



School of Education

Bachelor of Education (Primary)

EDUC1740/2740/3750/4750 Professional Experience Handbook – 2023

TABLE OF CONTENTS

Bachelor of Education (Primary) Overview	4
Primary Specialisations	5
The Professional Experience Overview	6
The Developmental Continuum for Professional Experience	6
The Structure of the Professional Experience	16
Monitoring Preservice Teacher Performance	17
Reporting Preservice Teacher Performance	18
Cases where Immediate Action is required	18
The Final Professional Experience Recommendations Report (EDUC4750 only)	18
Roles and Responsibilities of Stakeholders	20
Preservice Teachers' Roles and Responsibilities	20
Preservice teacher's relationships with school-based supervisors	20
Preservice teacher's relationships with school students	20
Preservice teacher's participation in general school activities	20
Professionalism	21
Attendance	21
Lesson Plans	22
Personal Reflections	22
Observation of lessons	22
Roles and responsibilities of host school personnel	23
The school coordinator of preservice teachers	23
The Supervising Teacher	23
Roles and Responsibilities of UQ School of Education Staff - Professional Experience Facilitators	24
Dealing with concerns regarding preservice teacher performance	26
Resources for Supporting Supervising Teachers	27
Pay claims	28
Contact the School of Education	28
Appendix A - EDUC1740 Final Evaluation	
Appendix B - EDUC2740 Final Evaluation	
Appendix C - EDUC3750 Final Evaluation	
Appendix D - EDUC4750 Final Professional Experience Report	
Appendix E - EDUC4750 GTPA Fact sheet for Schools and Supervising Teachers	
Appendix F - EDUC4750 GTPA Fact sheet for Preservice Teachers	
Appendix G - At Risk Form	
Appendix H - Guidelines for making judgements for specialisations	

Preface

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

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 (Primary) 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 (Primary) professional experience program.

Dr Katie Cawte
Director of Professional Experience

Bachelor of Education (Primary) Overview

The Bachelor of Education (Primary) is an undergraduate teacher preparation program meeting the Queensland College of Teachers requirements for entry into primary teaching. The program requires four years of full-time study and is designed to develop teachers who will work across the primary 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.

Pre 2023 - Program Snapshot

	Semester 1				Semester 2				Notes
Year 1	EDUC1760 Early Years Curriculum Foundations #2	EDUC1710 A Sociological Orientation to Education #2	EDUC1706 Introduction to the Role of Science and Technology Education in Society #2	EDUC1750 Learning and Development for Educators #2	EDUC1740 Introduction to Primary Professional Experience * #2	EDUC1730 Introduction to Teaching English and Literacy #2	EDUC1720 Mathematics and Numeracy for Quality Teaching in the Primary Years #2	Part B/elective course # #2	* Including 10 days Professional Placement
Year 2	EDUC2750 Multilingualism and Education #2	Part B/elective course # #2	EDUC2710 Education and Creativity: Pedagogical Content Knowledge #2	Part B/elective course # #2	EDUC2730 Teaching Mathematics in Primary Contexts 1 #2	EDUC2090 Indigenous Knowledge and Education #2	EDUC2760 Introduction to Teaching Humanities and Social Sciences #2	EDUC2740 Primary Professional Experience 1* #2	*15 days (3 week block) Professional Placement at end of semester (rural/international possible)
Year 3	EDUC3740 Health, Well-being and Education Pedagogical Content Knowledge #2	EDUC3710 Teaching English 1 #2	EDUC3720 Teaching Mathematics in Primary Contexts 2 #2	Part B/elective course # #2	EDUC3730 Teaching Science in Primary Schools #2	EDUC3760 Building Inclusive Primary Classrooms #2	EDUC3707 Teaching Humanities and Social Sciences Curriculum #2	EDUC3750 Primary Professional Experience 2* #2	* 20 days (4 week block) Professional Placement
Year 4	Part B/elective course # #2	EDUC4740 Teaching Health and Physical Education #2	EDUC4720 Teaching English 2 #2	EDUC4730 Digital Technologies: STEM Connections #2	EDUC4703 Teachers as Professionals #4		EDUC4770 Teaching the Arts #2	EDUC4750 Primary Professional Experience 3* #2	35 days (7 week block) Professional Placement

Education studies Curriculum foundations Curriculum and Pedagogy Professional Experience Research Studies for mainstream stream cohort
Students must take 3 x Part B courses within one minor, plus 2 electives.

Notes: This is a 4 year full-time equivalent program of #64 credit points. Typically, a full semester load at The University of Queensland comprises 4 courses of #2 credit points each.

2023 – Program Snapshot

	Semester 1				Semester 2				Notes
Year 1	EDUC1760 Early Years Curriculum Foundations #2	EDUC1710 A Sociological Orientation to Education #2	EDUC1706 Introduction to the Role of Science and Technology Education in Society #2	EDUC1750 Learning and Development for Educators #2	EDUC1740 Introduction to Primary Professional Experience * #2	EDUC1730 Introduction to Teaching English and Literacy #2	EDUC1720 Mathematics and Numeracy for Quality Teaching in the Primary Years #2	Elective course #2	* Including 10 days Professional Placement
Year 2	EDUC2750 Multilingualism and Education #2	EDUC2760 Introduction to Teaching Humanities and Social Sciences #2	EDUC2710 Education and Creativity: Pedagogical Content Knowledge #2	EDUC2770 Supporting student behaviour and wellbeing #2	EDUC2730 Teaching Mathematics in Primary Contexts 1 #2	EDUC2090 Indigenous Knowledge and Education #2	EDUC2720 Teaching Early Reading #2	EDUC2740 Primary Professional Experience 1* #2	*15 days (3 week block) Professional Placement at end of semester (rural possible)
Year 3	EDUC3740 Health, Well-being and Education Pedagogical Content Knowledge #2	EDUC3710 Teaching English 1 #2	EDUC3720 Teaching Mathematics in Primary Contexts 2 #2	EDUC3707 Teaching Humanities and Social Sciences Curriculum #2	EDUC3730 Teaching Science in Primary Schools #2	EDUC3760 Building Inclusive Primary Classrooms #2	EDUC3770 Assessment for learning and teaching in the primary classroom #2	EDUC3750 Primary Professional Experience 2* #2	* 20 days (4 week block) Professional Placement
Year 4	Elective course #2	EDUC4740 Teaching Health and Physical Education #2	EDUC4720 Teaching English 2 #2	EDUC4730 Digital Technologies: STEM Connections #2	EDUC4703 Teachers as Professionals #4		EDUC4770 Teaching the Arts #2	EDUC4750 Primary Professional Experience 3* #2	* 35 days (7 week block) Professional Placement – includes GTPA and QPERF

Courses shaded purple are Education studies; Yellow: Curriculum foundations; Green: Curriculum and Pedagogy; Blue: Professional Experience; Orange: Research Studies for mainstream cohort

Primary Specialisations

A national and state education imperative is the requirement for all primary preservice teachers to undertake a subject specialisation throughout their program. Specialisations ensure preservice teachers graduate with expertise in one of the areas identified as a priority by the national and state governments, as well as responding to employer demands.

In the Bachelor of Education (Primary) and Bachelor of Education (Primary) (Honours) programs, there is a focus on the development of skills, understandings and attributes that enable graduates to demonstrate specialist capabilities in a choice of one of four areas:

- Mathematics and Numeracy
- Science
- English and Literacy
- Humanities and Social Sciences

In the professional experience placements for EDUC3750 and EDUC4750, supervising teachers are required to include feedback on the preservice teacher's ability to teach effectively in their primary specialisation. Moderation of a preservice teacher's performance will also occur between the school and the university during the UQ Facilitator's visits and lesson observations. Refer also to Appendix H for guidelines for making judgements based on a preservice teacher's specialisation.

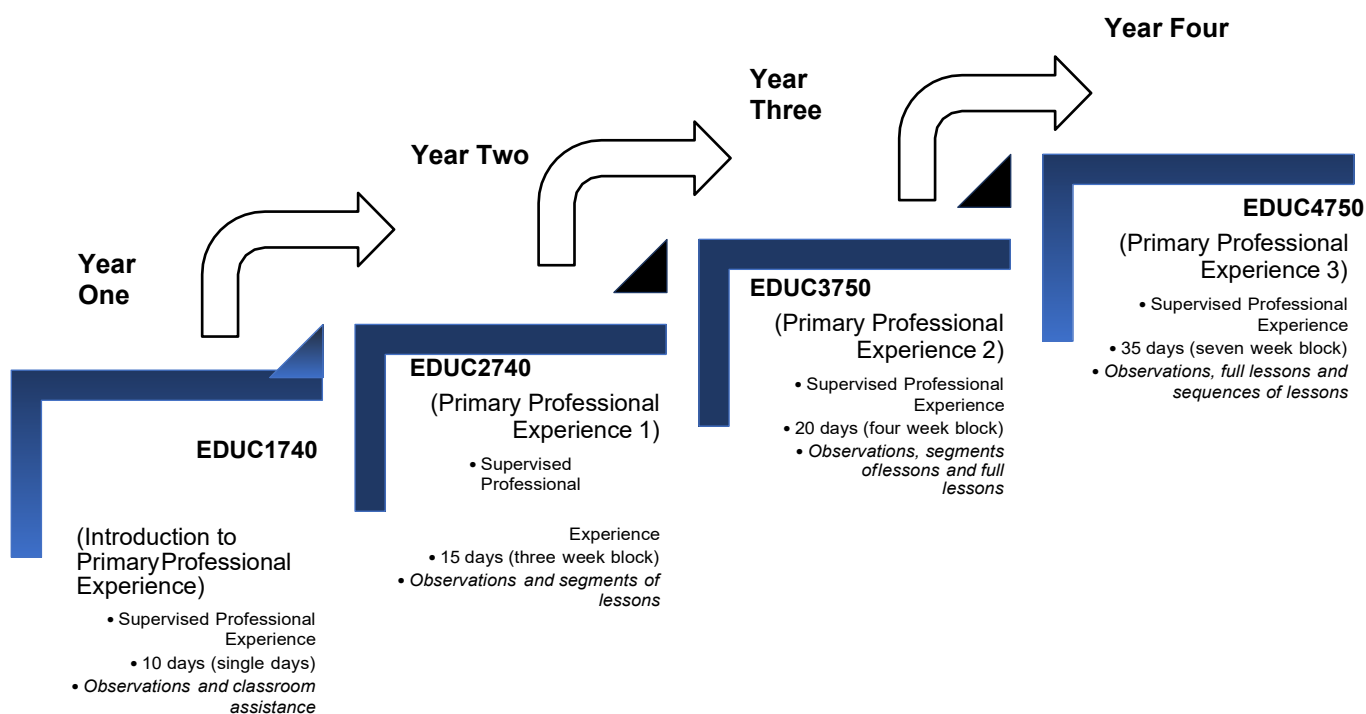
The Professional Experience Overview

Preservice teachers entering the Bachelor of Education (Primary) program are at the start of a developmental continuum.

EDUC1740 provides their first in-school supervised professional experience with a focus on structured observations and hands-on classroom assistance. EDUC2740 provides an introduction to planning and teaching segments of lessons. As professional knowledge and skills develop, preservice teachers will be able to progress from observation of practice through the experience of closely supervised teaching practice in EDUC3750 to the level of consultative and collaborative practice appropriate to the roles and responsibilities of a beginning teacher in EDUC4750. Strong emphasis is placed on classroom practice with placements designed to provide the opportunities for the development of the specific knowledge and skills required of a beginning teacher. Preservice teachers will be given an opportunity to demonstrate that they have reached the required level of professional competence during EDUC4750.

All placements are supported by a team of university facilitators, whose role is to liaise, visit, observe practice, and support the preservice teachers and school-based mentors. By the culminating professional experience course preservice teachers will have had the opportunity across the Bachelor of Education (Primary) program to develop in all 37 focus areas within the Australian Professional standards for Teachers at the Graduate standard.

The Developmental Continuum for Professional Experience



EDUC1740 Introduction to Primary Professional Experience

This is the first of a suite of four professional experience courses within the Bachelor of Education (Primary) program. This course provides an introduction to school life through workshops and school visits. It introduces students to current and long-standing educational trends. It challenges students to explore the basis of educational practices and the ways that these have been informed and influenced by the media and public domain. This course contains 10 days of professional experience with a focus on structured observation and hands-on classroom assistance. The course will also build on and apply knowledge developed across the first year of the Bachelor of Education (Primary) program.

On-campus workshops and assessment for EDUC1740

Australian Professional Standards assessed within the course: 1.1, 1.2, 1.5, 2.1, 2.5, 4.1, 4.2, 4.3, 4.4, 5.1, 6.1, 6.2, 6.3, 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
Reflection logbook (weekly entries) (<i>assessed by the university</i>)	Pass/Fail	1.1, 1.2, 1.5, 2.1, 2.5, 4.1, 4.3, 4.4, 5.1, 6.1, 6.2, 7.3
Research essay on educational practices (<i>assessed by the university</i>)	Pass/Fail	One of the following focus areas depending on the topic chosen: 1.1, 1.2, 1.5, 2.1, 2.5, 4.1, 4.3, 4.4, 5.1, 6.1, 6.2, 7.3
Supervised Professional Experience (<i>assessed by the placement school</i>)	Pass/Fail	1.1, 2.1, 2.5, 4.2, 6.3, 7.1, 7.2

On-campus workshops: 12 x 1 hour

Examples of topics included in the workshops:

- ☐ Understanding the physical, social and intellectual development and characteristics of students and how these may affect learning;
- ☐ How students learn and the implications for teaching;
- ☐ Strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities;
- ☐ Concepts, substance and structure of the content and teaching strategies of the teaching area;
- ☐ Literacy and numeracy teaching strategies and their application in teaching areas;
- ☐ Strategies to support inclusive student participation and engagement in classroom activities;
- ☐ Practical approaches to manage challenging behaviour; and strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements;
- ☐ Assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning;
- ☐ The role of the Australian Professional Standards for Teachers in identifying and planning professional learning needs; and the relevant and appropriate sources of professional learning for teachers to improve practice;
- ☐ Strategies for working effectively, sensitively and confidentially with parents/carers.

Placement information and assessment for EDUC1740

Duration: 10 days (single days over 10 weeks)

Description: “Hands-on” observation and classroom assistance

Areas for preservice teacher observation:

- ☐ Knowing your students and how they learn (approaches to teaching and learning)
- ☐ Strategies for differentiation to meet the needs of students
- ☐ Curriculum organisation
- ☐ Teaching strategies (including those for developing literacy and numeracy skills)
- ☐ Classroom organisation and behaviour management strategies;
- ☐ Strategies for student participation and engagement
- ☐ Approaches to/strategies for assessment
- ☐ Strategies for working with and engaging parents/carers
- ☐ Professional learning and engagement for teachers

Assessment: Final evaluation (see Appendix A)

Australian Professional Standards assessed within the school placement: 1.1, 2.1, 2.5, 4.2, 6.3, 7.1, 7.2

IMPORTANT DATES

EDUC1740 – Introduction to Primary Professional Experience 10 days (1 day per week – Friday)

Event	Date/s	Notes
Professional experience preparation	Approx. 2 weeks prior to first day of placement	Pre-service teacher makes contact with the professional experience school.
10 single days of Professional experience	4 Aug, 11 Aug, 18 Aug, 25 Aug, 1 Sep, 8 Sept, 15 Sept, 6 Oct, 13 Oct, 20 Oct	10 single days (one day per week – Fri). “Hands-on” observations and classroom assistance.
Preparation of Evaluation	Week beginning 16 Oct.	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.
Evaluation given to pre-service teacher. Preservice teacher to upload.	Week beginning 16 Oct or on completion of all required make-up days	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’
Pay claim forms	Friday 20 Oct	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and posts, faxes or 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 following website: <https://education.uq.edu.au/thank-you-mentoring-years-cohort-pre-service-teachers-university-queensland>

EDUC2740 Primary Professional Experience 1

Teaching is a multi-faceted profession. Becoming a teacher requires commitment and dedication to lifelong learning and personal growth through reflection. This course provides a further insight into school life and teaching through workshops and a 15 day block professional experience placement. Observing practice and learning from others provides the opportunity for personal development and growth. Therefore, there will be a focus on the continued development of critical skills for observation and an introduction to the planning of lessons, and segments of lessons. Students will be required to critically reflect on their personal teaching philosophy after the professional experience block. This course is developmental and links to Professional Experience 2 and 3 and is designed to build on and incorporate knowledge developed across Year 1 and 2 of the Bachelor of Education (Primary) program. The structure of this course also provides opportunity for placement in a rural or global context.

On-campus workshops and assessment for EDUC2740

Australian Professional Standards assessed within the course: 1.1, 1.5, 1.6, 2.1, 2.2, 2.5, 2.6, 3.1, 3.6, 4.2, 4.3, 5.1, 5.3, 5.4, 5.5, 6.1, 6.3, 7.1, 7.2

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 the placement school</i>)	Pass/Fail	2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 6.3, 7.1, 7.2
Implementation of Recent Developments in Literacy and Numeracy Report (<i>assessed by the university</i>)	Pass/Fail	1.5, 2.5, 3.6, 5.1, 5.4
Building a Portfolio (<i>assessed by the university</i>)	Pass/Fail	1.1, 1.6, 2.1, 2.2, 2.5, 4.3, 5.3, 5.5, 6.1, 6.3

On-campus workshops: 12 x 2 hour

Examples of topics included in the 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;
- ☐ Strategies to support full participation of students with disability;
- ☐ Teaching strategies (including those for developing literacy and numeracy skills) and lesson planning;
- ☐ Classroom organisation and behaviour management strategies;
- ☐ Assessment (systemic data, moderation of assessment and reporting mechanisms, the purpose of keeping accurate and reliable records);
- ☐ 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;
- ☐ How to work effectively with supervising teachers and respond appropriately to feedback designed to improve teaching practices.

Placement information and assessment for EDUC2740

Duration: 15 days (three-week block)

Description: Observations, classroom assistance, teaching segments of lessons.

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
- ☐ Classroom management and behaviour management strategies and skills
- ☐ The development of literacy and numeracy skills – classroom and school level strategies and programs
- ☐ 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 (systemic data – school, class, focus on students – for example PATM, PATR, NAPLAN; moderation of assessment, reporting mechanisms and the purpose of keeping accurate and reliable records).

Assessment: Final evaluation (see Appendix B)

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

IMPORTANT DATES

EDUC2740 – Primary Professional Experience 1 15 days (3 week block)

Event	Date/s	Notes
Professional experience preparation	Approx 2 weeks prior to first day of placement	Pre-service teacher makes contact with the professional experience school.
Supervised teaching practice	Mon 30 Oct – Fri 17 Nov	3 weeks
Preparation of Evaluation	Wed 17 Nov	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.
Evaluation given to pre-service teacher. Preservice teacher to upload.	Fri 17 Nov or on completion of all required make-up days	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'
Pay claim forms	Friday 17 Nov	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and posts, faxes or 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 following website: <https://education.uq.edu.au/thank-you-mentoring-years-cohort-pre-service-teachers-university-queensland>

EDUC3750 Primary Professional Experience 2

Becoming a teacher requires commitment and dedication to lifelong professional learning and personal growth through critical reflection. This course provides a further introduction to teaching through workshops and a 20-day block practicum. Observation of practice will be provided to enable the opportunity to improve practice. Continued practice in the design and implementation of units/lessons will also be a feature of this course. The focus of this course is on the relationship between the national professional standards for graduate teachers and the work of a teacher. This course is developmental and builds on EDUC2740, providing a basis for the subsequent course, EDUC4750. The course will also build on and incorporate knowledge developed across Years 1 to 3 of the Bachelor of Education (Primary) program.

On-campus workshops and assessment for EDUC3750

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 the placement 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 (<i>assessed by the university</i>)	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 activities: Lectures 8 x 1 hours, 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;
- ☐ 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);
- ☐ Assess, moderate, provide feedback and report on student learning;
- ☐ Using assessment data –systemic and class-based – 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). This includes using the Australian Professional Standards for Teachers and feedback from supervising teachers;
- ☐ Continue to understand the legislative, school and employing authority requirements, and ethical principles and practices in the teaching and learning process.

Placement information and assessment for EDUC3750

Duration: 20 days (four-week block)

Description: Appropriate teaching practice building to full lessons and to sequences of lessons through the four-week block in specific teaching area(s) (including area of specialisation). 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 behaviour management
- ☐ Assessing student learning
- ☐ Providing feedback to students on their learning

Assessment: Final evaluation (see Appendix C)

On the evaluation report the supervising teacher must also include feedback on the preservice teacher's ability to teach effectively in their primary specialisation. Refer also to Appendix H for guidelines for making judgements based on a preservice teacher's specialisation.

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

The **focus** of this block of supervised teaching practice is on the students' demonstration of an appropriate level of competence in meeting the relevant professional standards as set out in the Australian Professional Standards for Teachers; Graduate Career Stage as adopted by the Queensland College of Teachers (2012).

That is, the preservice teacher must:

- ☐ Demonstrate the appropriate levels of professional knowledge
- ☐ Demonstrate the skills required to plan for and implement effective teaching practice across the full range of learning activities incorporating teaching strategies, learning experiences and resources appropriate for the learning needs and styles of the students in the class
- ☐ Demonstrate, at a level appropriate to their stage of professional experience, the ability to create and maintain a safe and supportive learning environment
- ☐ Demonstrate the ability to assess, provide feedback and report on student learning
- ☐ Demonstrate a commitment to ongoing reflective practice and professional engagement
- ☐ Provide evidence of attainment of the level of language, literacy and numeracy skills needed for effective communication in a school context

Note: The performance indicators describing the required levels of competence in each of the focus areas are given in the Professional Experience 3 Evaluation.

Structure:

- ☐ It is expected that preservice teachers make contact with the school prior to the start of the professional experience.
- ☐ 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 the professional experience.
- ☐ Preservice teachers are expected to continue making structured observations of in-class and across-school observations for the period of the supervised professional experience.

Providing ongoing feedback on performance:

The provision of feedback by the supervising teacher is a critical feature of any placement. Feedback can be verbal, written on the copy of the plan submitted for the lesson or on the feedback forms provided. The preservice teacher should make notes on any feedback given verbally. The acceptance of constructive feedback and the incorporation of advice into subsequent planning is one mark of a reflective beginning teacher.

Assessment:

In the last week of the supervised professional experience:

- ☐ an assessment of performance is made
- ☐ a Professional Experience 2 Evaluation is prepared and signed by all parties

The necessary forms are available online

IMPORTANT DATES

EDUC3750 – Primary Professional Experience 2
20 days (4 week block)

Activity	Date/s	Notes
Preparation for Professional Experience	Approx. 2 weeks prior to first day of placement	Preservice teacher makes contact with the school.
Supervised teaching practice	Monday 14 August – Friday 8 September	4 weeks
Preparation of Professional Experience 2 Evaluation	Wednesday 6 September	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.
Return of Professional Experience 4 Evaluation Preservice teacher to upload.	Friday 8 September	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'
Pay claim forms	Friday 8 September	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and posts/emails/faxes 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 at <https://education.uq.edu.au/thank-you-mentoring-years-cohort-pre-service-teachers-university-queensland>

EDUC4750 Primary Professional Experience 3

This is the culminating professional experience course in the Bachelor of Education (Primary) 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 35-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. As this course contains a professional experience component in a school it is permission listed so that academic, preservice teacher risk assessment Blue Card status checks can be completed prior to enrolment.

On-campus workshops and assessment for EDUC4750

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
Policies & Procedures for Professional Experience (<i>assessed by the university</i>)	Pass/Fail	7.1, 7.2
Supervised professional experience Please see Professional Experience Handbook for details of this task (Appendix D) (<i>assessed by the placement school</i>)	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 the Professional Experience Handbook for further details of this task (Appendix F) (<i>assessed by the university</i>)	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 (<i>assessed by the university</i>)	Pass/Fail	3.7, 6.1, 6.2, 7.3, 7.4

On-campus activities: Lectures 8 x 2 hours, 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;
- ☐ Assess, moderate, provide feedback and report on student learning (continued);
- ☐ Using student assessment data to evaluate student learning and modify teaching practice;
- ☐ 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, assessment data and ethical principles and practices in the teaching and learning process.

Placement information and assessment for EDUC4750

Duration: 35 days (seven-week block)

Description: Observations, full lessons and sequences of lessons (the focus should be on sequences of lessons).

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 D)

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

In the Final Professional Experience Recommendations report the supervising teacher must also include feedback on the preservice teacher's ability to teach effectively in their primary specialisation. Refer also to Appendix H for guidelines for making judgements based on a preservice teacher's specialisation.

*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 E & F 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.

IMPORTANT DATES

EDUC4750 – Primary Professional Experience 3
35 days (7 week block)

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	31 Jul – 15 Sep	7 weeks
Preparation of the Interim report OR at-risk report Interim Report – Preservice teacher to upload At Risk Form – Email to UQ	14 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. Please do not email Interim Reports to UQ. Student is to upload to their 'Blackboard' site.
Preparation of the Final professional experience recommendations report	11 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.
Final professional experience recommendations report given to pre-service teacher. Preservice teacher to upload.	Due the week commencing 11 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.
Pay claim forms	To be submitted once the placement block has been completed .	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.

The Structure of the Professional Experience

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:

- Meet school staff and the classes they will teach.
- Work with the supervising teacher/s to plan the initial lessons.
- Begin the structured observations they will continue throughout the professional experience.
- Where possible, these observations could also take in the wider school setting or perhaps involve observation at other levels.
- 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. This may include taking small groups of students or part of a lesson.

It would be appreciated if schools could prepare a timetable of activities for preservice teachers so that they are aware of their responsibilities while in the school.

Supervised Professional Experience and Teaching Load

As EDUC1740 is the first supervised professional experience opportunity for preservice teachers, it is expected that during this placement preservice teachers should be involved in “hands on observation”/classroom assistance. For EDUC2740, preservice teachers will continue observations and work towards teaching segments of lessons and full lessons.

The total teaching time during the professional experience for both EDUC3750 and EDUC4750 should approximate 50% of a full-time teaching load in the school. For EDUC3750, students should be teaching a 50% load by the end of the professional experience. For EDUC4750, students should be teaching a 50% load from week 2 of the professional experience. As schools use so many different arrangements it is difficult to be precise as to the number of lessons to be taught daily. The supervising teacher may choose to team teach or to allow the preservice teacher to take parts of lessons in the early weeks.

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.

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 EDUC4750 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 of preservice teachers 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 (refer to page 26 for at risk process).

In the final week of the professional experience, the supervising teacher/s will prepare the **final evaluation report** which is available on the School of Education website (for EDUC4750 this will be the Final Professional Experience Recommendations report, refer to page 18). The preservice teacher signs the form to indicate that they have 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 school coordinator of preservice teachers arranges for a signed copy to be sent to UQ, via email, fax or mail, and retains a copy for their school records.

Cases where Immediate Action is required

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.

The Final Professional Experience Recommendations Report (EDUC4750 only)

In the final week of the professional experience for EDUC4750, the supervising teacher prepares the **Final Professional Experience Recommendations** report (available on the School of Education website, see also Appendix D).

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 the 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.

In Section 7 – Overall Comments, the supervising teacher must also include feedback on the preservice teacher's ability to teach effectively in their primary specialisation.

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 (**please indicate the primary specialisation**). 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 they have 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 arranges for an electronic copy to be sent to UQ via email and 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.**

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 any in-school professional experience:

For the period of any supervised teaching practice, preservice 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.

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.

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 areas of development 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.

Preservice teacher's 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 professional experience. 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

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 the 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.

Attendance

Supervising teachers and course coordinators will be required to sign off on the preservice teacher's 'attendance sheet' to record the 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 UQ facilitator by email in the case of any serious problems arising. In the absence of a UQ facilitator (i.e. 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 Director of Professional Experience, 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.

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 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.**

Personal Reflections

You 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.**

Observation of lessons

You 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 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.

Roles and responsibilities of host school personnel

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

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 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.

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.

Roles and Responsibilities of UQ School of Education Staff - Professional Experience Facilitators

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 rural/regional placement. In these cases contact will be by e-mail, Zoom 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.
- Participates in at-risk meetings if any are held and submits at-risk documents to the School of Education
- 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.
- 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.

Concerns Regarding Preservice Teacher Professionalism and/or Performance

The School of Education must be notified immediately 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.

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.

- An “At Risk” interview (initiated by the school or 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.
- 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 (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 UQ 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 UQ 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 UQ facilitator.
- The Director of Professional Experience/or Course Coordinator makes contact with the preservice teacher regarding their options for moving forward with the program.

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

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>

APPENDIX A

EDUC1740 Final Evaluation

This document can also be found on the EDUC1740 homepage
<https://education.uq.edu.au/introduction-primary-professional-experience>

Bachelor of Education (Primary)

EDUC1740

Introduction to Primary Professional Experience

Final Evaluation

Preservice teacher's name						
Dates						
School name and address						
School context	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):					
Number of days	10 days (single days over 10 weeks)					
Learning phase	Primary year level:					
Curriculum specialisation						
Class size						
School context	Students with disability	<input type="checkbox"/>	Indigenous students	<input type="checkbox"/>	Culturally and linguistically diverse students	<input type="checkbox"/>

Description of placement: "Hands-on" observation and classroom assistance

Domain One – Professional Knowledge

Examples of evidence

- Professional conversation between the supervising teacher and preservice teacher.
- A supervising teacher's observation notes.
- The preservice teacher's written reflections and observation notes.

Not Developed (ND), Developing Towards (DT)

APST	ND	DT	Comments
<ul style="list-style-type: none"> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 1.1 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teacher area. 2.1 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 2.5 	<input type="checkbox"/>	<input type="checkbox"/>	

Domain Two – Professional Practice

Examples of evidence

- Professional conversations between the supervising teacher and preservice teacher.
- The preservice teacher's written reflections and observation notes.
- A supervising teacher's observation notes of preservice teacher's ability to assist in classroom activities and to provide clear directions.

Not Developed (ND), Developing Towards (DT)

	APST	ND	DT	Comments
Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2	<input type="checkbox"/>	<input type="checkbox"/>	

Domain Three – Professional Engagement

Examples of evidence

- Professional conversations between the supervising teacher and preservice teacher
- A supervising teacher's observation notes including comments on understanding and adherence to legislative requirements.
- The preservice teacher's reflections and application of supervising teacher feedback
- 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

Not Developed (ND), Developing Towards (DT)

APST	ND	DT	Comments
<ul style="list-style-type: none"> Seek and apply constructive feedback from supervisors and teachers to improve teaching practice 6.3 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.1 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage. 7.2 	<input type="checkbox"/>	<input type="checkbox"/>	

Overall assessment of performance

Based on the preservice teacher's performance across this final evaluation, please indicate their overall level of performance.

Not developed	Developing towards
<input type="checkbox"/>	<input type="checkbox"/>

Preservice teachers who receive an overall assessment of 'Not Developed' will be unable to pass the professional experience component.

Overall comments

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

Signatures

Preservice teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Site coordinator's name		Signature	
		Date	

APPENDIX B

EDUC2740 Final Evaluation

This document can also be found on the EDUC2740 homepage
<https://education.uq.edu.au/primary-professional-experience-1>

Bachelor of Education (Primary)

EDUC2740

Primary Professional Experience 1

Final Evaluation

Preservice teacher's name						
Dates						
School name and address						
School context	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):					
Number of days	15 days (3 week block)					
Learning phase	Primary year level:					
Curriculum specialisation						
Class size						
School context	Students with disability	<input type="checkbox"/>	Indigenous students	<input type="checkbox"/>	Culturally and linguistically diverse students	<input type="checkbox"/>

Description of placement: "Hands-on" observation, classroom assistance, teaching segments of lessons.

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:

- Lesson plans (for segments of lessons/mini lessons) and resources

Documented feedback and evaluation of planning that reflects:

- Sequencing, scaffolding, learning intention/goals, learning activities and teaching strategies
- The preservice teacher's written reflections

Not Developed (ND), Developing Towards (DT), Developed (D)

APST		ND	DT	D	Comments
Organise content into an effective learning and teaching sequence.	2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as activity sheets and resources
- A supervising teacher's observations notes, including comments on student engagement, 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.

Not Developed (ND), Developing Towards (DT), Developed (D)

APST		ND	DT	D	Comments
• Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teacher area.	2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Seek and apply constructive feedback from supervisors and teachers to improve teaching practice	6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Examples of evidence

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

Not Developed (ND), Developing Towards (DT), Developed (D)

APST	ND	DT	D	Comments
<ul style="list-style-type: none"> • Demonstrate the capacity to organise classroom activities and provide clear directions. 4.2 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Demonstrate knowledge of practical approaches to manage challenging behaviour. 4.3 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 4: Assessing and recording learning

Not assessed during this professional experience

Section 5: Professional conduct

Examples of evidence

- 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

Not Developed (ND), Developing Towards (DT), Developed (D)

APST	ND	DT	D	Comments
<ul style="list-style-type: none"> • Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.1 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 7.2 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 6: Overall assessment of performance

Based on the preservice teacher's performance across this final evaluation, please indicate their overall level of performance.

Not Developed	Developing Towards	Developed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preservice teachers who receive an overall assessment of 'Not Developed' will be unable to pass the professional experience component.

Section 7: Overall comments

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

Section 8: Signatures

Preservice teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Site coordinator's name		Signature	
		Date	

APPENDIX C - EDUC3750 Final Evaluation

This document can also be found on the EDUC3750 homepage
<https://education.uq.edu.au/primary-professional-experience-2-new-bed-prim-program>

Bachelor of Education (Primary)

EDUC3750 – Primary Professional Experience 2

Final Evaluation

Preservice teacher's name						
Dates						
School name and address						
School context	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):					
Number of days	20 days (four-week block)					
Learning phase	Primary year level	<input type="checkbox"/>				<input type="checkbox"/>
Curriculum specialisation						
Class size						
Classroom context	Students with disability	<input type="checkbox"/>	Indigenous students	<input type="checkbox"/>	Culturally and linguistically diverse students	<input type="checkbox"/>

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

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 intention/goals, learning activities, differentiation and teaching strategies
- The preservice teacher's written reflections

Not Developed (ND), Developing Towards (DT), Developed (D), Well Developed (WD)

APST	ND	DT	D	WD
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 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. 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. 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise content into an effective learning and teaching sequence. 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. 2.	<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. 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. 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan lesson sequence using knowledge of student learning, content and effective teaching strategies. 3.2	<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.

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 observations 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.

Not Developed (ND), Developing Towards (DT), Developed (D), Well Developed (WD)

APST	ND	DT	D	WD
<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the concepts, 2.1 substance and structure of the content and teaching strategies of the teacher area. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Implement teaching strategies for using ICT to expand 2.6 curriculum learning opportunities for students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Include a range of teaching strategies. 3.3 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Demonstrate knowledge of a range of resources, including 3.4 ICT, that engage students in their learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Demonstrate a range of verbal and non-verbal 3.5 communication strategies to support student engagement. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Seek and apply constructive feedback from supervisors 6.3 and teachers to improve teaching practice 	<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.

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

Examples of evidence

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules and 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.

Not Developed (ND), Developing Towards (DT), Developed (D), Well Developed (WD)

	APST	ND	DT	D	WD
• Identify strategies to support inclusive student participating and engagement in classroom activities.	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.	4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate knowledge of practical approaches to manage challenging behaviour.	4.3	<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.

Section 4: Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, 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 and questioning techniques.
- The preservice teacher's written reflections and application of supervising teacher feedback.

Not Developed (ND), Developing Towards (DT), Developed (D), Well Developed (WD)

	APST	ND	DT	D	WD
• Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	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.	5.2	<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	5.4	<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.

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.
- Documented participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff

Not Developed (ND), Developing Towards (DT), Developed (D), Well Developed (WD)

	APST	ND	DT	D	WD
<ul style="list-style-type: none"> • Develop strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. 	4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • 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. 	4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 	7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 	7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context <ul style="list-style-type: none"> • Understand strategies for working effectively, sensitively and confidentially with parents/carers. 	7.3	<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.

Section 6: Overall assessment of performance

Based on the preservice teacher's performance across this final evaluation, please indicate their overall level of performance.

Not Developed	Developing Towards	Developed	Well Developed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preservice teachers who receive an overall assessment of 'Not Developed' or 'Developing Towards' will be unable to pass the professional experience component.

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.

Name		Signature	
Position		Date	
Name		Signature	
Position		Date	

Section 9: Signatures

Preservice teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Site coordinator's name		Signature	
		Date	

APPENDIX D - EDUC4750 Final Professional Experience Report

This document can also be found on the EDUC4750 homepage
<https://education.uq.edu.au/primary-professional-experience-3-semester-2>

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	iii	iii	iii	iii
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	iii	iii	iii	iii
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST1.5	iii	iii	iii	iii
Organise content into an effective learning and teaching sequence.	APST2.2	iii	iii	iii	iii
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	iii	iii	iii	iii
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	iii	iii	iii	iii
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST3.1	iii	iii	iii	iii
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST3.2	iii	iii	iii	iii
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	iii	iii	iii	iii

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.	APST2.1	lii	lii	lii	lii
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST2.6	lii	lii	lii	lii
Include a range of teaching strategies.	APST 3.3	lii	lii	lii	lii
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	lii	lii	lii	lii
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	lii	lii	lii	lii
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST3.6	lii	lii	lii	lii
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST6.3	lii	lii	lii	lii
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	lii	lii	lii	lii
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	■	■	■	■
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	■	■	■	■

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	iii	iii	iii	iii
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	iii	iii	iii	iii
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	iii	iii	iii	iii

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	iii	iii	iii	iii
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	iii	iii	iii	iii
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	iii	iii	iii	iii
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	iii	iii	iii	iii
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	iii	iii	iii	iii

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"/>	lii	<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	lii	lii	lii	lii
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST7.1	lii	lii	lii	lii
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST7.2	lii	lii	lii	lii
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST7.4	lii	lii	lii	lii
Please leave blank if unable to assess in the school context	APST 7.3	lii	lii	lii	lii
Understand strategies for working effectively, sensitively and confidentially with parents/carers.					

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.

APST6.1

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.

APST6.4

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 E - EDUC4750 GTPA

Fact sheet for Schools and Supervising Teachers



Information for schools and supervising teachers



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 teacher's 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 Standards 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:

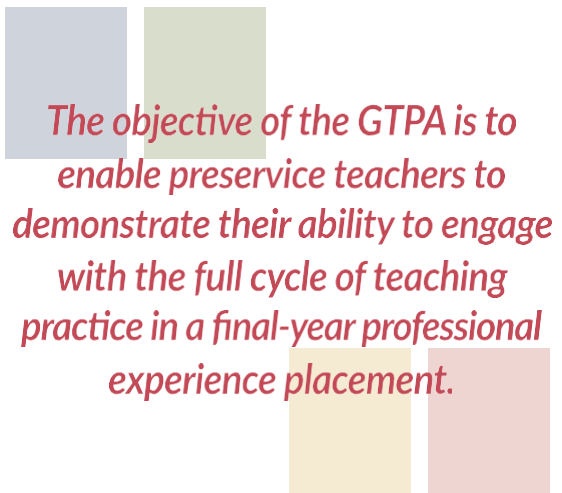
- meet the new national requirement for all preservice teachers to undertake an authentic culminating summative assessment to demonstrate professional readiness. As indicated below, the official Trial of the GTPA was completed and the report accepted by AITSL in 2017.
- Enable teachers in their final 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 assessment 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 differentiate 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 code 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.

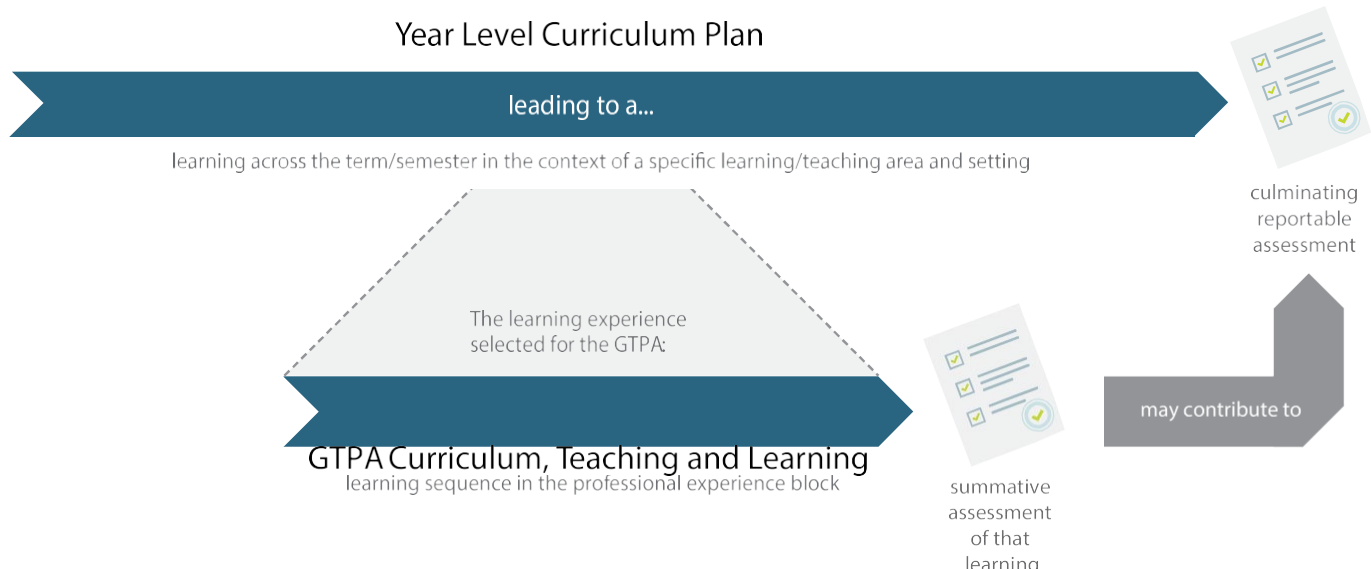
The assessment is authentic in the way it addresses:

1. preservice teacher's 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 student's 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 relationship between the classroom context. Year level curriculum plan and the GTPA learning sequence. It also shows 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.

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

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 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.

- 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/teachers
- 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 programs. 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.



graduatetpa.com.au

© Australian Catholic University Limited (ABN 15 050 192 660)

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

GPO Box 2587
Brisbane Qld 4001

+617 3623 7858
ilste@acu.edu.au



APPENDIX F - EDUC4750 GTPA

Fact sheet for Preservice Teachers



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.

graduatetpa.com.au

© Australian Catholic University Limited (ABN 15 050 192 660)



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 (higher education institutions) 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

ACU

AUSTRALIAN CATHOLIC UNIVERSITY



Institute for Learning Sciences and Teacher Education

graduatetpa.com.au

© Australian Catholic University Limited (ABN 15 050 192 660)

Level 4, 229 Elizabeth Street
Brisbane Qld 4000

GPO Box 2587
Brisbane Qld 4001

+617 3623 7858
ilste@acu.edu.au

ACU INSTITUTE FOR
LEARNING SCIENCES
AND TEACHER
EDUCATION

APPENDIX G - At Risk Form

This document can also be found on each course homepage

EDUC1740	https://education.uq.edu.au/introduction-primary-professional-experience
EDUC2740	https://education.uq.edu.au/primary-professional-experience-1
EDUC3750	https://education.uq.edu.au/primary-professional-experience-2-new-bed-prim-program
EDUC4750	https://education.uq.edu.au/primary-professional-experience-3-semester-2

Preservice Teacher 'At Risk of Failure' Notification

This form is used to record the area/s of concern and the strategies that are to be used by the preservice teacher to improve in the area/s. Early intervention is important. **An at risk of failure report should be completed instead of an interim report if there are concerns with progress.**

The UQ Facilitator should be contacted prior to completing this form and where possible should be present during the school's At Risk meeting with the preservice teacher. Complete this form and return a copy to UQ School of Education as soon as possible and provide a copy to the preservice teacher.

Improvement to a satisfactory level in the areas identified *must* be shown by the preservice teacher within a week of the meeting date.

Preservice teacher :		Date:	
School:			
The preservice teacher's progress will be reviewed on (please note : this review date may be sooner if there is minimal improvement).		Date:	

Possible areas of concern/s:	
1. Planning effectively - preparation for teaching	4. Assessing and recording learning
2. Teaching effectively - enactment of teaching	5. Professional conduct
3. Managing effectively - create safe and supportive learning environments	6. Other

PART A (to be completed prior to or during the at risk meeting)

Please advise in the space below which of the above area/s are of concern. Identify specific issues in the area/s of concern.

--

Identify actions/strategies that will be put in place by the preservice teacher to try and improve in the identified areas.

--

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 (where available)			

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

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

and detailed action plan for how they will aim to improve in the identified areas, including a list of goals.

UQ facilitator (where available)

APPENDIX H - Guidelines for making judgements for specialisations

Guidelines for making judgements for specialisations

This guideline has been adapted from the AITSL – Primary Specialisation: Graduate outcomes stimulus paper <https://www.aitsl.edu.au/tools-resources/resource/primary-specialisation---graduate-outcomes-stimulus-paper>

3 rd year level (EDUC3750)	4 th year level (EDUC4750)
Confidence and enthusiasm for their subject area and the teaching of that subject area	Enhanced confidence and enthusiasm for their subject area and the teaching of that subject area
Appreciation of their subject area that includes but is not confined to an understanding of its usefulness across curriculum.	Appreciation of their subject area that includes but is not confined to an understanding of its usefulness across curriculum.
Adequate subject area knowledge	Deep subject area knowledge
Knowledge of how to teach the subject area including: <ul style="list-style-type: none"> • Use of a range of teaching strategies; • age-appropriate pedagogies that considers diverse learners • pedagogies that support students to develop an appreciation of and enthusiasm for the discipline. • Ability to draw on a range of resources 	Deep knowledge of how to teach the subject area including: <ul style="list-style-type: none"> • Use of a broad range of teaching strategies; • age-appropriate pedagogies that are inclusive of all learners (e.g., learners with diverse needs); and, • pedagogies that support students to develop an appreciation of and enthusiasm for the discipline. • Ability to draw on a wide range of resources
Capacity to interpret and use assessment data to inform planning and teaching including differentiating teaching for students with particular learning needs.	Capacity to design assessments and to interpret and use assessment data from a broad range of sources to inform planning and teaching including differentiating teaching for students with particular learning needs.
Ability to assess student learning and identify potential strategies for increasing the impact of their teaching on individual students	Ability to assess student learning and identify potential strategies for increasing the impact of their teaching on individual students
Developing capacity to understand, evaluate and improve the impact of their teaching on student learning	Capacity to understand, evaluate and improve the impact of their teaching on student learning
Developing ability to articulate the evidence behind their practice to be able to explain the rationale for their approach	Ability to articulate the evidence behind their practice to be able to explain the rationale for their approach
Interest in continued professional learning in their subject area	Interest in continued professional learning in their subject area
Developing capacity to share their knowledge with other teachers.	Capacity to share their knowledge with other teachers.