



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

School of Education

Bachelor of Education (Secondary) dual programs

Professional Experience Handbook 2020

EDUC3099 Towards Professional Practice
EDUC4615 Developing Professional Practice
EDUC4625 Achieving Professional Engagement

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Preface from the Director of Professional Experience

Thank you for participating in the professional experience program of The University of Queensland, School of Education Professional Experience Program – Bachelor of Education (Secondary) dual degree.

The University is extremely grateful to those schools and teachers who are actively involved in mentoring and supporting our preservice teachers during their professional experience.

We appreciate the ways in which practical experience in a school setting provides our students with the opportunity to expand both breadth and depth of experience.

The work undertaken by school-based personnel, and the time and commitment you offer to work with our preservice teachers, is central to the success of the professional experience. We hope that the experience is also of professional value to you.

This handbook contains essential information for school-based personnel, preservice teachers and UQ professional experience facilitators.

The policies, professional experience structure and different roles of each of the stakeholders in the Bachelor of Education (Secondary) dual degree professional experience program have been intentionally made available to all parties so that everyone involved is able to fully engage in, and meet the requirements of, each professional experience.

I hope that you enjoy The University of Queensland's Bachelor of Education (Secondary) dual degree professional experience program.



Dr Katie Cawte
Director of Professional Experience

1.0 Bachelor of Education (Secondary) dual degree Overview

The Bachelor of Education (Secondary) dual degree is an undergraduate teacher preparation program meeting the Queensland College of Teachers requirements for entry into secondary teaching. This unique dual degree structure allows students to study a Bachelor of Education concurrently with another Bachelor degree at the University, for example, Bachelor of Arts, Bachelor of Business Management, Bachelor of Mathematics, Bachelor of Music (Honours) or Bachelor of Science. This non-education degree provides students with the specialist knowledge and skills for their teaching area.

The structure of the dual degree not only provides the competitive advantage of having two degrees upon completion but allows students to complete them in less time than if each were studied separately. The dual degree program requires four years of full-time study (or five years for the Bachelor of Music Honours program) and is designed to develop teachers who will work across the secondary year levels in a variety of school contexts and sectors. The program has been purposely structured to include periods of on-campus lectures, tutorials and workshops, alternated with professional experience placements in schools.

1.1 Program Snapshot

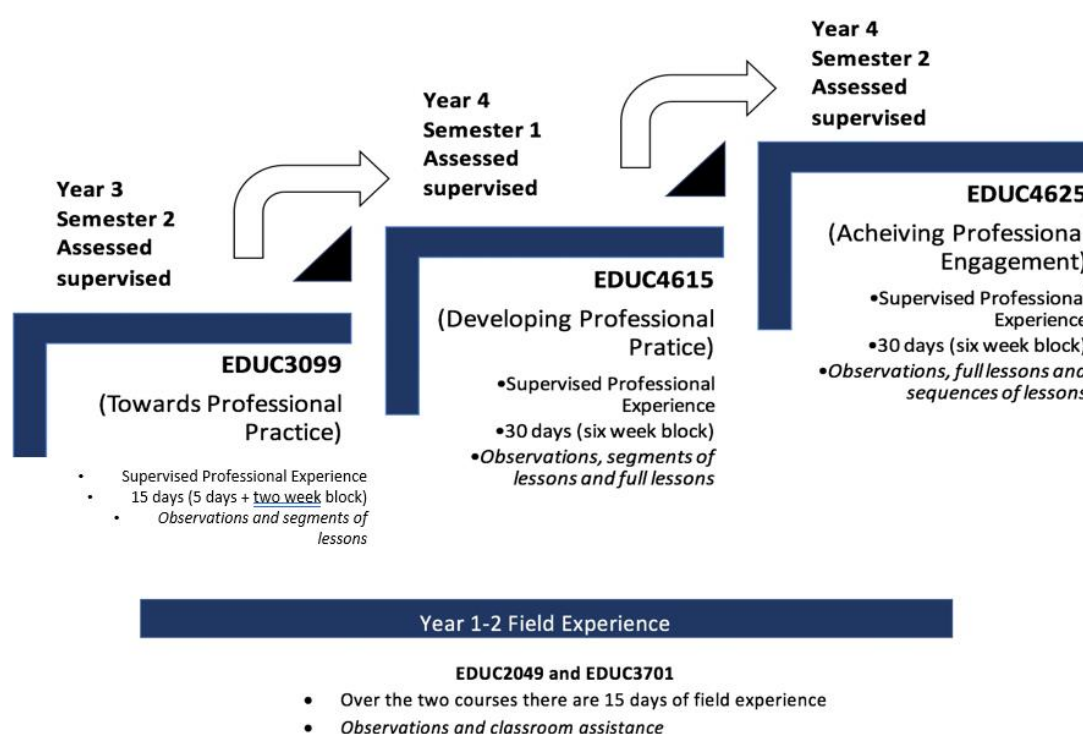
	Semester 1				Semester 2				Notes
Year 1	EDUC1710 A sociological orientation to education #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	EDUC1650** Learning and development for educators #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	* includes 5 single days field experience
Year 2	EDUC2601 Literacies within and across the curriculum #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	EDUC2090 Indigenous knowledge and education #2	EDUC2604** Teachers as educational innovators and agents of change #2	Course from non-education degree	Course from non-education degree	* includes 5 single days field experience
Year 3	EDUC3602* Numeracy across the curriculum #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	EDUC3606 Building inclusive secondary classrooms #2	EDUC3605** Building professional knowledge #2	Course from non-education degree	Course from non-education degree	* includes 5 single days professional experience ** includes 5 single days + 10 day block of professional experience after exam block
Year 4	EDUC4620 Teachers as Researchers #2	EDUC4615* Developing professional practice #2	Curriculum Studies course from Part C #4 year long	Curriculum Studies course from Part C or D #4 year long	EDUC4607 Assessment for learning and teaching #2	EDUC4625** Achieving professional engagement #2	Curriculum Studies course from Part C (cont'd) #4 year long (cont'd)	Curriculum Studies course from Part C or D (cont'd) #4 year long (cont'd)	* includes 30 day block of professional experience ** includes 30 day block of professional experience

2.0 Professional Experience Overview

The Bachelor of Education (Secondary) dual degree is an undergraduate teacher preparation program meeting the Queensland College of Teachers requirements for entry into secondary teaching. This unique dual degree structure allows students to study a Bachelor of Education concurrently with another Bachelor degree at the University, for example, Bachelor of Arts, Bachelor of Business Management, Bachelor of Mathematics, Bachelor of Music (Honours) or Bachelor of Science. This non-education degree provides students with the specialist knowledge and skills for their teaching area.

The structure of the dual degree not only provides the competitive advantage of having two degrees upon completion but allows students to complete them in less time than if each were studied separately. The dual degree program requires four years of full-time study (or five years for the Bachelor of Music Honours program) and is designed to develop teachers who will work across the secondary year levels in a variety of school contexts and sectors. The program has been purposely structured to include periods of on-campus lectures, tutorials and workshops, alternated with professional experience placements in schools.

2.1 The Developmental Continuum for Professional Experience



2.2 EDUC3099 Towards Professional Practice

Teaching is a multi-faceted profession. Becoming a teacher requires commitment and dedication to lifelong learning and personal growth through reflection. This course introduces school life through workshops and school visits. Observation of practice will enable the opportunity for personal development and growth and practice in the design and implementation of lessons or segments of lessons will feature. Therefore the course focuses on the development of planning for lessons and segments of lessons along with the development of observation skills and understanding the importance of communication in a school context.

This course is developmental and will be the basis for the professional experience courses in the Professional Year and therefore must be done in the semester prior to commencement. This course contains 5 single days and a two-week block following the exam block in a school setting.

2.2.1 On-campus workshops and assessment for EDUC3099

Australian Professional Standards assessed within the course: 1.2, 2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 4.4, 6.1, 6.3, 7.1, 7.2

Course assessment summary:

Assessment Task	Weighting	APSTs
Policies & Procedures for Professional Experience (assessed by the university)	Pass/Fail	7.1, 7.2
Supervised Professional Experience (assessed by supervising teacher/school)	Pass/Fail	2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 6.3, 7.1, 7.2
Observation summaries (assessed by the university)	Pass/Fail	1.2, 2.5, 4.3, 4.4
Building a Portfolio (assessed by the university)	Pass/Fail	2.1, 2.2, 6.1, 6.3

On-campus workshops: 12 x 1 hour

Examples of topics included in the on-campus workshops:

- Understanding the physical, social and intellectual development and characteristics of students and how these may affect learning and the implications for teaching;
- Setting learning goals and objectives for student learning – making links within curriculum requirements and knowledge of how students learn;
- Teaching strategies (including those for developing literacy and numeracy skills) and lesson planning;
- A range of verbal and non-verbal communication strategies to support student engagement;
- An introduction to classroom organisation and behaviour management strategies;
- Identifying professional learning needs and goals for continuous growth and development as a preservice teacher, including the importance of links with the Australian Professional Standards for Teachers;
- Legislative, school and employing authority requirements, and ethical principles and practices in the teaching and learning process;
- Legislative requirements and teaching strategies that support participation and learning of students with disability;
- How to work effectively with supervising teachers and respond appropriately to feedback designed to improve teaching practices.

2.2.2 Placement information and assessment for EDUC3099

Duration: 15 days (5 single followed by 2 week block)

Description: “Hands-on” observation, classroom assistance, teaching segments of lessons (not necessarily teaching area specific).

Areas for preservice teacher observation:

- An introduction to the school environment (who are the various stakeholders?)
- School policies and procedures (legislative, administrative and organisational)
- The importance of communication within a school community
- The duties and responsibilities of being a teacher
- Extra-curricular activities and opportunities within a school
- Who are your learners? – understanding, catering for and managing individual student needs
- Strategies to support full participation of students with disability
- Supporting student health and wellbeing
- An introduction to classroom management
- The development of literacy and numeracy skills – classroom and school level
- Organising the learning (teaching and learning strategies/activities) – the what, why and how
- The use of information communication and technologies (ICTs) in the classroom and across the school

Assessment: Final evaluation form. This can be found here <https://education.uq.edu.au/introductory-professional-experience-towards-professional-practice>

Australian Professional Standards assessed within the school placement: 2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 6.3, 7.1, 7.2

2.2.3 Important Dates for EDUC3099

Duration: 15 days (5 single followed by 2 week block)
Dates: **5 single days:** Tues 8th Sept, Tues 15th Sept, Tue 6th Oct, Tues 13th Oct, Tues 20th Oct 2020 **AND 2 week block:** 23rd Nov - 4th Dec 2020
 OR
3 week block: 16th Nov - 4th Dec 2020

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Pre-service teacher makes contact with the professional experience school.
Supervised teaching practice – 5 single days	Tuesday 8 Sept Tuesday 15 Sept Tuesday 6 Oct Tuesday 13 Oct Tuesday 20 Oct	<ul style="list-style-type: none"> The first 2 to 3 single days to be observation (hands-on observation helping teacher and students) The remaining single days students can start teaching segments of lessons (e.g. 10 mins or 15 mins, half a lesson, or even a full lesson – this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc)
Supervised teaching practice – 2 week block	23 Nov – 4 Dec	<ul style="list-style-type: none"> The 10 day block continues with the hands-on observations and teaching segments of lessons moving to full lessons by the end of the block There needs to be a minimum 3 to 5 separate teaching opportunities during the placement
Preparation of Professional Experience 1 Evaluation	Wednesday 2 Dec	The supervising teacher discusses the completed evaluation form with the pre-service teacher and the evaluation form is signed by all parties.
Professional Experience 1 Evaluation given to pre-service teacher	Friday 4 Dec or on completion of approved make-up days	<p>1. Give the signed original evaluation form to the pre-service teacher. It is the pre-service teacher's responsibility to provide the fully-completed evaluation form to UQ by uploading to their student Blackboard site.</p> <p>2. The school coordinator of pre-service teachers retains a copy of the evaluation form for school records.</p>
Pay claim forms	Friday 4 Dec or on completion of approved make-up days	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC3099 can be found here
<https://education.uq.edu.au/introductory-professional-experience-towards-professional-practice>

2.3 EDUC4615 Developing Professional Practice 2 Overview

Through a 30-day block of professional experience this course provides a further introduction to the practice of teaching and demonstrates the ongoing importance of creativity, initiative and personal autonomy in teaching. The professional experience provides opportunities for purposeful and insightful supervised experiences to develop preservice teachers' understandings of themselves as teachers, the students they will teach, the contexts in which they will teach and the teaching/learning process. Observation of practice will continue to provide preservice teachers with opportunities to critically reflect on and improve their own practice. Another feature of the course will be the ongoing practice in the design and implementation of units/lessons and assessment.

This course is developmental and builds on 3099 providing a basis for the subsequent course EDUC4625. The course will also incorporate and implement knowledge and skills developed across the Bachelor of Education (Secondary) dual degree program so far.

2.3.1 On-campus workshops and assessment for EDUC4615

Australian Professional Standards assessed within the course: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.1, 6.3, 6.4, 7.1, 7.2, 7.3

Course assessment summary:

Assessment Task	Weighting	APSTs
Policies & Procedures for Professional Experience (<i>assessed by the university</i>)	Pass/Fail	7.1, 7.2
Supervised professional experience (<i>assessed by supervising teacher/school</i>)	Pass/Fail	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.3, 7.1, 7.2 And if appropriate to the professional experience context: 7.3
Professional practice log and critical reflection essay	Pass/Fail	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4
Personal Development Plan and critical reflection essay (<i>assessed by the university</i>)	Pass/Fail	6.1, 6.3, 6.4

On Campus Workshops: 8 x 2 hours

Examples of topics included in the workshops:

- Teaching strategies responsive to the learning strengths and needs of students from diverse backgrounds;
- The Queensland approach to senior syllabus curriculum, assessment and reporting
- Using curriculum, assessment and reporting knowledge to design learning sequences and lesson plans;
- Using ICT to expand curriculum learning opportunities for students in ways that acknowledge and respond to issues of cyber safety, and ethical and responsible use;
- Selecting and using resources;
- Verbal and non-verbal communication strategies to support engagement in the classroom;
- Strategies to create and maintain safe and supportive learning environments;
- Classroom organisation and behaviour management strategies and skills (continued);
- Understanding how assessment data within a secondary context (systemic data – school, class, focus on students – for example, NAPLAN) is used to evaluate student learning and modify teaching practice;
- Continue to identify areas for professional learning and growth and development as a preservice teacher (as well as understand the implications for improved student learning);
- Continue to understand the legislative, school and employing authority requirements, and ethical principles and practices in the teaching and learning process.

2.3.2 Placement information and assessment for EDUC4615

Duration: 6 week block (30 days)

Description: Appropriate teaching practice building to full lessons and to sequences of lessons through the six-week block in specific teaching area(s). Structured observation continues.

Areas for preservice teacher observation:

- Planning, structuring and sequencing the learning
- Establishing learning goals and objectives
- Selecting and implementing teaching strategies
- Selecting and using resources
- Communication within the classroom
- Creating safe and supportive learning environments
- Classroom and behavior management
- Assessing student learning
- Providing feedback to students on their learning

Assessment: Interim Evaluation form and Final evaluation form. These can be found here <https://education.uq.edu.au/developing-professional-practice>

Australian Professional Standards assessed within the school placement: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.3, 7.1, 7.2

2.3.3 Important Dates for EDUC4615

Duration: 6 week block (30 days)

Dates: **6 week block:** Monday 20 April–Friday 29 May 2020 (Term 2: Weeks 1-6)

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Pre-service teacher makes contact with the professional experience school.
Supervised teaching practice – 6 week block	Monday 20 April–Friday 29 May 2020	<ul style="list-style-type: none"> The first 2 to 3 days to be observation and settling into school environment and context, as well as planning and consulting with supervising teacher(s) for future teaching. Teaching segments of lessons from end of Week 1 moving to full lessons towards end of Week 2. Sequences of lessons to start end of Week 3. Preservice teacher observations continue throughout placement. By the end of the placement students should be at 50% of a full-time teaching load.
Preparation of Interim Evaluation OR At Risk Report Please DO NOT email interim reports to UQ – pre-service teacher to submit	Week of 4 May	<p>The supervising teacher discusses the completed evaluation form with the pre-service teacher and the evaluation form is signed by all parties – pre-service teacher then provide this to UQ</p> <p>OR</p> <p>The supervising teacher to contact UQ to discuss concerns with pre-service teacher progress</p>
Preparation of Final Evaluation	Week of 25 May	The supervising teacher discusses the completed evaluation form with the pre-service teacher and the evaluation form is signed by all parties
Final Evaluation given to pre-service teacher Please DO NOT email final reports to UQ – pre-service teacher to submit	Week of 25 May or on completion of approved make-up days	<p>1. Give the signed original evaluation form to the pre-service teacher. It is the pre-service teacher's responsibility to provide the fully-completed evaluation form to UQ by uploading to their student Blackboard site.</p> <p>2. The school coordinator of pre-service teachers retains a copy of the evaluation form for school records.</p>
Pay claim forms	Friday 29 May or on completion of approved make-up days	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC4625 can be found here
<https://education.uq.edu.au/developing-professional-practice>

2.4 EDUC4625 Achieving Professional Engagement Overview

This is the final professional experience course in the Bachelor of Education (Secondary) dual degree program and as such the end point is for preservice teachers to have achieved the Australian Professional Standards for Teachers at a Graduate stage. Becoming a teacher requires commitment and dedication to both lifelong learning and personal autonomy.

This 30-day block of professional experience demonstrates a movement along a developmental continuum where preservice teachers increasingly take on the roles and responsibilities of teachers to enter a phase of critical reflection and evaluation of their growth and development. This course focuses on the lifelong importance of professional learning to improve knowledge and practice and reinforces the critical need for ongoing engagement with colleagues, parents/carers and the community to build and foster supportive relationships.

2.4.1 On-campus workshops and assessment for EDUC4625

Australian Professional Standards assessed within the course: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4

Course assessment summary:

Assessment Task	Weighting	APSTs
Supervised professional experience. Completion of final professional experience recommendations report found here https://education.uq.edu.au/achieving-professional-engagement (assessed by supervising teacher/school in moderation with the university)	Pass/Fail	1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 7.1, 7.2, 7.4 And if appropriate to the professional experience context: 1.4, 1.6, 2.4, 3.7, 7.3
Graduate Teacher performance assessment See GPTA Factsheet for Preservice Teachers in Appendix C (assessed by the university)	Pass/Fail	1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4 Dependent on context: 1.4, 1.6, 2.4, 3.7, 4.3, 4.4, 4.5, 6.1, 6.2, 6.3, 7.2, 7.3, 7.4
Critical reflection (assessed by the university)	Pass/Fail	3.7, 6.1, 6.2, 7.3, 7.4

Workshops: 8 x 2 hours

Examples of topics included in the workshops:

- Classroom organisation and behaviour management strategies and skills (continued);
- Verbal and non-verbal communication strategies to support engagement in the classroom (continued);
- Setting learning goals that provide achievable challenges for students of varying abilities and characteristics – making links with curriculum requirements and knowledge of how students learn (continued);
- Plan for and implement effective teaching and learning;
- Using assessment data within a secondary context –systemic and class-based – to evaluate student learning and modify teaching practice;
- Understanding secondary assessment requirements, moderation of assessment, reporting mechanisms and the purpose of keeping accurate and reliable records;
- Continue to engage in professional learning and critical reflection as a graduate teacher (including adapting/modifying professional learning goals for entry to the profession);
- Engage professionally with colleagues, parents/carers and the community (strategies for involving parents/carers in the educative process);
- Continue to understand the legislative, school and employing authority requirements and ethical principles and practices in the teaching and learning process.

2.4.2 Placement information and assessment for EDUC4625

Duration: 6 week block (30 days)

Description: Supervised teaching and ongoing observation of practice (full lessons at 50% teaching load).

Areas for preservice teacher observation:

- Assessment moderation (internal and external to a classroom and school)
- How student assessment data – systemic and class-based - is used to evaluate student learning and modify teaching practice
- The range of different strategies for reporting to students and parents/carers on student achievement
- Professional learning opportunities available to teachers in schools
- How teachers apply professional learning to improve student learning
- Teacher engagement with the following: colleagues, parents/carers and professional teaching networks

Assessment: Interim evaluation, Final Professional Experience Recommendations Report (see Appendix A)

Australian Professional Standards assessed within the school placement: 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 7.1, 7.2, 7.3, 7.4

*Preservice teachers also undertake the **Graduate Teacher Performance Assessment (GTPA)** task in this course (please note - this task is assessed by the university only). The GTPA is an integrated assessment that connects the academic program and the professional experience, and in so doing connects research, theory and practice. The GTPA is a single culminating authentic summative assessment designed to demonstrate preservice teachers' ability to meet the Graduate Teacher Standards and to plan, teach, assess and reflect on their final-year professional practice (see Appendix B & C for further information).*

To be successful, the preservice teacher, on completion of the final professional experience must meet the Australian Professional Standards for Teachers (Graduate Career Stage) as adopted by the QCT by:

- Demonstrating a sound understanding of the importance of appropriate values and dispositions for teaching.
- Demonstrating the required level of performance in the three domains of professional knowledge, professional practice and professional engagement by designing and managing individual and group learning experiences that:
 - develop students' language, literacy and numeracy
 - are intellectually challenging
 - are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
 - incorporate effective assessment and reporting of student learning
- Building effective relationships both within and beyond the school, that:
 - support the social development and participation of young people
 - create safe, supportive and stimulating learning environments
 - foster effective relationships with families and the community
 - contribute to effective professional teams
- Demonstrating their commitment to professional reflective practice and ongoing professional renewal.

2.4.3 Important Dates for EDUC4625

Duration: 6 week block (30 days)

Dates: **6 week block:** Monday 10 August - Friday 18th September (Term 3: Weeks -10)

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Pre-service teacher makes contact with the professional experience school.
6 week block of supervised teaching practice	Monday 20 th April to Friday 29 th May 2020	<p>6 weeks of teaching</p> <ul style="list-style-type: none"> ○ If a new school from the students previous placement, then 2 days of observation and settling into school environment and context, as well as planning and consulting with supervising teacher(s) for future teaching ○ Segments of lessons half way through Week 1. ○ Full lessons to start towards end of Week 1. ○ Sequences of lessons to commence in Week 2 until end of placement. ○ Students should be at 50 per cent of a full-time teaching load by end of Week 2. ○ Preservice teacher observations continue throughout placement. <p><u>Due to GTPA component, the student must have the opportunity to plan, teach and assess a four-week topic/unit (at least).</u></p>
Preparation of interim evaluation OR at-risk form* Interim Report – Preservice teacher to upload – do not email to UQ At Risk Form – Email to UQ	Week beginning 24 August	<p>The supervising teacher discusses the completed evaluation form with the pre-service teacher and the evaluation form is signed by all parties OR the supervising teacher/school to contact the UQ facilitator in the first instance to discuss concerns with pre-service teacher progress.</p> <p>Please do not email Interim Reports to UQ.</p> <p>Student is to upload to their 'Blackboard' site.</p>
Preparation of Final professional experience recommendations report	Week beginning 14 September	The supervising teacher discusses the completed report with the pre-service teacher and the report is signed by all parties.
Final professional experience recommendations report given to pre-service teacher. Preservice teacher uploads.	Week beginning 14 September or on completion of any required make-up days	<p>1. The school coordinator of pre-service teachers retains a copy of the evaluation form for school records.</p> <p>2. Preservice teacher uploads finalised report to 'Blackboard'</p>
Pay claim forms	Friday 18 September or on completion of approved make-up days	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC4625 can be found here
<https://education.uq.edu.au/achieving-professional-engagement>

3.0 The Final Professional Experience Recommendations Report

In the final week of the professional experience for EDUC4625, the supervising teacher prepares the **Final Professional Experience Recommendations** report, available on the School of Education website.

The Final Professional Experience Recommendations report is a state-wide evaluation report used to assess preservice teachers on their final placement. The goal of this document is to measure the standard that has been achieved by a preservice teacher at the end of an initial teacher education program, by comparing it against the Australian Professional Standards for Teachers (APST) Graduate Career Stage. Achieving the Graduate Career Stage illustrates readiness of the preservice teacher to enter the workplace.

In order to successfully pass this final practicum, preservice teachers MUST receive ticks for ALL criteria in either the Graduate level (G) or Exceeding Graduate level (E) columns. If a supervisor believes a preservice teacher will not meet at least Graduate level for all criteria, UQ must be contacted immediately and the **at risk of failing process** started straight away. If you have concerns regarding a preservice teacher's progress, please contact the relevant UQ Facilitator in the first instance.

This document must be completed electronically and requires the use of digital signatures by all parties involved in completing the report. The following process should be followed:

- The preservice teacher must fill out page 4 prior to the report being completed by the supervisor. The report must also be completed in collaboration with UQ, for example, any concerns or queries should have been identified by the school at the interim period. There will be further opportunity for the school to discuss/moderate a preservice teacher's progress when the UQ facilitator attends the school to observe a lesson.
- Once the report has been completed by the supervising teacher, the preservice teacher signs the report to indicate that he/she has read it (Section 9 - Signatures).
- The report is then signed by the supervising teacher (Section 9 - Signatures).
- The school coordinator of preservice teachers must sign Section 8 - Moderation.
- The preservice teacher retains an electronic copy.
- The school coordinator of preservice teachers retains an electronic copy for the school records.
- It is the pre-service teacher's responsibility to also upload the report to Blackboard in order for the UQ facilitator to sign the report (Section 8). The university will not consider the report finalised until it contains the following signatures: preservice teacher, supervising teacher, school coordinator and UQ facilitator.

4.0 Monitoring preservice teacher performance

To be successful the preservice teacher must:

- Demonstrate:
 - a commitment to the profession of teaching
 - evidence of critical reflection directed towards improvement of teaching competencies
 - a sound knowledge of the content, processes and skills of the areas they teach
 - a sound knowledge of the relevant school policies on language, literacy and numeracy
 - a sound fundamental knowledge of the central concepts, modes of inquiry and structures of the discipline areas they teach
 - the use of appropriate strategies to establish learning environments in which individual and group differences are valued and respected and all students are treated equitably
 - the ability to work in partnership with other teachers, professionals, paraprofessionals, teacher aides and other relevant adults
 - the ability to set and meet personal work-related goals and priorities
- Establish learning goals and design learning plans that reflect relevant curriculum frameworks and are consistent with relevant school programs and policies.
- Communicate learning goals and plans to students.
- Select and use teaching and learning strategies and resources that are relevant to the specified learning goals and the learning needs of the students.
- Teach the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes.
- Identify and know how to apply school and employing authority policies and procedures with regard to behaviour management and student safety.
- Identify and apply behaviour management strategies in a fair, sensitive and consistent manner.
- Know when and where to seek advice on matters associated with student learning and behaviour.
- Develop respectful, positive and constructive relationships that support students and foster positive attitudes to learning.
- Use teaching time, materials, resources and physical space effectively to establish a challenging, safe and supportive learning environment.
- Perform teaching and non-teaching duties in a manner that is consistent with employing authority and school policies and procedures and legal and ethical obligations of teachers.
- Actively participate in any mentoring, coaching and other professional learning programs offered.

4.1 Concerns regarding preservice teacher professionalism and/or performance

The School of Education must be notified immediately in any case where the preservice teacher has failed to:

- Comply with the school's policy for the protection of young people.
- Comply with the school's policy on occupational health and safety.
- Comply with any lawful direction given by school supervising staff.
- Act in a professional manner.
- Meet attendance requirements.

At any stage of the supervised professional experience, if there are any concerns about the demonstrated performance of a preservice teacher the University should be contacted immediately. In the first instance, **contact the UQ Professional Experience Facilitator**. In these few cases where host school staff personnel have concerns, it is critical that the process required under the University of Queensland Policies and Procedures for Placements is followed.

4.1.1. Dealing with concerns regarding preservice teacher performance

This involves open discussion and the close cooperation of all parties involved in the placement to ensure the best outcome. In most of these cases, structured analysis of the problem, quick intervention and timely direction will lead to success. If at any time during that period of supervised teaching practice there is any concern that the preservice teacher **may not be successful** the **“At Risk of Failure” procedure** must be followed.

Time is of the essence

- An “At Risk” interview must be arranged with the preservice teacher, school professional experience coordinator and the supervising teacher/s. At this interview the preservice teacher must be notified that he/she is considered at risk of failure. The school professional experience coordinator outlines the concerns and provides guidelines for addressing the concerns.
- Where possible the UQ Facilitator or a representative from the School of Education will be present during the school’s ‘At Risk’ interview with the preservice teacher.
- An “At Risk of Failure” form found on the relevant course page on the School of Education’s website <https://education.uq.edu.au/thank-you-mentoring-years-cohort-pre-service-teachers-university-queensland>.
- For Part A of the at-risk process, areas of concern are identified in writing at the at-risk meeting, which is attended by the preservice teacher, school professional experience coordinator, supervising teacher and UQ facilitator. All parties identify actions or strategies that will be put in place by the preservice teacher to try and improve in the identified areas. Part A of the form is signed by all parties. The original should be given to the preservice teacher, one copy emailed to the School of Education and copies retained by the school.
- After the at-risk meeting in Part A, the preservice teacher is provided with an opportunity to consult one-on-one with the facilitator to raise any issues of concern.
- Following the at-risk meeting for Part A of the process, the preservice teacher is strongly encouraged to complete a personal reflection and detailed action plan for how they will aim to improve in the identified areas.
- In the lead-up to the review meeting (Part B of the process), the facilitator checks in with the placement school and the preservice teacher as to the progress of the preservice teacher.
- Improvement to a predetermined satisfactory standard in the areas identified in Part A of the at-risk process must be shown by the preservice teacher within one week of the meeting date. At the review meeting (Part B of the at-risk process), which is attended by the UQ facilitator, all parties are to advise to what extent there has been improvement in the areas of concern identified in Part A. At this point the school and supervising teacher indicate whether or not the preservice teacher has demonstrated satisfactory improvement to continue with the professional experience placement. If progress has been demonstrated and if needed, the plan is revised and new/continuing steps are outlined so the process is iterative to ensure progress continues. If there is not satisfactory progress made and it appears unlikely the preservice teacher can be successful in the placement, the school can decide to terminate the placement.
- The outcome of the preservice teacher’s professional experience placement will be formally documented on Part B of the “At risk of Failure” form. The original should be given to the preservice teacher, one copy faxed or emailed to the School of Education and copies retained by the school.
- The placement school’s final decision is then communicated to the Director of Professional Experience/or Course Coordinator via the facilitator.
- The Director of Professional Experience/or Course Coordinator makes contact with the preservice teacher regarding their options for moving forward with the program.

5.0 Reporting preservice teacher performance

Feedback on progress in the form of feedback provided in notes written on lesson plans or on the Lesson Analysis form available on the School of Education website should be provided for each lesson taken by the preservice teacher.

In EDUC4625 a supervising teacher completes an **Interim Evaluation** on Preservice Teacher Progress (available on the School of Education website) towards the end of week three (half way point) in the placement. This form should be signed by the preservice teacher, supervising teacher and the school coordinator before the preservice teacher uploads the report to their UQ Blackboard site. The preservice teacher retains the original copy of this report. If the supervising teacher/school are concerned with the progress of the preservice teacher an **'at risk' of failure form** must instead be completed.

In the final week of the professional experience, the supervising teachers will prepare the **final evaluation report** which is available on the relevant course page on the School of Education website <https://education.uq.edu.au/thank-you-mentoring-years-cohort-pre-service-teachers-university-queensland>. The preservice teacher signs the form to indicate that he/she has read it. The form is also signed by the supervising teacher and the school coordinator of preservice teachers. The preservice teacher retains the original copy. The preservice teacher uploads the report to their UQ Blackboard site and the school coordinator retains a copy for the school records.

6.0 Roles and Responsibilities

6.1 Preservice teachers' roles and responsibilities

The following notes are taken from the *Policies and Procedures for Professional Experience* document given to preservice teachers prior to commencement of any in-school professional experience. It can be viewed here <https://education.uq.edu.au/current-students/professional-experience>.

6.1.1 Commencement of the professional experience - Orientation, Observation and Planning

The orientation, observation and planning period at the start of each professional experience placement provides preservice teachers with an introduction to the context of the school and the classroom. During this period of time preservice teachers will:

- Upon receiving their placement information, make immediate contact with the school coordinator to organise arrival/orientation/induction etc.
- Meet school staff and the classes they will observe.
- Begin the structured observations they will continue throughout the professional experience.
- Ensure that they are familiar with school policies including those on occupational health and safety and child protection.
- Familiarise themselves with the school layout, timetable and their own timetable.
- Note times and dates for any particular events such as staff meetings they should attend.
- Assist in the classroom in any way suited to their experience.

6.1.2 Preservice teacher's relationships with school-based supervisors

As a preservice teacher you are a guest in the school and, although you cannot legally assume the full responsibilities of a qualified teacher, you are regarded as a temporary staff member, responsible to the principal. You are required to consult with your school-based personnel, and particularly your supervising teacher, as frequently as possible. The supervising teachers are ready to help, but their time is limited and it is your responsibility to find a time to meet within their other commitments.

While in the school you must work in partnership with other teachers, professionals, teacher aides and other relevant adults and perform any duties or tasks in a manner that is consistent with the policies and procedures of the employing authority and school, and the legal and ethical obligations of teachers. Experimentation with a variety of teaching methods is encouraged, but the class remains the

supervising teacher's responsibility throughout the professional experience, and their advice on what is suitable or practical for the class should be sought and followed.

6.1.3 Preservice teacher's relationships with school students

The kind of relationship with students to strive for is one based on mutual respect. This can be fostered by quickly learning the names of the students you teach, treating them with courtesy, and maintaining a high level of interest in their progress and in your teaching. You should quickly discover the interests and academic strengths and weaknesses of your students. You should require courtesy and firmly insist on considerate behaviour from them towards you and all others. You should identify and know how to apply school procedures with regard to behaviour management and student safety.

6.1.4 Preservice teacher's participation in general school activities

Preservice teachers are expected to assist with playground supervision, sports supervision, and other work as requested by school-based personnel during professional experience/field experience. However, while involvement in a wide range of teaching situations is a valuable part of professional experience, preservice teachers cannot legally take sole charge of school students.

Opportunities for observation and/or participation could be:

- Attendance at staff or faculty meetings
- Involvement in co-curricular activities
- Attendance at school excursions or formal school occasions
- Attendance at professional development activities

6.1.5 Professionalism

The School of Education expects that preservice teachers will demonstrate a professional manner by:

- adhering to the QCT's 'Code of Ethics for Teachers in Queensland' found here <https://www.qct.edu.au/standards-and-conduct/code-of-ethics>
- complying with statutory requirements, in particular with those involving occupational health and safety and child protection. Please speak to your course coordinator for further information.
- maintaining confidentiality and discussing these matters if needed ONLY with the appropriate staff within the School of Education and/or the host school
- respecting the ethos of the host school
- understanding that you are a guest of the host school and you must follow the direction of the Principal or other designated staff
- understanding the role of the supervising teacher as a supervisor and mentor.
- participating fully in the role of a teacher on the days of attendance. Please refer to section addressing the 'attendance policy'
- adhering to any dress or conduct codes
- using appropriate language at all times
- not using your mobile phone at all during your professional experience while at your host school, unless under exceptional circumstances
- complying with all other instructions from the host school and UQ staff
- completing all designated tasks according to deadlines and requirements. When observing a class and making notes, these must not be judgmental, as you are not assessing performance. You do not yet have the professional knowledge or experience to do that.
- restricting the scope of the observation to the focus area given to you by the course coordinator or as discussed with your supervising teacher

Non-compliance with a directive from School of Education or placement school staff may result in a placement being withdrawn. In this instance, you may be required to withdraw from the UQ course with the placement component and if so, you may incur academic penalty or financial liability. You will also be required to complete the course in full in a future semester.

6.1.6 Attendance

Supervising teachers and course coordinators will be required to sign off on the preservice teacher's 'attendance sheet' to record the 5 single days attended as part of the professional experience.

The School of Education expects preservice teachers to:

- check the School of Education Professional Experience Calendar found on the School of Education webpage > current students > professional experience <https://education.uq.edu.au/current-students/professional-experience-information>
- check their timetable in MyTimetable to ensure they are available to attend the placement as scheduled.
- be punctual in attendance on all placement days
- arrive/leave the placement in accordance with placement school policy and the requirements of tasks on the particular day. This will include allowing time for discussions with your supervising teacher or other members of the school staff involved in your placement. As a guideline, you should expect to be at the placement school between 8am and 4pm or as otherwise required by the placement school administration. You may be required to complete lesson preparation and marking outside of these hours, as well as attend before or after school meetings
- report, in the case of absence through illness, to the placement school and follow all relevant procedures in relation to providing any necessary documentation or lesson plans if required. You must also notify the School of Education in writing of the absence and the make-up days negotiated with the school
- provide the School of Education with a medical certificate for absences greater than 3 consecutive days. The placement school *may* request a certificate for less than 3 days as part of the school's absentee procedure
- refrain from leaving early, or display any general lack of punctuality for work/study/social related reasons
- make immediate contact with the school coordinator and provide a detailed explanation of the issue to your placement facilitator by email in the case of any serious problems arising. In the absence of a placement facilitator (ie for single day field experience observations) please contact the course coordinator
- make up any days missed due to illness or public holidays etc *except* those preservice teachers who have a public holiday fall during a multiple week-long professional experience 'block'. Make up days are *not* required in this instance. In the case of single day field experience placements, ensure you schedule your university timetable to avoid placement days clashing with other classes. Alternative placement days cannot be negotiated for personal commitments such as work, sport, or social commitments.
- immediately contact your placement school coordinator/supervising teacher to request to attend on an alternate day if you have an unavoidable timetable clash with your scheduled placement day. If you have not yet received a placement, contact the School of Education. You must ensure any alternate day organised is communicated to the School of Education in writing and also does not conflict with classes or other 'on campus' tasks
- understand that alternative commencement/completion dates for multiple week-long professional experience 'blocks' are not permitted to be changed without prior approval of the Program Director, the School of Education and relevant placement school. Alternative dates will not be approved for work, sport or social commitments unless there is evidence of extenuating circumstances.
- realise that if you do not meet the attendance requirements of your professional experience, you may have your professional experience withdrawn. If it is decided the placement needs to be withdrawn, you may also be required to withdraw from the relevant UQ course and will incur any financial liabilities or academic penalties.

6.1.7 Lesson Plans

Preservice teachers are required to:

- Develop written plans for each lesson or activity taught
- Discuss the lesson/activity plans with the supervising teacher prior to the lesson/activity. The timing of the initial presentation of the plan to the supervising teacher is a matter for the supervising teacher but it is expected that the plan is presented, discussed and approved no later than 24 hours prior to the lesson/activity. **You must not teach any lesson/activity unless the written plan has been presented to, and approved by, the supervising teacher.**

6.1.8 Personal Reflections

Preservice teachers are required to complete a personal reflection after every lesson, lesson segment or activity presented. This reflection should be approximately **150-200 words** and should consider the following two questions: **what went well and what would you improve for next time.**

6.1.9 Observation of lessons

Preservice teachers are required to observe lessons and to make notes on these observations.

The observation periods are as important as the teaching periods; they will ensure that you experience a wide range of learning situations and interactions with varying age groups.

You should discuss salient aspects of the lesson observed with your supervising teacher.

Apart from observations of lessons given by school staff, you should make general observations of as many aspects of the life of the school as possible. Observation of and, if applicable, participation in aspects of general school life should continue through the period of the practicum.

Classroom observations are intended to develop understanding of:

- Student learning
- A range of teaching strategies and the way in which these are varied to suit the context and the student group
- The skills and techniques required for effective communication
- The relationship between long and short term planning and successful practice
- The roles monitoring and assessment play in teaching and learning.

6.2 Host school personnel roles and responsibilities

The personnel involved are the school coordinator of preservice teachers, the supervising teacher and any other school personnel who take a role in professional experience/field experience supervision of preservice teachers. The roles and responsibilities outlined below are generic and may be undertaken by other personnel as appropriate.

6.2.1 The school coordinator of preservice teachers

The school coordinator of preservice teachers oversees the professional experience within the school.

The school coordinator (or delegate) must induct (e.g. site induction, emergency procedures, incident hazard reporting mechanisms) the preservice teacher into the school's **Occupational Health and Safety policy** and discuss the ways in which the various aspects of the policy will affect the preservice teacher during the professional experience. Where possible the preservice teacher should be supplied with a copy of the policy. The preservice teacher will complete an OHS risk assessment questionnaire based on this induction.

The school coordinator organises supervision and teaching timetables for preservice teachers.

The school coordinator may arrange meetings with the preservice teachers, at which advice and information may be given on organisational aspects of the school. Some suggested discussion items include: types of student records, assessment procedures, work programs, school report forms, discipline, parent and community relations, finance, teaching aids, library facilities and staff committees.

The school coordinator may also arrange for the preservice teachers to confer with key members of the staff, such as the teacher librarian or guidance counsellors to provide preservice teachers with insight into other facets of the life of the school community.

The school coordinator may make arrangements for preservice teachers to engage in non-classroom experiences such as assisting teachers with playground supervision and may encourage preservice teachers to take part in extra-curricular school activities. The preservice teacher should be told of any policies re the availability and use of ICT and photocopiers.

6.2.2 The supervising teacher

The supervising teacher has a key role in the professional preparation of future teaching colleagues by offering close tutorial assistance, support and evaluative advice over the professional experience period.

We require that supervising teachers:

- Have at least 2 to 3 years of teaching experience and must have full teacher registration status through the Queensland College of Teachers
- Are recommended/identified as a suitable mentor by the Principal/Deputy Principal/Head of Department/Lead Teacher
- Have a genuine interest in helping to support, guide and mentor preservice teachers
- Understand and appreciate that working with preservice teachers is a mutually beneficial experience
- Are able to liaise with our UQ Professional Experience Facilitators in the interests of improving the performance of our preservice teachers

We request that supervising teachers offer the following guidance to preservice teachers. This statement is based on the Agreement on Teaching Practice negotiated by the Teachers' Unions and Universities.

- During the first day of the placement, discuss an appropriate pattern of observations and teaching with the preservice teacher.
- Provide induction on school policies and procedures particularly OH&S and Child Protection policies (this may also include providing Safe Operating Procedures for classes in labs).
- Provide the preservice teacher with copies of, or access to, the relevant portions of the school work program or planning documents, and with details of teaching topics, timetables and resources. This enables preparation in advance of lessons and/or units or sequences of lessons.
- Advise the preservice teacher on planning a sequence of lessons and learning experiences appropriate to the age, abilities and motivational levels of the class members, and to the stage of development of the preservice teacher.
- Peruse any preservice teacher's lesson or unit plans before the lesson or unit, and provide any help that seems appropriate. Preservice teachers should not teach any lesson unless the written plan has been submitted to the supervising teacher for review prior to the implementation of the lesson.
- Comment on lessons given, verbally and/or by means of written comment at the foot of the lesson plan or on the template provided. The performance indicators set out in the Professional Experience Evaluation should be used to provide formative evaluation.
- Provide guidance on class management procedures and on the broader school policies and procedures.
- Provide a wide range of observation situations.
- Discuss class evaluation (feedback) and assessment procedures with the preservice teacher.
- Foster a 'co-teacher' or 'teaching colleague' or 'mentoring' relationship with the preservice teacher.
- Provide guidance on overall development as a teacher.

6.3 UQ School of Education Professional Experience Facilitators roles and responsibilities

The University of Queensland has facilitators (experienced educators) who provide ongoing contact between preservice teachers, school staff and The University of Queensland during the professional experience when appropriate.

The UQ facilitator:

- Provides support for preservice teachers, supervising teachers and the school coordinator of preservice teachers.
- Makes contact with the school coordinator of preservice teachers early (first week) in the professional experience.
- Negotiates a pattern of contact and visits. Time constraints may make a visit impractical in some cases involving a country placement. In these cases contact will be by e-mail and phone.
- Follows school policy with regard to contact with the school coordinator of preservice teachers and supervising teachers.
- Meets with each preservice teacher on each visit to the school at mutually suitable times.
- Arranges meetings with both the supervising teacher and the preservice teacher together at least once during the professional experience, where possible. If all is going well this can be brief and informal.
- Provides emergency contact details to the school coordinator of preservice teachers with alternate contact available via the UQ Professional Experience Placements Coordinator. The UQ facilitators may provide phone and e-mail contacts for authorised school staff use only.
- Provides support and advice in any case where there is evidence that a preservice teacher is not performing at a satisfactory level in any areas of the evaluation, fails to behave in a professional manner or breaches school policies/procedures or statutory requirements.
- Follows-up on remediation programs that may have been put in place for a preservice teacher.
- Observes practice where this is a requirement of the particular professional experience or is requested by the Director.
- May choose to observe practice at any scheduled visit.
- Will, if requested by school personnel, arrange to observe practice.
- Feeds information, concerns or queries back to the School of Education's Director of Professional Experience.

7.0 Resources for Supporting Supervising Teachers

Schools and teachers play an integral role in the professional experience and therefore the School of Education recognises and acknowledges the importance of providing ongoing support and professional development to the school site coordinators and supervising teachers that host and supervise our preservice teachers. The supervising teacher/preservice teacher relationship has the potential to be mutually beneficial and as such there are a number of resources, documents and programs that are available to best support and facilitate this effective partnership. Support materials are available through the School of Education, the Queensland College of Teachers and the Australian Institute of Teaching and School Leadership.

The School of Education (UQ)

<https://education.uq.edu.au/thank-you-mentoring-years-cohort-pre-service-teachers-university-queensland>

During the year the School of Education invites interested supervising teachers to attend the Supervising Teacher training program which was developed by the QCT and the Department of Education and Training. The purpose of this training package is to support supervising teachers in interpreting the Australian Professional Standards for Teachers (Graduate career stage) and the evidence requirements for professional experience assessment decisions regardless of context.

The School of Education website also provides access to lesson analysis feedback templates and other documentation that are designed to assist supervising teachers during the professional experience.

Queensland College of Teachers (QCT)

<http://qct.edu.au/teaching-in-queensland/supervising-professional-experience>

The QCT has produced a companion document to support supervising teachers in making evidence-based, consistent decisions and providing constructive feedback about the preservice teachers' demonstration of the *Australian Professional Standards for Teachers* (Graduate career stage).

Through the QCT website there are also other resources available to assist supervising teachers to support and assess preservice teachers during professional experience placements, and to build knowledge and skills in mentoring.

Australian Institute of Teaching and School Leadership (AITSL)

<http://www.aitsl.edu.au/initial-teacher-education/supervising-preservice-teachers>

Supervising Preservice Teachers is an interactive and self-directed online professional learning program aimed at enhancing teachers' knowledge, skills and confidence to effectively supervise preservice teachers.

The program is relevant to teachers who are supervising a preservice teacher or thinking about a supervisory role. It may also be useful for school leaders, school-based practicum coordinators, and those taking on other mentoring roles.

The program consists of four flexible learning modules:

- effective partnerships
- practice analysis
- making judgements
- unpacking the Graduate Standards

8.0 Pay claims

Further information can be found here <https://education.uq.edu.au/prac-pay-claims>

9.0 Contact the School of Education

Contact details can be found here <https://education.uq.edu.au/contact>

Appendix A

EDUC4625 Final Professional Experience Recommendations report

This document can also be found on the EDUC4625 homepage
<https://education.uq.edu.au/achieving-professional-engagement>

Queensland Professional Experience Reporting Framework

Final professional experience recommendations





Final professional experience recommendations

This document is part of the suite of documents for the *Queensland Professional Experience Reporting Framework* which can be found online at www.teach.qld.gov.au.

The goal of this document is to measure the standard that has been achieved by a preservice teacher at the end of an initial teacher education program, by comparing it against the Australian Professional Standards for Teachers (APST) Graduate Career Stage. Achieving the [Graduate Career Stage](#) illustrates readiness of the preservice teacher to enter the workplace.

This template is to be completed during the final summative professional experience required in initial teacher education programs. It has been developed for the use of all Queensland higher education institutions and in all professional experience settings.

Final professional experience recommendations are required by:

- higher education institutions to determine a final assessment score for the professional experience component of an initial teacher education program, based on a school's professional experience recommendations
- employers as a key document in a preservice teacher's professional folio to inform recruitment and employment decisions.

Supervising teachers are to:

- make assessment judgements using the APST Graduate Career Stage descriptors. The APST descriptor reference numbers have been provided linking further information and [Illustrations of Practice](#).
- complete this final professional experience recommendations document during a preservice teacher's professional experience
- conduct a moderation process with site coordinators and higher education institution representatives at the conclusion of the professional experience. Moderation requires the agreement of all parties that a valid assessment of the preservice teacher's knowledge, practice, engagement and skills has been made.



Supervising teachers are not required to provide an overall assessment score for the preservice teacher; this is determined by higher education institutions as part of their assessment processes.

APST Graduate Career Stage descriptors have been grouped to assist the supervising teacher's observation and assessment of professional experience. All sections are weighted evenly. Some descriptors are dependent on context so may not be assessable for all preservice teachers during the final summative professional experience. A single piece of evidence may address multiple descriptors, including those in several sections of this form.

Higher education institutions are encouraged to use this document as a basis for non-summative professional experience reporting templates used at earlier professional experience placements.

Assessment ratings	
Exceeding graduate level (E)	Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career Stage.
Graduate level (G)	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage.
Developing towards graduate level (D)	Awareness of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level.
Below graduate level (B)	Little or no evidence of knowledge, practice and engagement or awareness that meet the descriptors at the APST Graduate Career Stage.

Final professional experience recommendations

This page is to be completed by the preservice teacher.

Preservice teacher's name			
Dates	(Full duration of professional experience): <i>From</i> / / <i>to</i> / /		
School name and address			
Number of days (Including pre-placement days)			
School context (where applicable) To complete this section Please refer to: www.schoolsdirectory.eq.edu.au	<input type="checkbox"/> Metropolitan <input type="checkbox"/> Remote <input type="checkbox"/> Other (<i>Please indicate</i>):	<input type="checkbox"/> Provincial <input type="checkbox"/> Low socio-economic community	<input type="checkbox"/> Rural <input type="checkbox"/> Indigenous community
Learning phase	<input type="checkbox"/> Early childhood	<input type="checkbox"/> Primary	<input type="checkbox"/> Junior secondary <input type="checkbox"/> Senior secondary
Curriculum specialisation			
Class size Number of students in professional experience class	<i>Class 1</i>	<i>Class 2</i>	<i>Class 3</i>
Classroom context (where applicable)	<input type="checkbox"/> Students with a disability	<input type="checkbox"/> Indigenous students	<input type="checkbox"/> Culturally and linguistically diverse students

Summary of prior experience

Strengths identified in your previous teaching professional experience/s	
Teaching professional experience/s you have completed in a rural and remote locations	
Teaching professional experience/s you have completed with Aboriginal groups or Torres Strait Islander communities	
Teaching professional experience/s you have completed with students with a disability	

Section 1: Planning effectively — preparation for teaching

Examples of evidence

Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:

- unit/lesson plans and resources
- school and system documents.

Documented feedback and evaluation of planning that reflects:

- curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies
- the preservice teacher's written reflections.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise content into an effective learning and teaching sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	APST 1.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section.

Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The preservice teacher's reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include a range of teaching strategies.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	APST 1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context Describe a broad range of strategies for involving parents/carers in the educative process.	APST 3.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 3: Managing effectively — create safe and supportive learning environments

Examples of evidence

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plans, and individual student behaviour plans.
- A supervising teacher's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and records of professional conversations.
- The preservice teacher's written reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. Comments are required if 'Developing Towards Graduate Level' or 'Below Graduate Level' has been identified for any of the descriptors.

Section 4: Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A supervising teacher's observation notes including comments on formal and informal feedback, questioning techniques and assessment.
- The preservice teacher's written reflections and application of supervising teacher feedback.
- Data gathering tools such as checklists developed or adapted by preservice teacher.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	APST 5.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 5: Professional conduct

Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents/carers.
- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.
- Documentation of participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff and external professionals.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	APST 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 6: Excluded descriptors

All descriptors can be assessed in a professional experience setting; however to focus the final professional experience the following four descriptors will be assessed in coursework and do not require assessment in the final professional experience.

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. **APST 1.2**

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in Identifying professional learning needs. **APST 6.1**

Understand the relevant and appropriate sources of professional learning for teachers. **APST 6.2**

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. **APST 6.4**

Section 7: Overall comments

Please use this space to describe the preservice teacher's overall strengths and areas for development.

Section 8: Moderation

Please identify who has moderated the assessment of the preservice teacher.

Moderation may be completed through classroom visit/s or as a panel discussing the evidence and awareness demonstrated by the preservice teacher.

Site coordinator's name		Signature	
		Date	/ /
Higher education institution (HEI) representative's name		Signature	
		Date	/ /
Name of HEI representative who conducted school visits		Signature	
Dates of school visit/s	/ /	Date	/ /
Other moderator name and position if applicable		Signature	
		Date	/ /

Section 9: Signatures

Each of the signatories must retain a copy of this report for their records.

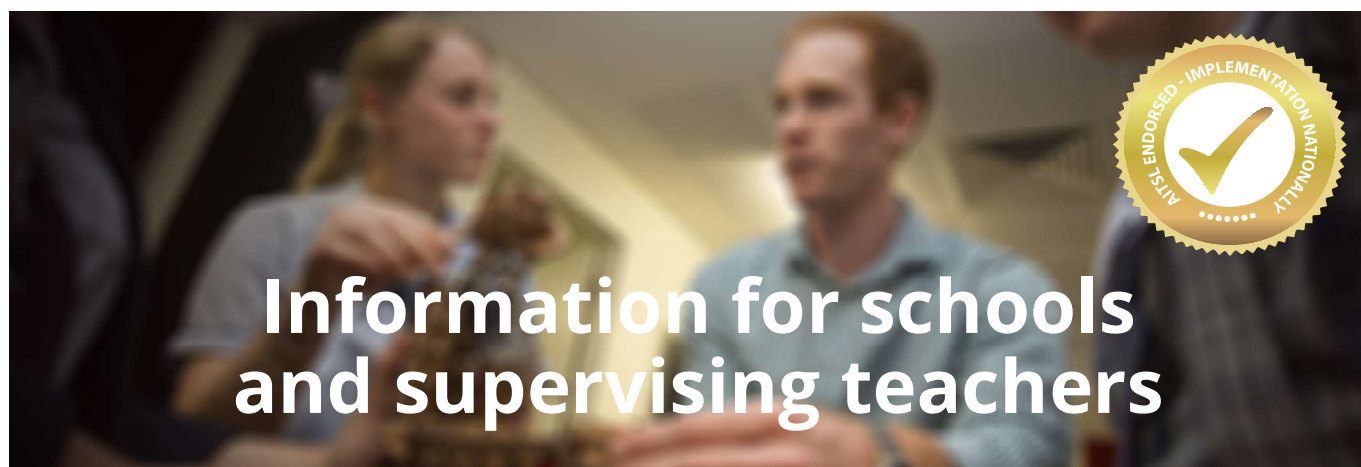
The preservice teacher's signature indicates they have sighted this completed report.

Preservice teacher's name		Signature	
		Date	/ /
Supervising teacher's name		Signature	
		Date	/ /
Other supervising teacher's name		Signature	
		Date	/ /

Appendix B

EDUC4625 GTPA Fact Sheet for Schools and Supervising Teachers

This document can also be found on the EDUC4625 homepage
<https://education.uq.edu.au/achieving-professional-engagement>



1. About the graduate teacher performance assessment

What is the Graduate Teacher Performance Assessment?

The Graduate Teacher Performance Assessment (GTPA) is an integrated assessment that connects the academic program and the professional experience, and in so doing connects research, theory and practice. The GTPA is a single culminating authentic summative assessment undertaken in a final-year professional experience placement. It includes five practices: planning, teaching, assessing, reflecting and appraising. It provides evidence of preservice teachers' competence for classroom practice and their ability to meet the Australian Professional Standards for Teachers at the Graduate level (AITSL, 2011).

Why has the GTPA been developed?

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

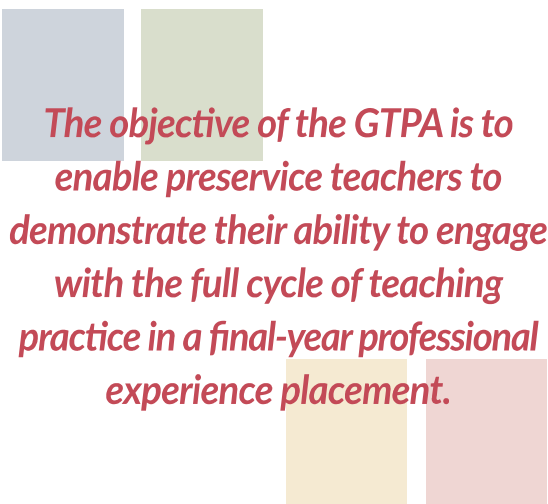
The GTPA is an authentic, research-informed teacher performance assessment developed to:

- meet the new national requirement for all preservice teachers to undertake an authentic culminating summative assessment to demonstrate professional readiness. As indicated below, the official Trial of the GTPA was completed and the report accepted by AITSL in 2017.
- 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.
- align with existing state based practices and partnerships between universities, teacher employers and other education stakeholders.
- respond to and align with the Graduate Teacher Standards.

How does the GTPA work in different professional experience contexts and across early years, primary, secondary, or special education sites?

The GTPA is designed to enable any preservice teacher to demonstrate authentically the planning, teaching, assessing, reflecting and appraising of teaching practices regardless of school context, year level of teaching, discipline or speciality. This includes a primary teaching specialisation, a teaching major in secondary education, or teaching in a special education site.



The objective of the GTPA is to enable preservice teachers to demonstrate their ability to engage with the full cycle of teaching practice in a final-year professional experience placement.

Fact sheet - Schools and supervising teachers

How does the GTPA fit within the classroom planning and teaching?

The GTPA learning sequence or unit of work undertaken by the preservice teacher is part of the overall planned teaching, learning and assessment for the term (Diagram 1).

Preservice teachers will develop and implement a learning sequence or unit of work, with accompanying assessments for formative and summative purposes. Completing the GTPA involves the collection and use of evidence of a range of types. Evidence is used to 1) inform teaching, 2) monitor student learning, and 3) gauge the effectiveness of teaching and its impact on student learning.

Student learning is at the core of the GTPA. In completing the GTPA, preservice teachers focus on whole class teaching and differentiated practice. To demonstrate differentiation in whole class contexts, the preservice teacher identifies three focus students to represent the range of achievement levels in the class. The preservice teacher presents evidence of practices they implemented to remove barriers to student learning. The connections between theory and practice form part of this evidence.

In addition, the GTPA includes two purposefully selected scenarios (actual teaching and learning episodes/events/incidents) that illustrate pedagogic decisions that informed teaching strategies. The scenarios are to demonstrate 1) whole class teaching, and 2) teaching to meet the learning needs of individuals and small groups.

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

The student data and evidence of learning that preservice teachers collect, analyse and use 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 and evidence for diagnostic, formative and summative purposes, and for whole class, small group and individual teaching. Please note that in using this data and evidence to inform their teaching decisions, preservice teachers are bound by professional codes of conduct, including confidentiality.

What makes this an authentic assessment?

In completing the GTPA, preservice teachers are required to align curriculum, assessment and pedagogy, and teach general capabilities including literacy and numeracy as part of the requirements in the Australian Curriculum.

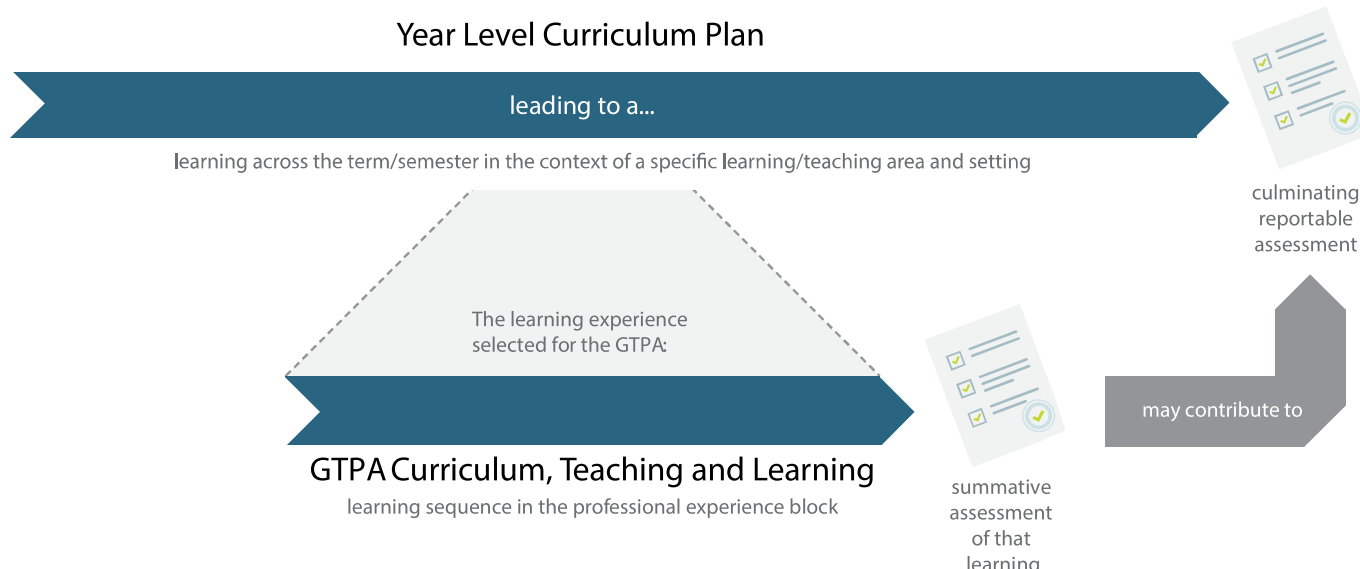
The assessment is authentic in the way it addresses:

1. preservice teachers' curriculum decision-making and pedagogic practices based on student data and evidence of learning; and
2. the learning experience for both the preservice teacher and their students.

The objective of the GTPA is to enable preservice teachers to demonstrate their ability to engage with the full cycle of teaching practice in a final-year professional experience placement. They will be required to interpret a range of data and evidence of learning to inform practice. They will also modify teaching and assessment practices according to their students' specific learning needs. Throughout the process of completing the GTPA, preservice teachers reflect on the effectiveness of their practice and identify its impact on student learning.

Diagram 1: Relationship of the GTPA to classroom learning context

Diagram 1 illustrates the relationship between the classroom context, Year level curriculum plan and the GTPA learning sequence. It also shows the relationship between the teaching, learning and assessing cycle, including the summative assessment implemented in the GTPA, and the culminating reportable assessment that is a part of the class and school program.



Fact sheet - Schools and supervising teachers

How does this assessment fit with other evidence of preservice teachers' skills? Are all Graduate Teacher Standard descriptors addressed in the GTPA?

The GTPA incorporates Graduate Teacher Standard descriptors aligned to the teaching cycle in interrelated, authentic ways.

The assessment covers 23 descriptors (Table 1) and 13 additional descriptors dependent on the professional experience context. Please note that the GTPA Preservice Teacher Booklet addresses responsibilities for meeting APST 7.1.

The GTPA will complement academic course work and professional experience reports within the accredited program in providing multiple opportunities for preservice teachers to meet all descriptors at the Graduate level.

How does the GTPA meet Program Standard 1.2?

The GTPA is aligned with the National Program Standards, with a specific focus on Program Standard 1.2. This standard requires preservice teachers to undertake an assessment that focuses on the interrelated elements of classroom practice – planning, teaching, assessing and reflecting. The Graduate Teacher Standards are embedded within the GTPA.

The GTPA offers a set of clear, measurable and justifiable achievement criteria for assessing performance. This approach is combined with internal moderation and cross-institutional moderation for comparability purposes.

In 2019, in order to meet PS 1.2, the following conditions must be satisfied to assure the fidelity of the GTPA.

1. The GTPA is a summative assessment to be completed in a final year, sustained professional experience placement of four weeks duration (minimum).
2. The GTPA is to be undertaken in one class with a focus on a single learning/teaching area. It presents preservice teachers' practices in a significant learning sequence taught across the duration of the professional experience placement. The learning sequence is to be implemented across a series of lessons that have clearly defined learning goals.
3. In responding to the GTPA, preservice teachers present their practice in the teaching, learning, and assessing cycle in a whole class context, and with differentiation for small group and individual learners.
4. The GTPA is to be completed as an integrated, intact assessment giving preservice teachers an opportunity to link the specified GTPA practices of planning, teaching, assessing, reflecting and appraising.
5. The completed GTPA is a single submission, that is, it is not to be submitted in parts.
6. Preservice teachers submit their completed GTPA within two weeks of concluding a final year professional experience placement.
7. On submission, the completed GTPA is to be accompanied by the preservice teacher's signed declaration that it is their own original work, undertaken over the full course of the professional experience placement, and not previously submitted for credit in their university or elsewhere. Where other materials (e.g., commercial materials, resources developed by supervising teacher and other school staff) are included, they are acknowledged and appear in the references.
8. Assessment (scoring and internal moderation) of completed GTPAs is to be undertaken by teacher educators with relevant discipline knowledge and pedagogic expertise.

Table 1: GTPA coverage of the APSTs

Covered

- 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
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs
- 4.1 Support student participation
- 4.2 Manage classroom activities
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning

- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement
- 6.4 Apply professional learning and improve student learning

Dependent on context

- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.6 Strategies to support full participation of students with disability
- 2.4 Understanding and respecting Aboriginal and Torres Strait Islander histories, cultures and languages
- 3.7 Engage parents/carers in an educative process
- 4.3 Practical approaches to managing challenging behaviour
- 4.4 Strategies that support students' well-being and safety
- 4.5 Support the safe, responsible and ethical use of ICT in learning and teaching
- 6.1 Role of the Australian Professional Standards for Teachers in identifying professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 7.2 Understand the relevant policies and processes
- 7.3 Working effectively, sensitively and confidentially with parents/carers
- 7.4 Understand the role of external professionals and community representatives

Fact sheet - Schools and supervising teachers**2. GTPA implementation – roles and responsibilities****Who is responsible for assessing the GTPA?**

Although the GTPA is undertaken during a final-year professional experience placement, responsibility for assessment of 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 GTPA constitutes the core planning, teaching and assessing work of the preservice teacher. It should not involve additional administrative or workload responsibilities for teachers and schools. The role for the supervising teacher is consultative and advisory in nature. It could include, for example, assisting the preservice teacher to select student data and evidence representing the range of capabilities in the class and the relevant achievement standards. It also includes engagement in moderation discussions to review preservice teacher use of standards and criteria, as used in the school context. If there are any contextual issues that may preclude preservice teachers from fully completing the GTPA, the HEI should be notified.

What communication should schools receive from HEIs prior to preservice teachers undertaking their final-year professional experience?

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

3. GTPA and program accreditation**What was the outcome of the 2017 Trial?**

The Trial of the GTPA was completed successfully in 2017. The Trial included the validation of the instrument, standard setting, moderation, and the setting of the cut-score (minimum acceptable level).

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), has reviewed the GTPA and supporting Trial evidence. The Panel endorses 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.



*The GTPA is aligned with the
National Program Standards.*

*Graduate Teacher Standards are
embedded within the GTPA.*

graduatetpa.com.au

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Appendix C

EDUC4625 GTPA Fact Sheet for Preservice Teachers

This document can also be found on the EDUC4625homepage
<https://education.uq.edu.au/achieving-professional-engagement>



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.

How does the GTPA work in different professional experience contexts and across early years, primary, secondary, or special education sites?

The GTPA is designed to enable the preservice teacher to demonstrate planning, teaching, assessing, reflecting and appraising of teaching practices regardless of school context, year level of teaching, or discipline/curriculum or content area or speciality. This includes a primary teaching specialisation, a teaching major in secondary education, or teaching in a special education site.

How does this assessment fit with other assessments across the teacher education program?

The GTPA will complement academic course work and professional experience reports within the accredited program in providing multiple opportunities to meet Standard descriptors at the Graduate level.

The GTPA incorporates Graduate Teacher Standard descriptors aligned to the teaching cycle in interrelated, authentic ways.

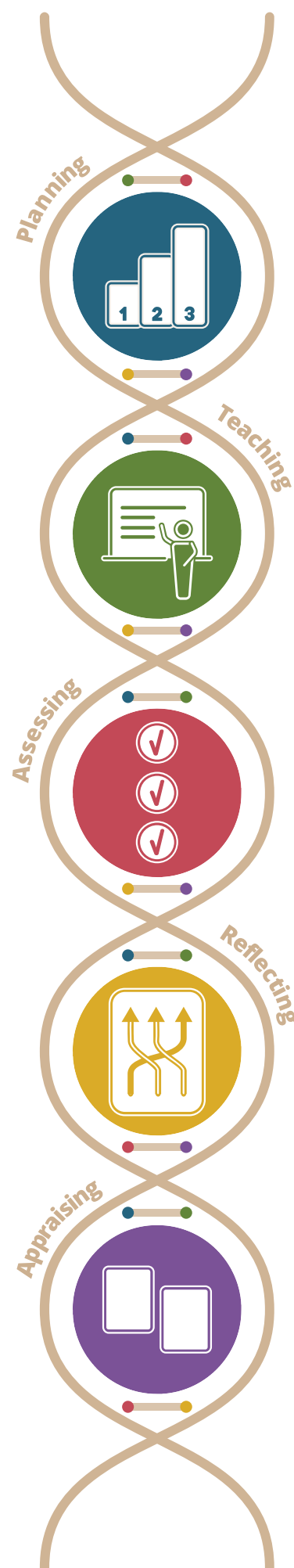
How does the GTPA meet Program Standard 1.2?

The GTPA is aligned with the National Program Standards, with a specific focus on Program Standard 1.2. This standard requires preservice teachers to undertake an assessment that focuses on the interrelated elements of classroom practice inclusive of planning, teaching and assessing. The GTPA has been endorsed as offering a set of clear, measurable and justifiable achievement criteria for assessing performance.

The criteria are used in a well-developed, validated quality assurance system that combines internal and external moderation. This system ensures that a common, established standard is applied across all participating teacher education providers.

In order to meet Program Standard 1.2, the following conditions must be satisfied to assure the fidelity of the GTPA as implemented:

1. The GTPA is a summative assessment to be completed in a final year, sustained professional experience placement of four weeks duration (minimum).
2. The GTPA is to be undertaken in one class with a focus on a single curriculum area or integrated teaching unit. Preservice teachers demonstrate their practices in a significant learning sequence taught across the duration of the professional experience placement. The learning sequence is to be implemented across a significant series of teaching episodes/ lessons that have clearly defined learning goals.
3. In responding to the GTPA, preservice teachers present their practice in the teaching, learning, and assessing cycle in a whole class context, and with differentiation for small groups and individual learners.
4. The GTPA is to be completed as an integrated, intact assessment giving preservice teachers an opportunity to demonstrate the specified GTPA practices of planning, teaching, assessing, reflecting and appraising.
5. The completed GTPA is a single submission, that is, it is not to be submitted in parts over time.
6. Preservice teachers submit their completed GTPA within two weeks of concluding a final year professional experience placement.
7. On submission, the completed GTPA is to be accompanied by the preservice teacher's signed declaration that it is original work, undertaken over the full course of the professional experience placement, and not previously submitted for credit in their program or elsewhere. Where other materials are included in the submission (e.g., commercial materials, resources developed by supervising teachers and other school staff), they are to be acknowledged and appear in the references.
8. Assessment (scoring and internal moderation) of completed GTPAs is to be undertaken by teacher educators with relevant curriculum content knowledge and pedagogic expertise.



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



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Appendix D

At Risk Form

This document can also be found on each course homepage

Towards Professional Practice <https://education.uq.edu.au/introductory-professional-experience-towards-professional-practice>

Developing Professional Practice <https://education.uq.edu.au/developing-professional-practice>

Achieving Professional Engagement <https://education.uq.edu.au/achieving-professional-engagement>

	Name	Signature	Date
Site coordinator			
Supervising teacher			
Preservice teacher			
UQ facilitator <i>(where available)</i>			

PART B *(to be completed prior to or at review date)*

Please advise to what extent there has been improvement in the area/s of concern identified in Part A.

Please indicate whether or not the preservice teacher has demonstrated satisfactory improvement to continue with the professional experience placement (tick decision below and provide comments if necessary).

☐**Satisfactory improvement**☐**Unsatisfactory improvement**

Comments

	Name	Signature	Date
Site coordinator			
Supervising teacher			
Preservice teacher			
UQ facilitator <i>(where available)</i>			

Notes:

If further space is required please attach other notes/evidence to this document.

After the at risk meeting in Part A it is strongly recommended that the preservice teacher completes a personal reflection and detailed action plan for how they will aim to improve in the identified areas, including a list of goals.

Distribution of Form

After each Part of the form is completed the School is to:

1. Give a signed copy to the preservice teacher
2. Send a copy to the UQ School of Education by email prac@uq.edu.au or fax (07) 3365 7199 from an official School email account or fax number
3. Retain a copy