority learners.

Possible professional tools include:

- *Best Evidence Synthesis* findings series; in particular, productive inquiry and knowledge building for professional learning
- *Inquiry and Knowledge Building Cycle*
- *Best Evidence Synthesis* Professional Learning and Development.



Related criteria and evidence required in order of direct relevance.

ACET criterion 3d:

Exemplary ongoing professional learning and development.

Requires evidence of ongoing professional learning and development as part of a regular in school appraisal process.

ACET criterion 1:

Practice demonstrably higher than the *Experienced Teacher Professional Standards*.

Evidence is needed of practice that demonstrates creativity and innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning:

- professional knowledge
- teaching techniques
- support for and co-operation with colleagues
- communication.

ACET criterion 2:

Explicitly demonstrating positive outcomes for all learners, with specific information about meeting the needs of students identified as 'priority learners' in Government policy.

Evidence is needed of positive student learning outcomes for all learners related to the *New Zealand Curriculum* or *Te Marautanga o Aotearoa* or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.

Appendix 1: Example of referencing and annotating evidence

Example for the Portfolio Form, Section A.

Below is an example of how you might list and describe the evidence in Section A.

Evidence reference number	Title of evidence	Brief description of evidence (list any references to books and articles in this column. Copies of articles are not required).
Evidence no. 1	<i>Health Benefits and Coffee</i> (2009)	Peer-reviewed article. Source: American Journal of Coffee Science, July 2009, pp. 336-361.
Evidence no. 2	<i>Table of risks and benefits analysis</i>	Table of my 2011 research
Evidence no. 3	<i>The Green Coffee Revolution</i>	Two-minute video extract
Evidence no. 7	<i>'Green coffee' market trends</i>	Graph of relevant trending
Evidence no. 16	<i>Planning for the coffee revolution</i>	90-second interview with revolution leader

Appendix 2: Examples of organising digital evidence

The screenshots below show the preferred ways to organise and submit digital evidence. It is important that the names of the files or slides match the 'Title of evidence' given in the relevant section of the portfolio form.

The example below demonstrates evidence for all sections has been collated into one PowerPoint slide presentation. However, you may wish to use an alternative single file format to present all of your evidence, for example PDF.

Example 1

The screenshot shows a PowerPoint slide with the title 'Candidate Name: TeachNZ ID:' in blue. To the left of the slide, there is a vertical list of 7 numbered evidence items:

- 1 Candidate Name: TeachNZ ID: Section A Overall impact on student learning outcomes
- 2 Evidence No. 1 Benefits of green coffee
- 3 Evidence No. 2 Risk benefit analysis table
- 4 Evidence No. 3 The Green Coffee Revolut...
- 5 Evidence No. 4 Green coffee market trends
- 6 Evidence No. 5 Planning for the coffee revolution
- 7 Evidence No. 6 Professional practice criterion 3d

Example 2

The screenshot shows a Windows File Explorer window with the following structure:

- Supporting Body of Evidence
 - Section A
 - Evidence no. 1 - Health Benefits and Coff...
 - Evidence no. 2 - Table of risk and benefit...
 - Evidence no. 3 - The Green Coffee Revol...
 - Evidence no. 7 - 'Green coffee' market tre...
 - Evidence no. 16 - Planning for the coffee ...
 - Section B
 - Section C
 - Section D
 - Section E
- Desktop
- Downloads
- Recent Places
- Libraries