



Fact Sheet

Information for preservice teachers

About the Graduate Teacher Performance Assessment

What is the Graduate Teacher Performance Assessment?

The Graduate Teacher Performance Assessment (GTPA) is an integrated competence assessment that connects the academic program and the placement program in schools. It requires preservice teachers to connect research, theory and practice. The GTPA is a single authentic assessment undertaken for summative purposes in a final-year professional experience placement. It includes five practices: planning, teaching, assessing, reflecting and appraising. It provides evidence of competence for classroom practice and ability to meet the Australian Professional Standards for Teachers at the Graduate level (Australian Institute for Teaching and School Leadership [AITSL], 2011, www.aitsl.edu.au).

Why has the GTPA been developed?

In a move to drive improvement in initial teacher education (ITE), the Education Council, comprising all Australian Education Ministers, endorsed the revised *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* in December 2015, updated in 2018. Program Standard 1.2 requires that 'pre-service teachers ... have successfully completed a final-year teaching performance assessment prior to graduation' (p. 10).

The GTPA is a research-informed teaching performance assessment developed to:

- meet the new national requirement for all preservice teachers to undertake a summative assessment to demonstrate professional readiness.

- enable preservice teachers in their final year to demonstrate their ability to engage with the full cycle of teaching practice.
- enable preservice teachers to demonstrate the impact their teaching has had on student learning.
- incorporate planning, teaching, assessing, reflecting on and appraising teaching practices as an integrated process.
- promote strong partnerships across universities, teacher employers, state-based regulatory authorities and other education stakeholders.
- produce previously unavailable evidence of graduate competence aligned with the Graduate Teacher Standards.

The large-scale nationwide Trial of the GTPA was completed in 2017. The Trial included the validation of the instrument, standard setting, moderation, and establishing the standard at the minimum acceptable level. The GTPA was endorsed by AITSL in January 2018 for implementation nationally.

The objective of the GTPA is to provide an opportunity for the preservice teacher to demonstrate their competence for professional practice.

What kind of student data and evidence supports completion of the GTPA?

The data of student learning that is collected, analysed and used for the GTPA is of the range and type that the classroom teacher accesses to inform decisions about planning for optimal student learning. This may include data for formative and summative purposes, and for whole class, small group and individual teaching. Please note that in using the data to inform teaching decisions, preservice teachers are bound by professional codes of conduct, including confidentiality.

What makes this an authentic task?

The assessment is authentic in the way it addresses:

1. the alignment of curriculum, assessment and pedagogy, as well as general capabilities including literacy and numeracy as part of the requirements in the Australian Curriculum;
2. curriculum decision-making and pedagogic practices informed by student data;
3. the learning experience for the full range of students in the class;
4. the preparedness of the preservice teacher to demonstrate the full cycle of teaching, learning and assessment;
5. preservice teachers' practices and reasoning about how their teaching meets individual students' learning needs.

GTPA implementation: roles and responsibilities

Who is responsible for assessing the GTPA?

Responsibility for scoring the GTPA rests with the higher education institution (HEI). The GTPA is graded by teacher educators within the HEI. It is complementary to, but separate from, the Professional Experience Report.

What is the role of the supervising teacher regarding the GTPA?

The role of the supervising teacher is primarily consultative and advisory in nature. It could include, for example, assisting the preservice teacher to select student data representing the range of capabilities in the class and the relevant achievement standards. It also includes the teacher and the preservice teacher undertaking moderation discussions to review the use of standards and criteria in assessing student work.

It should not involve additional administrative or workload responsibilities for teachers and schools in implementing the GTPA.

The GTPA constitutes the core planning, teaching and assessing work of the preservice teacher.

If there are any contextual issues that may preclude the preservice teacher from fully completing the GTPA, the HEI should be notified.

What communication should supervising teachers and schools receive from teacher education providers about the GTPA?

It is expected that HEIs will undertake timely discussions with their partner schools to communicate the purpose of the GTPA and its function in the teacher education program. Roles and responsibilities will be explained and clarified to assure school personnel that the GTPA is not an additional workload demand on teachers, but rather a part of the further strengthening of ITE programs and partnerships.

The GTPA is aligned with the National Program Standards. Graduate Teacher Standards are embedded within the GTPA. For details on the Standards see www.aitsl.edu.au





"... the GTPA really boosted my confidence in terms of planning, teaching, and assessing in the classroom. I felt it gave me a real purpose for each individual decision that I made..."

Cyra Real, Graduate Teacher, Oonoonba State School

GTPA and program accreditation

Has the GTPA been reviewed by the National Expert Panel?

The National Expert Panel, convened by the Australian Institute for Teaching and School Leadership (AITSL), reviewed the GTPA and supporting Trial evidence. The Panel endorsed the GTPA as meeting the requirements necessary for satisfying Program Standard 1.2, if implemented as intended. The GTPA is now available for implementation by Australian Higher Education Institutions, consistent with conditions established by ACU.



Higher Education Institutions implementing the GTPA



Institute for Learning Sciences and Teacher Education
Level 4, 229 Elizabeth Street
Brisbane Qld 4000

GPO Box 2587
Brisbane Qld 4001

+617 3623 7858
ilste@acu.edu.au

graduatetpa.com.au

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