

# School of Education



## **EDUC4714 – Professional Experience 5**

Bachelor of Education (Primary)

## **Professional Experience Handbook 2021**

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## PREFACE

The University is extremely grateful to the staff members in all of the schools actively involved in mentoring and supporting our pre-service teachers during their periods of in-school professional experience. We appreciate the ways in which experience in a school setting provides our students with the opportunity to expand both breadth and depth of experience.

This is the final professional experience component for preservice teachers completing the four-year Bachelor of Education (Primary and Middle Years of Schooling). **This practicum is structured as a 35 day (seven weeks) fully supervised placement.** In this final step before entry into their chosen profession these preservice teachers are taking their final on campus core course – *Teachers as Professionals*.

In previous placements these preservice teachers have completed, successfully, 25 single days of in-school experience plus two blocks, one of 10 and one of 20 days, of supervised teaching practice. In their last placement preservice teachers had worked up to 50% of a normal teaching load.

These guidelines present essential information for school-based personnel. The structure of this professional experience, the policies of the School of Education, and the different roles of each of the stakeholders in the Bachelor of Education (Primary and Middle Years of Schooling) have been made available to all parties so that everyone involved is informed of and able to meet the requirements of the host school, the School of Education and the Queensland College of Teachers during this professional experience.

The work undertaken by school-based personnel, and the time and commitment you offer to work with our pre-service teachers, is central to the success of the professional experience.

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'. To meet this program standard the Graduate Teacher Performance Assessment (GTPA) task has been created. This cohort of students will be undertaking the GTPA task as part of their final professional experience. This task is assessed by University personnel only. The GTPA is explained further on page 6 and in Appendix A and B.

Thank you for participating in this professional experience placement. I hope that the experience is also of professional value to you.

## IMPORTANT DATES

Activity	Date/s	Notes
Preparation for Professional Experience	Approx. 2 weeks prior to first day of placement	Pre-service teacher makes contact with the school.
Supervised teaching practice	2 Aug – 17 Sep	7 weeks
Preparation of the <b>Interim report OR at-risk report</b>  <b>Interim Report</b> – Preservice teacher to upload <b>At Risk Form</b> – Email to UQ	16 Aug	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 UQ to discuss concerns with pre-service teacher progress. <b>Please do not email Interim Reports to UQ.</b> Student is to upload to their 'Blackboard' site.
Preparation of the <b>Final professional experience recommendations</b> report	13 Sep	Evaluation completed by supervising teachers. The Evaluation should be completed collaboratively if more than one teacher is supervising. The supervising teacher discusses the completed report with the pre-service teacher and the report is signed by all parties.
<b>Final professional experience recommendations</b> report given to pre-service teacher. Preservice teacher to upload.	Due the week commencing 13 Sep.	1. The school coordinator of pre-service teachers retains a copy of the evaluation form for school records. 2. Preservice teacher uploads finalised report to 'Blackboard'  See page 5 for more information.
<b>Pay claim forms</b>	To be submitted once the placement block has been <b>completed</b> .	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ. See section – Forms for Professional Experience for details/process.

**Important:** All of The University of Queensland forms relating to the professional experience are located on [the School of Education website](#).

See Page 16 for further information on accessing UQ forms.

## GUIDELINES FOR 7 WEEK BLOCK SUPERVISED PRACTICUM

### FOCUS

The focus of this section of the placement is on the students' demonstration of competence in meeting the professional standards as set out in the Queensland College of Teachers Professional Standards for Teachers (Graduate Level).

That is, the preservice teacher must:

- ☐ demonstrate the skills needed to design and implement sequences of lessons across the full range of learning activities that incorporate teaching strategies, learning experiences and resources appropriate for the learning needs and styles of the students in the class
- ☐ demonstrate management skills appropriate to their stage of professional experience in maintaining a safe and supportive learning environment
- ☐ provide evidence of attainment of the level of language, literacy and numeracy skills needed for effective communication in a school context
- ☐ provide evidence of reflective practice and ongoing professional development

### STRUCTURE

- ☐ It is expected that preservice teachers make contact with the school prior to the start of the practicum.
- ☐ In the first week preservice teachers are introduced to the class or classes they will be taking and briefed on the material to be covered in the various learning areas.
- ☐ They will be expected to prepare lessons and begin teaching later in this week. Preservice teachers are expected to be planning for and teaching about 50% of a normal teaching load by the end of week 2.
- ☐ The distribution of this load across the learning areas is a matter for the supervising teacher but it is important that in this final practicum experience is gained across all learning areas.
- ☐ Preservice teachers are expected to continue shadowing their supervising teacher and **making in-class and across-school observations** for the period of the supervised practicum.

### PROVIDING ONGOING FEEDBACK ON PERFORMANCE

A critical feature of any placement is the provision of feedback by the supervising teacher. This can be oral, in which case the preservice teacher should take adequate notes of the advice, written on the copy of the plan submitted for the lesson or on the feedback forms provided. The acceptance of constructive criticism and the incorporation of advice into subsequent planning is one mark of a reflective beginner

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## ASSESSMENT

At the mid-way point of the practicum an interim report is to be completed and given to the pre-service teacher.

In the last week of the supervised practicum:

- ☐ an assessment of performance is made
- ☐ Final Professional Experience Recommendations report to be completed and given to the pre-service teacher.

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## THE FINAL PROFESSIONAL EXPERIENCE RECOMMENDATIONS REPORT

The **Final Professional Experience Recommendations** report will be completed and given to the pre-service teacher at the end of the supervised practicum (see Appendix A).

**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 pre-service 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 pre-service 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 pre-service teacher signs the report to indicate that he/she has read it.
- ☐ The report is then signed by the supervising teacher and the school coordinator of pre-service teachers. The pre-service teacher retains an electronic copy.
- ☐ The pre-service teacher uploads a copy of the report to their UQ 'Blackboard' site and the school coordinator 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. The university will not consider the report finalised under it contains the following signatures: pre-service teacher, supervising teacher, school coordinator and UQ facilitator.**

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## THE GRADUATE TEACHER PERFORMANCE ASSESSMENT (GTPA)

Preservice teachers will also undertake the Graduate Teacher Performance Assessment (GTPA) task in this course. The GTPA is an integrated assessment that connects the academic program and the professional experience, and in so doing connects research, theory and practice. It 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 school/supervising teacher and preservice teacher factsheets providing further information on the GTPA).

**Please note - this task is assessed by the university only. The GTPA is not an additional workload demand for schools/supervising teachers.**

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## CONCERNS REGARDING PROFESSIONALISM

The School of Education must be notified immediately in any case where the pre-service 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.

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## CONCERNS REGARDING PRESERVICE TEACHER PERFORMANCE

If at any time during the period of supervised teaching practice there is any concern that the preservice teacher may not be successful, the UQ Facilitator **MUST** be contacted immediately. In these few cases it is critical that the process required under the University of Queensland Policies and Procedures for Placements is followed.

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## DEALING WITH CONCERNS REGARDING PRESERVICE TEACHER PERFORMANCE

This involves open discussion with, and close cooperation between, 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.

## TIME IS OF THE ESSENCE

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:

- ❑ An “At Risk” interview (initiated by the school of UQ Facilitator) must be arranged with the preservice teacher, school professional experience coordinator, the supervising teacher/s and the UQ Facilitator or representative from the School of Education. 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.
- ❑ An “At Risk of Failure” form (see Appendix F) must be obtained from this handbook or School of Education’s website.
- ❑ 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 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.

## ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

### PRESERVICE TEACHERS' ROLES AND RESPONSIBILITIES

The following notes are taken from the material given to preservice teachers prior to commencement of in-school professional experience:

For the period of any supervised teaching practice, pre-service teachers cannot take sole responsibility for the oversight of students and must ensure that they are in the company of a registered teacher in any situation where students are in their care.

### RELATIONSHIPS WITH SCHOOL-BASED SUPERVISORS

As a pre-service 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 employing authority and school policies and procedures as well as 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 should be sought and followed.

### RELATIONSHIP 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.

### PARTICIPATION IN GENERAL SCHOOL ACTIVITIES

You are expected to assist with playground supervision, sports supervision, and other work as requested by school-based personnel during the supervised teaching practicum. However, while your involvement in a wide range of teaching situations is a valuable part of your school experience, you 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

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## PROFESSIONALISM

Please refer to [the Preservice Teacher Guide to Policies and Procedures for Professional Experience Placements](#).

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## ATTENDANCE

Please refer to [the Preservice Teacher Guide to Policies and Procedures for Professional Experience Placements](#).

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## LESSON PLANS

You 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 the day 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.

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## OBSERVATION OF LESSONS

Pre-service teachers are expected 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 teacher.

Apart from observations of lessons given by school staff, pre-service teachers should make general observations of many aspects of the school.

Observations of lessons will continue throughout the period of supervised teaching practice.

Observation of and participation (if applicable) in aspects of general school life will continue throughout 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.

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## ROLES AND RESPONSIBILITIES OF SCHOOL BASED PERSONNEL

### Note:

School-based personnel include the school coordinator of pre-service teachers, the supervising teacher and other school personnel who take a role in professional experience supervision of our pre-service teachers. The roles and responsibilities outlined below are generic and may be undertaken by other school-based personnel as appropriate.

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### THE SCHOOL COORDINATOR OF PRE-SERVICE TEACHERS

The school coordinators of pre-service teachers oversee the professional experience within the school. The school coordinator (or delegate) must induct (e.g. site induction, emergency procedures, incident hazard reporting mechanisms) the pre-service 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 pre-service teacher during the professional experience. Where possible the pre-service teacher should be supplied with a copy of the policy.

They organise supervision and teaching timetables for pre-service teachers.

They may arrange meetings with the pre-service 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.

They may also arrange for the pre-service teachers to confer with key members of the staff such as the teacher librarian or guidance counsellors to provide pre-service teachers with insight into other facets of the school community.

School coordinators of pre-service teachers may make arrangements for pre-service teachers to engage in non-classroom experiences such as assisting teachers with playground supervision and may encourage pre-service teachers to take part in school extra-curricular activities.

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### 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 pre-service 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 pre-service 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 pre-service 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 pre-service teacher on planning a sequence of lessons and learning experiences appropriate to the age, ability and motivational levels of the class, and to the stage of development of the pre-service teacher.
- ☐ Peruse any pre-service teacher's lesson or unit plans before the lesson or unit, and provide any help that seems appropriate. Pre-service 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 criteria in the professional experience evaluation forms 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 pre-service teacher.
- ☐ Foster a 'co-teacher' or 'teaching colleague' or 'mentoring' relationship with the pre-service teacher.
- ☐ Provide guidance on overall development as a teacher.

## ROLES AND RESPONSIBILITIES OF UQ SCHOOL OF EDUCATION STAFF

### *General*

Please refer to [the Preservice Teacher Guide to Policies and Procedures for Professional Experience Placements](#).

### *The UQ facilitator:*

- ☐ Provides support for pre-service teachers, supervising teachers and school coordinator of pre-service teachers.
- ☐ Makes contact with the school coordinator of pre-service teachers early 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 pre-service teachers and supervising teachers.
- ☐ Meets with each pre-service teacher on each visit to the school at mutually suitable times.
- ☐ Arranges meetings with both supervising teacher and the pre-service teacher together at least once during the professional experience, where possible. This can be brief and informal if all is going well.
- ☐ Provides emergency contact details to the school coordinator of pre-service teachers with alternate contact available via the UQ Professional Experience 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 pre-service 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 pre-service teacher.
- ☐ Observes practice where this is a requirement of the particular practicum or is requested by the Coordinator.
- ☐ 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.

## FORMS FOR PROFESSIONAL EXPERIENCE

All of The University of Queensland forms relating to the professional experience are located on [the School of Education website](#).

### EVALUATION FORMS

#### INTERIM REPORT IS IN PDF FORMAT.

This form must be completed electronically and electronic copies distributed to the pre-service teacher and the School of Education by email, and the school must retain an electronic copy.

#### FINAL PROFESSIONAL EXPERIENCE RECOMMENDATIONS REPORT IS IN PDF FORMAT.

This form must be completed electronically and electronic copies distributed to the pre-service teacher and the School of Education by email, and the school must retain an electronic copy. All parties signing this document will require a digital signature.

### PAY CLAIMS

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

### CONTACT THE SCHOOL OF EDUCATION

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

## 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)**

<https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-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 Standard



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](http://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.

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

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## Fact sheet



### 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.

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).

#### 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.

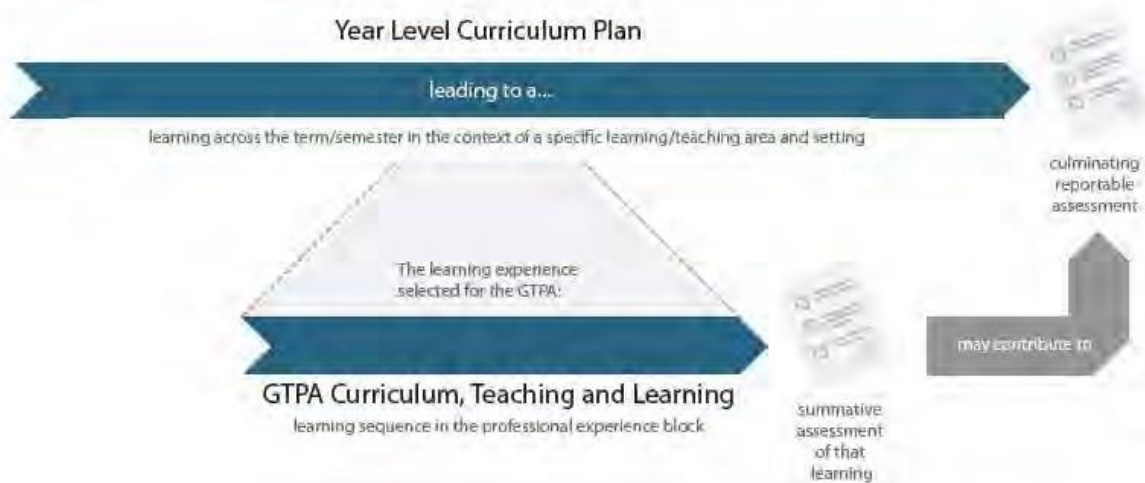
The assessment is authentic in the way it addresses:

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 Instructions for Preservice Teachers 2018 address 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 2018, 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.

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Brisbane Office  
Cathedral House  
Level 4, 229 Elizabeth Street  
Brisbane Qld 4000

GPO Box 2587  
Brisbane Qld 4001

+617 3623 7858  
[lsia@acu.edu.au](mailto:lsia@acu.edu.au)



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**APPENDIX C: GTPA - PRESERVICE TEACHER FACTSHEET**



## Fact sheet



### 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 your competence for classroom practice and your 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.

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).

#### 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 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 - Information for preservice teachers

### How does this assessment fit with other assessments across my teacher education course? 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 Instructions for Preservice Teachers 2018 address 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 you 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.

**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

In 2018, in order to meet Program Standard 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.

#### 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 - Information for preservice teachers****What kind of student data and evidence supports completion of the GTPA?**

The student data and evidence of learning that you will need to 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 your teaching decisions, you are bound by professional codes of conduct, including confidentiality.

**What makes this an authentic task?**

In completing the GTPA, you 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. your curriculum decision-making and pedagogic practices based on student data and evidence of learning; and
2. the learning experience for both you and your students.

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

**2. GTPA implementation – roles and responsibilities****Who is responsible for assessing the GTPA?**

Responsibility for assessment of the GTPA rests with the higher education institutions (HEIs). 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 your 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 in implementing the GTPA. The role of the supervising teacher is consultative and advisory in nature. It could include, for example, assisting you to select student data and evidence representing the range of capabilities in the class and the relevant achievement standards. It also includes your engagement in moderation discussions to review your use of standards and criteria, as used in the school context. If there are any contextual issues that may preclude you from fully completing the GTPA, the HEI should be notified.

**What communication should supervising teachers and schools receive from HEIs prior to your undertaking a 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 your teacher education 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.

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Brisbane Office  
Cathedral House  
Level 4, 229 Elizabeth Street  
Brisbane Qld 4000

GPO Box 2587  
Brisbane Qld 4001

+617 3623 7858  
lsia@acu.edu.au



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