![GTPA — GRADUATE TEACHER PERFORMANCE ASSESSMENT®]

PRESERVICE TEACHER BOOKLET 2024

This booklet is to be used by all preservice teachers completing the GTPA in a school-based professional experience placement.

TABLE OF CONTENTS

Introduction

The Graduate Teacher Performance Assessment (GTPA) is a culminating authentic summative assessment completed during a final-year professional experience placement. The GTPA is a core element of the corpus of evidence generated from the academic program and professional experience to demonstrate achievement of the Graduate Teacher Standards. It requires linking practice and theory so that practice itself becomes the subject of critical inquiry within disciplinary specialisations. It provides evidence of graduate teachers' competence and readiness for classroom practice, matched against the Australian Professional Standards for Teachers (APST; Australian Institute for Teaching and School Leadership [AITSL], 2011, revised 2018).

The GTPA satisfies the requirements of National Program Standard 1.2 for 'pre-service teachers to have successfully completed a final-year teaching performance assessment prior to graduation that is shown to be a reflection of classroom teaching practice including the elements of planning, teaching, assessing and reflecting' (AITSL, 2015, revised 2018, 2019, p. 12). The GTPA enables Initial Teacher Education (ITE) programs to demonstrate impact on graduate teacher preparedness for the profession. It also provides opportunity for preservice teachers to demonstrate the impact of their teaching on student learning.

The GTPA is an integrated assessment of teaching practice. It is designed to:
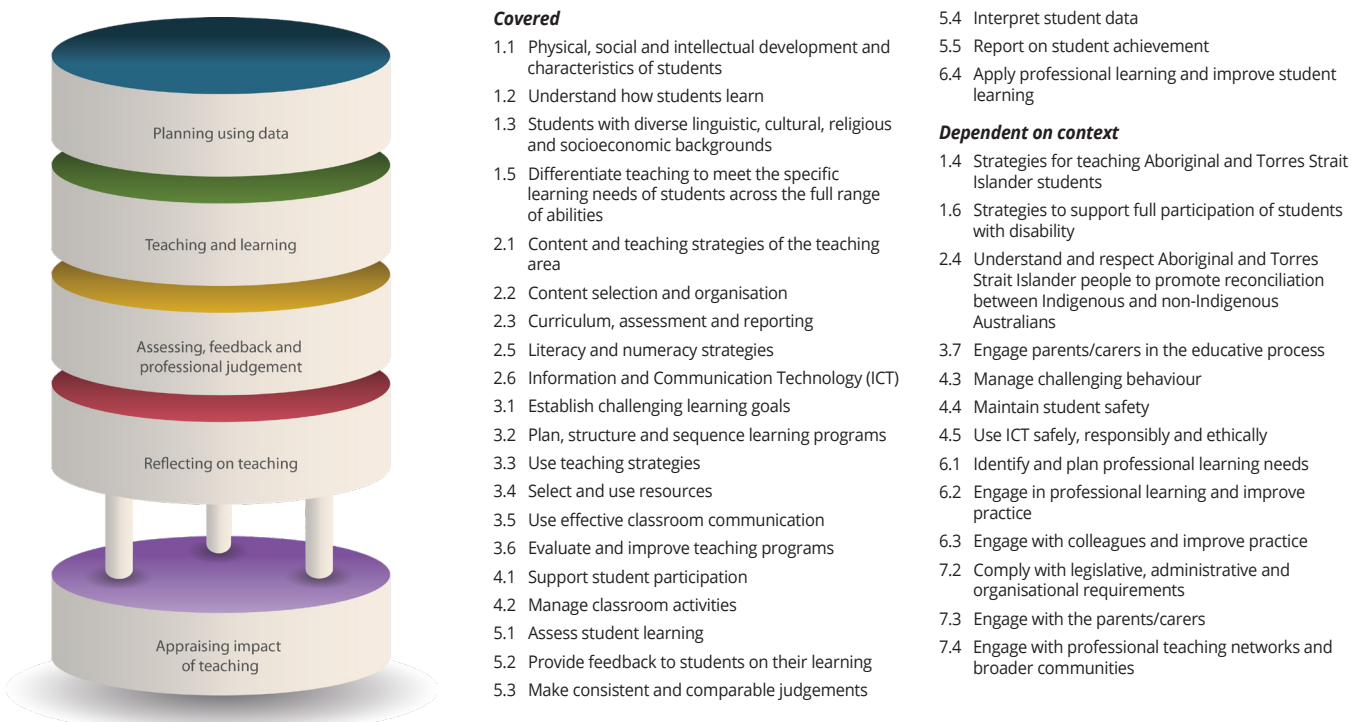
1. provide evidence of competence in classroom teaching practices;
2. assess preservice teachers' performance against the content of the Graduate Teacher Standards as listed in the APST (AITSL, 2011, revised 2018); and
3. identify clear, measurable and justifiable features that discriminate between meeting and not meeting the Graduate Teacher Standards.

As shown in Diagram 1 below, through completing the GTPA, preservice teachers demonstrate their knowledge, understanding and capabilities in planning with data; teaching and learning; assessing, providing feedback and professional judgement; reflecting on teaching practice, and appraising the impact of teaching on student learning. This demonstration of practice includes making adjustments to meet the learning needs of all students in the class. In completing the GTPA the preservice teacher makes connections between theory and practice, and provides evidence of pedagogic decision-making, teaching practices, and learning outcomes. It affords preservice teachers an opportunity to express their emerging professional agency and identity in teaching cycles and scenarios.

● ● ● ● ● ● ● ●

Diagram 1: Core practices of the GTPA and coverage of the APSTs

Diagram 1 represents the five practices of the GTPA and the coverage of the focus areas of the APSTs. This diagram is to be read in conjunction with the Statement of criteria (see p. 12) and Appendix 1 (see p. 17).

Covered

1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
2.1 Content and teaching strategies of the teaching area
2.2 Content selection and organisation
2.3 Curriculum, assessment and reporting
2.5 Literacy and numeracy strategies
2.6 Information and Communication Technology (ICT)
3.1 Establish challenging learning goals
3.2 Plan, structure and sequence learning programs
3.3 Use teaching strategies
3.4 Select and use resources
3.5 Use effective classroom communication
3.6 Evaluate and improve teaching programs
4.1 Support student participation
4.2 Manage classroom activities
5.1 Assess student learning
5.2 Provide feedback to students on their learning
5.3 Make consistent and comparable judgements

5.4 Interpret student data
5.5 Report on student achievement
6.4 Apply professional learning and improve student learning

Dependent on context

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
1.6 Strategies to support full participation of students with disability
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
3.7 Engage parents/carers in the educative process
4.3 Manage challenging behaviour
4.4 Maintain student safety
4.5 Use ICT safely, responsibly and ethically
6.1 Identify and plan professional learning needs
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.2 Comply with legislative, administrative and organisational requirements
7.3 Engage with the parents/carers
7.4 Engage with professional teaching networks and broader communities

Mandatory inclusions in your GTPA submission:

1. the coversheet confirming inclusion of all required submission elements, signed authenticity statement, and research permission (see p. 13);

2. the professional experience context statement that presents characteristics of the school and classroom site where the GTPA was completed (see p. 14);

3. the demonstration of competence in five interrelated practices: planning, teaching, assessing, reflecting, and appraising (4000 – 5000 words), with embedded evidence;

4. the profile of data collection and use (see p. 15);

5. evidence of moderation practice including accompanying cognitive commentaries (see p. 16);

6. a reference list of all materials (curriculum, school documents, policy, theory and research) cited in your submission using APA (7th edition).

The submission must show research-informed practice and the discerning selection and use of evidence to inform teaching, learning and assessment. The evidence is to be integrated in your submission and may include print, visual, audio and multimodal materials. The submission must be complete and include the five core practices. Evidence is to be embedded in each practice, with accompanying annotations showing reasoning and decision-making.

Important: *Please refer to the* **profile of data collection and use** *(Table 1, see p. 7) and* **Appendix 2** *(Audit tool, see p. 21) in completing your submission. Your completed GTPA is to be submitted* **two weeks** *after the conclusion of your placement.*

The core practices of the GTPA are understood as interrelated. They are:
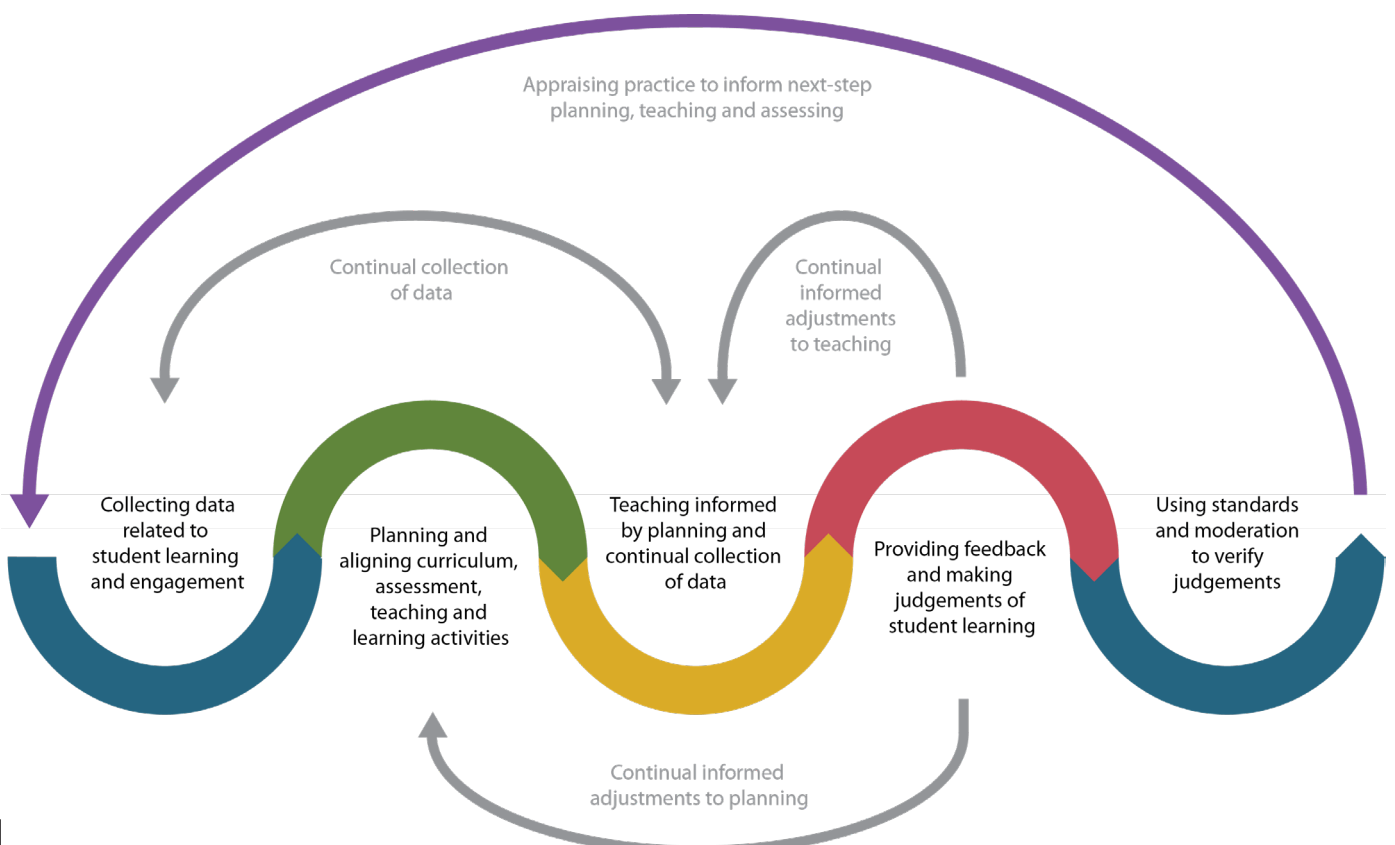
Planning using data

Teaching and learning

Assessing, feedback and professional judgement

Reflecting on teaching

Appraising impact of teaching

Diagram 2 illustrates the interrelatedness of these practices. The collection of data occurs initially to inform planning and teaching decisions. During teaching, data collection is to be continuous as it relates to each of the practices. Formative assessments of student work, including feedback provided to students, contribute to evidence of learning and further inform adjustments to planning and teaching. In moderation, teachers share their understanding of how achievement standards apply to student work. Teachers reflect and appraise their work in a continuous cycle to monitor its impact on student learning and to inform next step planning and teaching.

Diagram 2: GTPA as an integrated assessment of teaching practice

Appraising practice to inform next-step planning, teaching and assessing

Continual collection of data

Continual informed adjustments to teaching

Collecting data related to student learning and engagement

Planning and aligning curriculum, assessment, teaching and learning activities

Teaching informed by planning and continual collection of data

Providing feedback and making judgements of student learning

Using standards and moderation to verify judgements
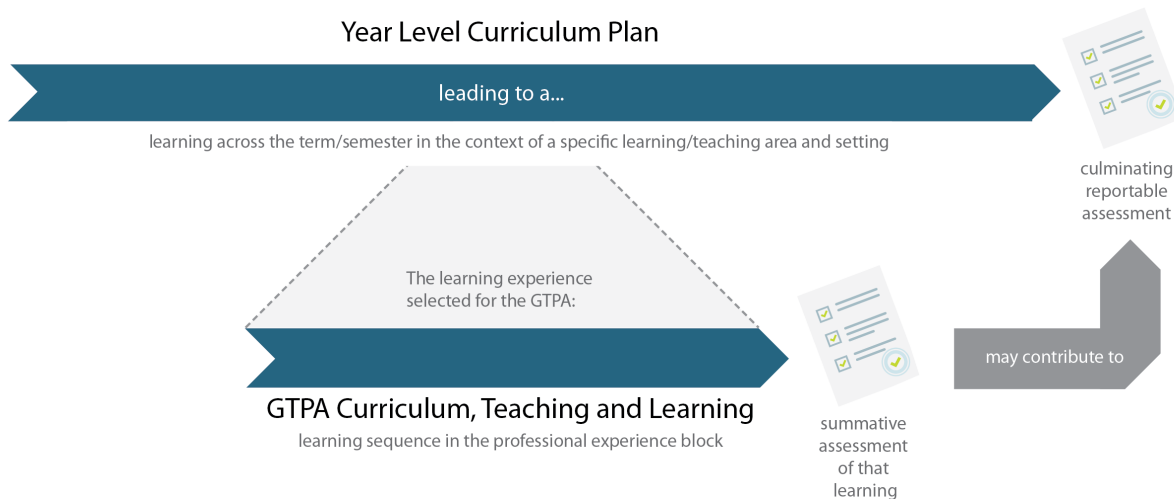
Continual informed adjustments to planning

Preparing for the GTPA

During your professional experience placement, you will be working with your mentor or supervising teacher and possibly other teachers in your school context. While there are aspects of the planning, teaching and assessing cycle that may be set by others, the GTPA requires you to sustain a focus on this cycle in one class over a sustained learning sequence. You are the teacher taking responsibility for the whole class in this sequence, which is to be completed during your placement.

Requirements for the learning sequence are that it is:
- undertaken in one class (this may be constituted by a single year level or a range of year levels as in composite or multi-age classes);
- sustained over the period of placement (minimum 4 weeks);
- focused on a single learning or teaching area, or a combination of subjects in an integrated approach; and
- significant and implemented across a series of lessons that have clearly defined learning goals for the **whole class** and the **three focus students** selected to represent the full range of achievement levels in the class.

Diagram 3 illustrates the relationship between the classroom context, Year level curriculum plan and the GTPA learning sequence. It also shows the relationship between the summative assessment implemented in the GTPA and the culminating reportable assessment that is a part of the class and school program.

Year Level Curriculum Plan

leading to a...

learning across the term/semester in the context of a specific learning/teaching area and setting

culminating reportable assessment

The learning experience selected for the GTPA:

GTPA Curriculum, Teaching and Learning

learning sequence in the professional experience block

summative assessment of that learning

may contribute to

You will be working to and fro across each of the five practices in the course of your placement to develop appropriate and sufficient evidence of your teaching throughout the learning sequence. Before you start, you should read carefully the requirements of each section, including necessary evidence types, to inform your presentation.

Quality GTPA submissions are exemplified by:
- integrated and well-planned use of evidence embedded in each practice with annotations that demonstrate your reasoning, decision-making and problem-solving;
- professional voice that shows agency in the classroom context;
- deep understanding of the iterative nature of data usage, planning, teaching and assessing;
- integrated use of research and theory to reflect on effectiveness of practice;
- critical reflection in and through the teaching and learning cycle to consider how and why teaching is impacting on student learning, and how to improve teaching practice;
- clear outlines of next-step teaching for the class and the focus students; and
- explication of how you have addressed the focussed teaching of literacy, numeracy and general capabilities, to support student learning in the curriculum.

> The GTPA requires preservice teachers to demonstrate professionalism and adhere to academic language conventions. The completed submission should reflect ethical conduct (refer APST 7.1) and meet respective University Codes of Ethics and Codes of Conduct. Adherence to the accepted conventions for clear and coherent communication is expected. This includes fluency of expression; accurate spelling, punctuation and grammar; and use of appropriate professional terminology. You are required to use APA (7th edition) referencing style. Your references should include relevant published research, curriculum and policy materials, drawn on in presenting each of the five practices.

Practice 1: Planning using data

1. Collect and interpret a range of data to inform your planning and teaching, to establish students' learning needs and current levels of performance; desired levels of performance, and strategies to progress learning
    *   Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes
    *   Establish students' current level of performance, desired level of performance, and readiness for learning.

2. Align curriculum, assessment and pedagogy with a focus on learning
    *   Use the official curriculum and other relevant materials to plan connected teaching and learning sequences
    *   Identify opportunities for explicit teaching of general capabilities including literacy and numeracy in the curriculum.

Note: The term planning is understood to refer to the development of your learning sequence. This is to be informed by a range of performance data and relevant research. Adjustments to planning occur continuously throughout the teaching, learning and assessing cycle informed by ongoing data collection and use (see p. 4: Diagram 2).

What do I need to do?

1. *You are required to collect, interpret and use a range of data to plan for your teaching in the whole class and small group settings, and for your three focus students.*

Data is used to establish prior learning and current levels of achievement. It is also used to identify student learning goals and needs, and to plan strategies for student growth. In this you will plan for teaching across the **full range of abilities**. Data is continuously gathered throughout teaching to establish what learning is occurring and how well, providing you with opportunity to gauge learner progress and to adjust your teaching accordingly.

You will be teaching and assessing all students and will need to demonstrate that you have used data about the **whole class**. You should also identify **three focus students** who represent the full range of achievement in the class. Normally this range includes those students who are assessed as: at the expected level, below or well below the level, and above or well above the level. This means that while your data collection is to support whole class planning and teaching, you will also document the data collected from your focus students to demonstrate differentiated practice. The data sources could include the following and be checked against the Audit tool (see Appendix 2):

*   records and observations of classroom talk and patterns of interaction;
*   records of learning, informed by consultations with individual students, teachers and/or paraprofessionals;
*   your own detailed analysis of student work samples; and
*   earlier teacher assessments, for both formative and summative purposes, and standardised test data.

The data you collect, interpret and use for planning will provide a basis for appraising the impact of your teaching (see Practice 5).

Diagram 4 identifies the different levels from which you may collect data for use in your GTPA.

2. *You will need to demonstrate the alignment of curriculum, assessment and pedagogy. You will describe the decisions and actions you took to design and differentiate the learning experiences for the whole class and with reference to your three focus students, based on the official curriculum, school requirements, and the collected data.*

A key concept that should underpin your curriculum alignment is front-ending assessment. This is taken to refer to the deliberate planning for assessment, concurrent with planning for teaching and learning. This is distinctively different from seeing assessment as a terminal or endpoint, after teaching has occurred. The purpose of front-ending assessment is to identify the expected knowledges, skills and capabilities that students are required to display as a result of teaching, and incorporate these elements into your planning to ensure optimal opportunities for student learning.
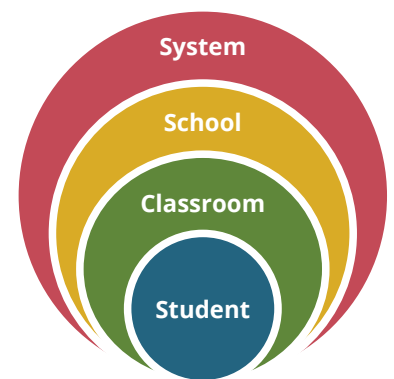

Diagram 4: Data sources and levels of analysis

Data collected over the placement is to provide a basis for inferring the learning needs of your students and for informing next step teaching. Data is to be collected at the system, school, classroom and student level as suited to the teaching program.

What do I need to submit?

Length of Section 1: 800-1000 words (excluding evidence)

This section should document the types of data you collected, addressing the scope and sufficiency of the information as a basis for initial and ongoing planning. The data for the **whole class** and for your **three focus students** is to be included to illustrate how this informed your understanding of individual learning needs and how you interpreted and analysed this for planning the alignment of your teaching, learning and assessment approaches. The primary purpose is to demonstrate the **data-informed decisions** and actions that you took early in your professional experience, and the **related assumptions** you made about students' prior learning and readiness to proceed with new learning based on the curriculum.

The types and purpose of data you collected and used in your planning are integrated into your submission (see Table 1). Evidence-informed decisions using data, including research findings, are to be included.

Required accompanying evidence embedded in your text:

i)   A completed profile of data collection and use (see Table 1). This is a mandatory inclusion. Remember to remove **all** student identifiers. You are to assign a **pseudonym** to each of your focus students.

ii) Your planning documents (or appropriate excerpts) for a sustained learning sequence or unit of work, highlighting the alignment between curriculum, assessment and pedagogy. The unit specifies the curriculum content that you expect students to learn and the related knowledge, skills and concepts; the general capabilities, including literacy and numeracy; formative assessment strategies, and related data collection. It also includes a summative assessment and accompanying marking criteria and standards. The assessment is summative in the sense that its purpose is to assess student learning in response to your teaching over the period of the placement.

iii) Accompanying data samples that informed practice and decision making.

Table 1: Profile of data collection and use (provided on p. 15 as a template)

You will refer to this data in the description and justification of your planning, teaching and assessment decisions. Please also reference this data in your critical reflection and appraisal of your practice.

Year level/Class group/Subject group: _____

Timing in the teaching and learning cycle	Type of data	Purpose	Source	Relevant APSTs	Level of use		Designed by pre-service teacher	
					Whole Class	Student	Yes	No
Planning teaching learning and assessment using data								
Teaching informed by planning and continual collection of data								
Assessing making judgements and providing feedback to Improve student learning								
Reflecting on practice to improve future teaching and student learning								
Appraising effectiveness of teaching and identifying impact on student learning								

In undertaking Practice 1, please refer to Appendix 2 (Audit tool).

Practice 2: Teaching and learning

- Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning.
- Provide differentiated teaching and learning opportunities.
- Teach general capabilities, including literacy and numeracy, required for student success in learning.
- Make suitable adjustments to teaching based on ongoing student data gathering and analysis.

What do I need to do?

You will need to teach the planned learning sequence, as per the requirements (see p. 5). This will occur over the duration of your final year placement, and preferably be undertaken in your specialisation (primary) and major (secondary). While you will be implementing your planned learning sequence you are to attend to in-the-moment decision making to meet students' learning needs. Your focus will be on teaching the whole class and differentiation to meet the needs of all learners based on ongoing data collection.

What do I need to submit?

Length of Section 2: 800-1000 words (excluding evidence)

In this section, you present your teaching practice including the pedagogic decisions and actions that you took across the GTPA learning sequence (unit of work) for the whole class and your three focus students. You should refer to relevant research, curriculum and policy documents in explaining your practice and justifying your decisions.

You are to show:
i) how you took account of students' prior learning and diversity in the selection of teaching strategies, and adjustments made to your initial plan based on student responses during your teaching;
ii) the range of teaching strategies chosen to support student engagement and learning, and your reasons for choosing these strategies;
iii) illustrative examples of in-the-moment decision-making that informed effective teaching. This involves identifying the relationship between the intended/planned curriculum and the enacted curriculum; and
iv) explicit teaching of relevant general capabilities, including literacy and numeracy to enable student success in learning.

Required accompanying evidence embedded in your text:

i) Relevant annotated resources that illustrate your enacted practice.
ii) Evidence to support your presentation of how you differentiated your teaching to support the diverse learning needs within your class. These could be materials that you developed or adapted.

In undertaking Practice 2, please refer to the profile of data collection and use (Table 1) and Appendix 2 (Audit tool).

Practice 3: Assessing, feedback and professional judgement

- Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion.
- Provide feedback to learners to inform student self-assessment, goal setting, and to progress learning.
- Make judgements of the quality of student work with reference to curriculum and achievement standards.
- Engage in moderation of student work.

What do I need to do?

For Practice 3, you will be assessing for formative and summative purposes, providing feedback, grading/scoring and moderating the completed student work on the summative assessment for the whole class. This is to be an assessment of what students learned and what you taught over the placement period.

With reference to the whole class, your assessment practice involves:
- making features of quality visible for learners (for example, classroom discussion to inform student goal setting, self-monitoring and improvement efforts), and student engagement in these assessment activities;
- using formative assessment activities, including teacher and student feedback;
- implementing planned summative assessment to gauge the effectiveness of your teaching, including of literacy, numeracy and general capabilities;
- arriving at a decision about the quality of student work based on the curriculum and achievement standards; and
- participating in moderation.

With reference to the completed assessment of **your three focus students,** your practice involves:
- analysing and annotating each work sample to provide targeted feedback, applying the assessment criteria as appropriate. Your feedback will identify demonstrated learning in the curriculum, general capabilities including literacy and numeracy, and higher order thinking;
- applying relevant standards and criteria to inform your judgement of the quality of the work, and awarding a grade (numeric score or letter grade as appropriate to your school policy);
- writing an explanation (cognitive commentary) in which you present how you arrived at an overall judgement of the quality of student work. In writing the commentary, you make explicit the strengths and limitations that you considered in assessing each student's work. In your commentary also include what would be the next-steps for teaching and progressing the learning of this student; and
- using your cognitive commentaries in your moderation discussions. You will need to keep a record of moderation (see p. 16).

What do I need to submit?

Length of Section 3: 800-1000 words (excluding evidence)

This section requires the presentation and justification of how:
- you made features of quality visible for learners, and student engagement in these assessment activities;
- you used formative assessment activities, including feedback, to support student learning and metacognitive development;
- your summative assessment was valid and 'fit for purpose';
- your judgements took account of the curriculum and achievement standards, and took into account strengths and limitations of the work (cognitive commentary); and
- you participated in moderation. You should indicate the extent to which your initial judgements made prior to moderation, as presented in the cognitive commentary, remained stable or changed as a result of moderation, and the contribution of moderation to reliability of judgement decisions, next-step planning and teaching (see endorsed recorded of moderation in (iii) below).

Required accompanying evidence embedded in your text:

i) De-identified copies of student work samples and accompanying annotated statement of criteria and standards for each sample. The work samples are completed in response to the summative task and are to include your feedback. The samples should be drawn from your focus students and used in your moderation practice.
ii) A cognitive commentary (one paragraph) accompanying each work sample (see above).
iii) Evidence of moderation practice. This is a **mandatory** inclusion in your GTPA (see p. 16).

In undertaking Practice 3, please refer to the profile of data collection and use (Table 1) and Appendix 2 (Audit tool).

Practice 4: Reflecting on teaching as planned and enacted

- Describe and analyse the scope and sufficiency of initial and ongoing data choices for identifying students' learning needs and informing next-step teaching.
- Identify and describe differences between planned and enacted teaching, and related pedagogical reasoning.
- Discuss how collected data of learning was used to monitor student progress and to modify teaching and assessment strategies.
- Identify and justify future teaching and assessment practices in relation to relevant research and policy.

What do I need to do?

Reflect on the effectiveness of your teaching and assessment decisions during professional experience, taking into consideration the changes that you made to your teaching and assessment activities as a result of your ongoing collection of data, and your next-step teaching decisions.

What do I need to submit?

Length of Section 4: 800-1000 words (excluding evidence)

With reference to the school context, whole class and three focus students you are to reflect on the adequacy of your initial data collection to inform planning for differentiated teaching and learning activities referring to your 'Profile of data collection and use' table (see p. 7). In your discussion, consider your reasons for the changes that you made to your planned teaching and assessment practice to meet student learning needs. This will involve your reflecting on ongoing collection of data and how this informed your understanding of your students, and the related adjustments that you made to your practice. Based on your learning from this professional experience, you are also required to project yourself into the role of class teacher and identify what your future or next-step teaching and assessment practices would be if you were to continue to work with this group of students to promote their learning.

In undertaking Practice 4, please refer to the profile of data collection and use (Table 1) and Appendix 2 (Audit tool).

Practice 5: Appraising impact of teaching

Through two scenarios:
- Connect theory, enacted practice and the curated body of evidence to:
  - evaluate the effectiveness of teaching, and
  - demonstrate its impact on student learning.
- Examine and discuss teaching decisions, including in-the-moment decisions taken in the classroom, addressing how they were effective or not effective in progressing student learning and why.

What do I need to do?

Present two scenarios that are illustrative of your practice and decision-making over the period of the professional experience placement in the chosen class. One scenario is to focus on **whole class teaching and learning**. The second scenario should focus on **meeting the learning needs of students, working individually or in small group settings**. You could, for example, show how you developed student goal-setting; how you enabled students to use feedback for improvement purposes; or how you developed students' self-monitoring capacities. Other examples could be how you addressed differentiation or implemented practices to remove barriers to student learning including through formative assessment, or your use of technologies, including adaptive technologies, and **strategies to support the development of general capabilities and literacy and numeracy learning in the curriculum**.

In each scenario, you are to show your use of research to inform practice. The GTPA requires the discerning use of evidence to support your reflections. The scenarios and related evidence require synthesising insights into practice and evidence to support your appraisal of teaching effectiveness and its impact on student learning. Evidence is to be drawn from the whole class and small group contexts, and your focus students as appropriate. You are to identify where growth has been discerned and where change was not evident. You are to use evidence from the assessment activities that you have completed for formative purposes, and assessment completed for summative purposes; that is, at the end of your learning and teaching sequence. Relevant classroom artefacts and student samples are to be provided to support your claims.

You are to include specific and detailed reference to initial data collected during planning, and final data and student work for illustrative purposes. The task is to reflect on the assumptions you made about students' prior learning on commencing your teaching and student readiness to proceed with new learning in Practice 1. In the scenarios you are to address the appropriateness of your assumptions in planning for teaching, and the evidence available throughout the teaching and learning cycle of **1) student growth and 2) the impact of your teaching**.

What do I need to submit?

Length of Section 5: 800-1000 words (excluding evidence)

Two scenarios with accompanying evidence. Specifically, you need to:
- demonstrate through the collected student work samples (beginning of teaching, end of teaching) the evidence of learner growth and identify the barriers that may have inhibited learning;
- examine the resources you have used and identify how these contributed to learning;
- discuss issues/challenges that arose during your teaching and show, using work samples and other data, how these were addressed in your pedagogic approach, and contributed to your further actions in the teaching, learning and assessment cycle; and
- link theory and practice as used to inform your instructional decision-making, referring to accompanying resources and other relevant evidence.

Required accompanying evidence embedded in your text:

i)   Pre- and post-teaching samples of student work. This could be drawn from the three focus students or other students as appropriate, to inform your appraisal of the impact of your teaching on student learning.
ii) Relevant resources to support your appraisal of learning and teaching.

In undertaking Practice 5, please refer to the profile of data collection and use (Table 1) and Appendix 2 (Audit tool).

Statement of criteria

This table shows the five criteria to be applied in judging quality of performance. It also shows the numeric code attached to the focus areas in the APSTs aligned to illustrative features of practice. The table is to be read in conjunction with Diagram 1 and Appendix 1.

PLANNING	
1.5, 2.3, 3.6, 3.7, 5.1, 5.2, 5.4, 7.3	1. Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes
1.1, 1.2, 1.3, 1.5, 2.2, 2.6, 3.1, 3.2, 3.6, 4.3, 5.1, 5.4	2. Establish students' current level of performance, desired level of performance, and readiness for learning
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4, 4.1, 4.4, 4.5, 7.2	3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences
2.1, 2.2, 2.5, 3.2	4. Identify opportunities for explicit teaching of general capabilities including literacy and numeracy in the curriculum
TEACHING	
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.4	5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.2, 5.4	6. Provide differentiated teaching and learning opportunities
1.4, 2.1, 2.2, 2.3, 2.4, 2.5	7. Teach general capabilities, including literacy and numeracy, required for student success in learning
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, 5.1, 5.2, 5.4	8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis
ASSESSING	
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 3.6, 4.1, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 7.2	9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion
1.2, 1.3, 4.3, 5.1, 5.2	10. Provide feedback to learners to inform student self-assessment, goal setting, and to progress learning
2.1, 2.3, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5	11. Make judgements of the quality of student work with reference to curriculum and achievement standards
2.3, 5.1, 5.3, 5.4, 6.3	12. Engage in moderation of student work
REFLECTING	
3.6, 3.7, 5.4, 6.4, 7.3	13. Describe and analyse the scope and sufficiency of initial and ongoing data choices for identifying students' learning needs and informing next-step teaching
2.1, 2.3	14. Identify and describe differences between planned and enacted teaching, and related pedagogical reasoning
1.5, 2.3, 3.6, 3.7, 5.4, 5.5, 6.3, 7.3	15. Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies
1.2, 2.3, 5.4, 5.5, 6.2, 6.4	16. Identify and justify future teaching and assessment practices in relation to relevant research and policy
APPRAISING	
1.1, 1.2, 3.6, 5.4, 6.1, 6.2, 6.4, 7.4	17. Through two scenarios: • Connect theory, enacted practice and the curated body of evidence to: - evaluate the effectiveness of teaching, and - demonstrate its impact on student learning
1.1, 1.2, 3.6, 4.4, 5.4, 6.1, 6.4, 7.4	18. Through two scenarios: • Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why

Mandatory Inclusion 1: Coversheet

The coversheet is to be the **first page of your GTPA submission**. This is to be followed by the *Professional experience context statement*. The remaining required elements are to be integrated into your submission. Please review the Introduction in the *Preservice Teacher Booklet* for advice regarding discerning use of evidence of practice. The evidence is also to be integrated into the submission. Evidence can be presented in a range of modes.

GTPA submission - required elements		✓
1	Professional experience context statement	
2	Response to how you have addressed planning, teaching, assessing, reflecting, and appraising (4000 – 5000 words) with embedded evidence for each practice	
3	Profile of data collection and use	
4	Evidence of moderation practice	
5	A reference list of all materials (curriculum, school documents, policy, theory and research) cited in your submission using APA (7th edition)	
6	Where I have used video or audio files in my GTPA submission, I have attached the necessary approvals and statement of ethics requirements	

Statement of authenticity

I hereby verify that this GTPA submission is wholly my own original work. Where materials have been drawn from other sources, they have been acknowledged.

Name: _____ **Signature:** _____ **Date:** _____

Statement of permission

The GTPA is part of ongoing research investigating professional readiness. It is very important to have GTPA assessments from a wide range of Initial Teacher Education programs across Australia. These work samples will be used to verify the standard set for readiness.

☐ I agree that my GTPA submission may be used for research purposes and that the submission will be de-identified and remain confidential. The highest standard of confidentiality applies to all data. Your work will be de-identified to remove your name, the name of your institution and all school and student identifiers. ***Please tick the box to record your agreement.***

Mandatory Inclusion 2: Professional experience context statement
(Included at front of GTPA submission)

Please indicate below brief details about the professional experience context (e.g., school or learning centre) in which you are undertaking your GTPA. All fields must be completed.

Employing sector	☐ State ☐ State–Independent Public School ☐ Catholic ☐ Independent School
Education phase	☐ Early Childhood ☐ Primary ☐ Secondary ☐ F/P-10 ☐ F/P-12 ☐ Other
School/learning centre postcode	For example: 4000, 3056, 7258
Placement duration (weeks)	[Number] weeks
Size of school/learning centre and size of class	School/learning centre: [Number] Class: [Number]
Other school/learning centre demographics	For example: Community partnerships, sporting and cultural programs, specialised programs, Special Education unit, ICSEA (Index of community socio-educational advantage), cultural and linguistic composition of the student population
School/learning centre pedagogical framework/s	For example: Framework for Improving Student Outcomes (FISO), Explicit instruction, Marzano's Art and Science of Teaching, Dimensions of teaching and learning
Year level	☐ F/P–Year 3 ☐ Year 4–Year 6 ☐ Year 7–Year 10 ☐ Year 11–Year 12 Note: If your professional experience placement is undertaken across multiple year levels (e.g. multi-age classes, years 4, 5, 6), please record the year level of the three focus students.
Teaching area[i]	Please see below for a listing of curriculum content areas and related school subjects. Choose the curriculum area that best matches the subject you have chosen when completing your GTPA: ☐ English ☐ Health and Physical Education ☐ Humanities and Social Sciences ☐ Languages ☐ Mathematics ☐ Science ☐ Technologies ☐ The Arts ☐ Other
Area of specialisation/major	Did you choose your area of specialisation or major as the teaching area for your GTPA? ☐ Yes ☐ No
Focus of learning sequence or unit of work	For example: Number and algebra
Student characteristics in this class	For example: Number of students with Individual Education Plans, special needs, disabilities, gifted and talented, diverse cultural and linguistic backgrounds including students from Aboriginal backgrounds and Torres Strait Islander backgrounds

---

[i]

Curriculum Content Area	*Related School Subjects*
English	Includes English as an Additional Language or Dialect (EALD), Essential English, Literature, Other English
Health and Physical Education	Includes Health Education, Physical Education, Other Health and Physical Education
Humanities and Social Sciences	HASS, Civics and Citizenship, Economics and Business, Legal Studies, Geography, History, Ancient History, Modern History, Philosophy, Psychology, Religion, Other Humanities and Social Sciences
Languages	Includes Arabic, Auslan, Chinese, Framework for Aboriginal Languages and Torres Strait Islander Languages, Framework for Classical Languages, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Turkish, Vietnamese, Other Languages
Mathematics	Includes Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics, Mathematics A/B/C, Other Mathematics
Science	Includes Biology, Chemistry, Earth and Environmental Science, Physics, Marine Biology, Other Science
Technologies	Includes Design and Technologies, Digital Technologies, Home Economics, Hospitality, Other Technologies
The Arts	Includes Dance, Drama, Media Arts, Music, Visual Arts, Other Arts
Other	Includes Work Studies, Other Learning Areas

Mandatory Inclusion 3: Profile of data collection and use (Embedded in Practice 1)

In the table below record the types of data you collected and used in your planning, teaching, assessing, reflecting and appraising as presented in your GTPA. For each type identify its purpose, source, the relevant APSTs you are meeting, whether this data is related to the whole class or to an individual student, and whether the data collection instrument was designed by you (for example, a formative assessment), or it was a commercial product or other form.

Year level/Class group/Subject group: _____

Timing in the teaching and learning cycle	Type of data	Purpose	Source	Relevant APSTs	Level of use		Designed by preservice teacher	
					Whole Class	Student	Yes	No
Planning teaching learning and assessment using data	1. 2. 3.							
Teaching informed by planning and continual collection of data								
Assessing making judgements and providing feedback to Improve student learning								
Reflecting on practice to improve future teaching and student learning								
Appraising effectiveness of teaching and identifying impact on student learning								

Mandatory Inclusion 4: Evidence of moderation practice: Summative assessment (Embedded in Practice 3)

For moderation purposes, you are to select three samples of student work showing the range of achievement at year level (above, below, meets expectations). These samples will be from your three focus students (see references to focus students in Practices 1-5). Where attrition occurs in the group of focus students originally identified in Practice 1, work samples of other students at a comparable level may be selected as evidence for Practices 4 and 5.

Moderator 1*:

Name: _____

Title/position: _____

Signature: _____

Date: _____

Moderator 2: (Preservice teacher)

Name: _____

Title/position: _____

Signature: _____

Date: _____

*Suitable personnel to act as Moderator 1 could include your supervising teacher, or other teachers or administrators in the school.

Student sample #: [Meets/Above/Below] year level expectations

What is your proposed grade of student work prior to moderation? _____

How does this relate to the grade awarded to the student work by the other assessor? _____

What adjustment, if any, did you make to your proposed grade? _____

On reflecting on the relationship of the two grades, address the following:

1. Where the teacher's grading decision and yours differed, what was the source of the difference (e.g., particular interpretations of the specified criteria)?

2. What feedback would you report to the student and parents/carers about student achievement in this work?

3. What did you learn about the application of scoring rubrics, criteria specifications, and standards used in the judgement of student work?

Appendix 1: Integrity of the GTPA alignment with the Australian Professional Standards for Teachers (Graduate)

This appendix illustrates the range of GTPA descriptors in which the Graduate Teacher Standards may be demonstrated. The Graduate Standard descriptors are categorised according to whether they are covered or content dependent in terms of the opportunity to demonstrate capacity within completion of the GTPA. The appendix should be read in conjunction with Diagram 1 and Statement of criteria.

APST (Graduate) descriptors	GTPA descriptors (for evidence of 'Assessed')
Section 1: Covered	
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	2. Establish students' current level of performance, desired level of performance, and readiness for learning 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 17. Connect theory, enacted practice and the curated body of evidence to evaluate the effectiveness of teaching, and demonstrate its impact on student learning 18. Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	2. Establish students' current level of performance, desired level of performance, and readiness for learning 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 10. Provide feedback to learners to inform student self-assessment, goal setting, and to progress learning 16. Identify and justify future teaching and assessment practices in relation to relevant theory 17. Connect theory, enacted practice and the curated body of evidence to evaluate the effectiveness of teaching, and demonstrate its impact on student learning 18. Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	2. Establish students' current level of performance, desired level of performance, and readiness for learning 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 10. Provide feedback to learners to inform student self-assessment, goal setting, and to progress learning
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1. Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes 2. Establish students' current level of performance, desired level of performance, and readiness for learning 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 15. Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 4. Identify opportunities for explicit teaching of general capabilities including literacy and numeracy in the curriculum 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 7. Teach general capabilities, including literacy and numeracy, required for student success in learning 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 11. Make judgements of the quality of student work with reference to curriculum and achievement standards 14. Identify and describe differences between planned and enacted teaching, and related pedagogical reasoning
2.2 Organise content into an effective learning and teaching sequence	2. Establish students' current level of performance, desired level of performance, and readiness for learning 3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 4. Identify opportunities for explicit teaching of general capabilities including literacy and numeracy in the curriculum 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 7. Teach general capabilities, including literacy and numeracy, required for student success in learning 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis

APST (Graduate) descriptors	GTPA descriptors (for evidence of 'Assessed')
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1. Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes 3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 6. Provide differentiated teaching and learning opportunities 7. Teach general capabilities, including literacy and numeracy, required for student success in learning 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 11. Make judgements of the quality of student work with reference to curriculum and achievement standards 12. Engage in moderation of student work 14. Identify and describe differences between planned and enacted teaching, and related pedagogical reasoning 15. Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies 16. Identify and justify future teaching and assessment practices in relation to relevant theory
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas	3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 4. Identify opportunities for explicit teaching of general capabilities including literacy and numeracy in the curriculum 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 7. Teach general capabilities, including literacy and numeracy, required for student success in learning 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	2. Establish students' current level of performance, desired level of performance, and readiness for learning 3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics	2. Establish students' current level of performance, desired level of performance, and readiness for learning 3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2. Establish students' current level of performance, desired level of performance, and readiness for learning 3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 4. Identify opportunities for explicit teaching of general capabilities including literacy and numeracy in the curriculum 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 11. Make judgements of the quality of student work with reference to curriculum and achievement standards
3.3 Include a range of teaching strategies	5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning	3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1. Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes 2. Establish students' current level of performance, desired level of performance, and readiness for learning 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 13. Describe and analyse the scope and sufficiency of initial and ongoing data choices for identifying students' learning needs and informing next-step teaching 15. Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies 17. Connect theory, enacted practice and the curated body of evidence to evaluate the effectiveness of teaching, and demonstrate its impact on student learning 18. Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why

APST (Graduate) descriptors	GTPA descriptors (for evidence of 'Assessed')
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions	5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1. Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes 2. Establish students' current level of performance, desired level of performance, and readiness for learning 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 10. Provide feedback to learners to inform student self-assessment, goal setting, and to progress learning 11. Make judgements of the quality of student work with reference to curriculum and achievement standards 12. Engage in moderation of student work
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1. Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 10. Provide feedback to learners to inform student self-assessment, goal setting, and to progress learning 11. Make judgements of the quality of student work with reference to curriculum and achievement standards
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 11. Make judgements of the quality of student work with reference to curriculum and achievement standards 12. Engage in moderation of student work
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	1. Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes 2. Establish students' current level of performance, desired level of performance, and readiness for learning 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 11. Make judgements of the quality of student work with reference to curriculum and achievement standard 12. Engage in moderation of student work 13. Describe and analyse the scope and sufficiency of initial and ongoing data choices for identifying students' learning needs and informing next-step teaching 15. Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies 16. Identify and justify future teaching and assessment practices in relation to relevant theory 17. Connect theory, enacted practice and the curated body of evidence to evaluate the effectiveness of teaching, and demonstrate its impact on student learning 18. Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why
5.5 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	9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 11. Make judgements of the quality of student work with reference to curriculum and achievement standards 15. Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies 16. Identify and justify future teaching and assessment practices in relation to relevant theory
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	13. Describe and analyse the scope and sufficiency of initial and ongoing data choices for identifying students' learning needs and informing next-step teaching 16. Identify and justify future teaching and assessment practices in relation to relevant theory 17. Connect theory, enacted practice and the curated body of evidence to evaluate the effectiveness of teaching, and demonstrate its impact on student learning 18. Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why

APST (Graduate) descriptors	GTPA descriptors (for evidence of 'Assessed')
Section 2: Dependent on context	
1.4 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	5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 7. Teach general capabilities, including literacy and numeracy, required for student success in learning 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion
1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 6. Provide differentiated teaching and learning opportunities 8. Make suitable adjustments to teaching based on ongoing student data gathering and analysis 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 7. Teach general capabilities, including literacy and numeracy, required for student success in learning
3.7 Describe a broad range of strategies for involving parents/carers in the educative process	1. Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes 13. Describe and analyse the scope and sufficiency of initial and ongoing data choices for identifying students' learning needs and informing next-step teaching 15. Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour	2. Establish students' current level of performance, desired level of performance, and readiness for learning 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning 10. Provide feedback to learners to inform student self-assessment, goal setting, and to progress learning
4.4 Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion 18. Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why
4.5 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	3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 5. Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning
6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs	17. Connect theory, enacted practice and the curated body of evidence to evaluate the effectiveness of teaching, and demonstrate its impact on student learning 18. Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why
6.2 Understand the relevant and appropriate sources of professional learning for teachers	16. Identify and justify future teaching and assessment practices in relation to relevant theory 17. Connect theory, enacted practice and the curated body of evidence to evaluate the effectiveness of teaching, and demonstrate its impact on student learning
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	12. Engage in moderation of student work 15. Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	3. Use the official curriculum and other relevant materials to plan connected teaching and learning sequences 9. Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers	1. Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes 13. Describe and analyse the scope and sufficiency of initial and ongoing data choices for identifying students' learning needs and informing next-step teaching 15. Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice	17. Connect theory, enacted practice and the curated body of evidence to evaluate the effectiveness of teaching, and demonstrate its impact on student learning 18. Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why

Appendix 2: Audit tool

This appendix outlines the types of essential evidence to be used in your GTPA submission. It is a supplementary resource designed to support you in both the preparation for, and finalisation of, your GTPA. The appendix should be read in conjunction with the outline of the five practices and the *profile of data collection and use* (see Table 1, p. 7).

TYPES OF ESSENTIAL EVIDENCE TO INCLUDE IN YOUR GTPA			
Section	**Details**	**✓**	**Notes**
Context Information			
Introduction to the School Community			
Location	The type of area that the school is located in.		
Community Data	Details about the community in which the school is situated.		
Size of School/Class	Number of students in the school and in the classroom.		
Teaching Context: Introduction to the Classroom			
Pedagogical Framework	Information relating to the school pedagogical framework.		
Year Level	Class being taught by the preservice teacher.		
Subject	Subject being taught in the classroom.		
Class Profile: Students in the Classroom			
Class Profile: Students in the Classroom	Information about the students in the classroom.		
Planning Data for Informing Teaching			
Curriculum Context			
Topic	Learning topic including the focus of the unit.		
Curriculum Content Descriptors	National and/or state curriculum content descriptors.		
Provided Scope of Lessons for the Learning Sequence	Description of the lesson sequence.		
Curriculum Context: Summative Assessment Task			
Summative Assessment Task	Presents the summative assessment task in detail.		
Criteria and Standards Specifications for Summative Task	A blank marking rubric/criteria and standards specifications is required.		
Data for Whole Class Planning			
Whole Class Data for Planning	Previous results/diagnostic results for whole class and focus students are highlighted.		
Individual Data for Planning			
Individual Data for Planning	Individual work samples from each focus student.		
	Characteristics of each focus student.		
	Individual work samples from other students as appropriate.		
Planning for Explicit Teaching: Whole Class, Small Group and Individual			
Planning for Explicit Teaching	Literacy (including digital literacy), numeracy, general capabilities, and differentiation.		
Data for Formative Purposes			
Whole Class Data for Formative Purposes			
Whole Class Data for Formative Purposes	Whole class performance is monitored across the lesson sequence.		
Individual Data for Formative Purposes			
Individual Data for Formative Purposes	Individual work samples from each focus student or other students.		
Data for Summative Purposes			
Whole Class Data for Summative Purposes			
Whole Class Data for Summative Purposes	Whole class results for the summative assessment.		
Individual Data for Summative Purposes			
Individual Data for Summative Purposes	Individual work samples from each focus student.		
	Individual work samples from other students.		
	Individual work samples for moderation with teacher sign-off.		

Glossary

Alignment
The connection of curriculum, assessment and pedagogy. Through alignment teachers connect key concepts, understandings and skills to inform their practice.

Annotation
A comment that is recorded on a student work sample for explanatory or feedback purposes.

Australian Curriculum Achievement Standards
An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding, and the application of skills) that would indicate the student is ready for the learning required at the next level of achievement.

Australian Professional Standards for Teachers
Standards for professional knowledge, practice and engagement at four career junctures for teachers.

Calibrate
Through engagement in professional discussions about judgements and in moderation processes using exemplars, assessors tune their judgement-making in line with stated standards.

Criteria
Features or characteristics of quality.

Criterial knowledge
Knowledge of expected features or characteristics of quality.

Data
The term data is understood to be inclusive of a wide range of evidence types. These include system-generated (e.g., NAPLAN), standardised commercial (e.g., PAT-M), and classroom (e.g., observation records, student consultation records, and focused analysis of student work samples). Data is collected at the whole-school, whole-class and individual level. Data is continually collected, interpreted and used to inform whole class teaching, and to inform your review and pedagogical adjustments for individual students.

Diagnostic assessment
An assessment designed by the teacher or a standardised test selected for the purpose of diagnosing student learning needs.

Fidelity of design and implementation
Trustworthiness and faithfulness of the assessment design and implementation consistent with its purpose.

Fitness for purpose
Suitability of assessment to achieve its intended purpose.

Formative assessment
Ongoing collection of evidence of learning by teachers and students to identify improvement needs and inform next steps in teaching and learning.

Front-ending assessment
The purpose of front-ending assessment is to inform how curriculum, assessment and pedagogy are intentionally aligned in planning and in practice. It also informs decision-making for ongoing purposeful collection of evidence to gauge learner growth and to monitor the impact of teaching on learning.

Graduate Teacher Standards
The Australian Professional Standards for Teachers at the first career juncture - Graduate level.

Impact
The demonstrated effect of teaching on student learning.

In-the-moment teaching decisions
Teaching decisions made in response to specific needs and learning opportunities that arise incidentally in the course of classroom talk and interactions. These decisions are distinguishable from planned practices and strategies.

Moderation
There are two main types of moderation, statistical and social. Social moderation is a process that involves assessors in discussion about the application of standards and related criteria to student work. During moderation, the focus is on the quality of student work, the application of standards and the reliability of judgement.

Reliability
Consistency of judgements including teacher consistency with self and others.

Standards
Established, stated levels of quality.

Standards-referenced assessment
Assessment approach that relies on stated standards of achievement for making judgements about the quality of student work. The point of reference for judging quality is therefore the set standards. It is different from norm-referenced approaches to assessment that rely on direct inter-student comparison.

Summative assessment
Assessment that occurs at a terminal or juncture point (end of a course or unit of study). Evidence from summative assessment is normally used for reporting purposes.

Validity
The assessment produces evidence of the content, behaviour, constructs or learning outcomes that are intended.

GTPA®-certified sources

The below list of selected co-authored publications have been written by researchers in the Institute for Learning Sciences and Teacher Education, Australian Catholic University, together with experienced teacher educators in the GTPA Collective. The sources are provided to support your further reading about the GTPA.

Books

Wyatt-Smith, C., Adie, L., & Nuttall, J. (Eds.). (2021). *Teaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration*. https://doi.org/10.1007/978-981-16-3705-6

Wyatt-Smith, C., Adie, L., Haynes, M., & Day, C. (2022). *Professionalizing Teacher Education: Performance Assessment, Standards, Moderation, and Evidence*. https://doi.org/10.4324/9780429318504

Book Chapters

Adie, L., & Wyatt-Smith, C. (2021). The conceptualisation of a teaching performance assessment: Designing for evidence of graduate competence. In C. Wyatt-Smith, L. Adie, & J. Nuttall (Eds)., *Teaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration* (pp. 19–37). Springer. https://doi.org/10.1007/978-981-16-3705-6_2

Dargusch, J., Ambrosetti, A., & Busch, G. (2021). GTPA as enabler: Review, renewal and evidence of preservice teachers' assessment practices. In C. Wyatt-Smith, L. Adie, & J. Nuttall (Eds)., T*eaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration* (pp. 129–148). Springer. https://doi.org/10.1007/978-981-16-3705-6_8

Doyle, T., Evans, N., & Salter, P. (2021). Opportunities and tensions in the experiences of collaborative professionalism during the enactment of the GTPA. In C. Wyatt-Smith, L. Adie, & J. Nuttall (Eds)., *Teaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration* (pp. 81–94). Springer. https://doi.org/10.1007/978-981-16-3705-6_5

Lugg, A., Lang, C., Weller, J., & Carr, N. (2021). Collaboration in a context of accountability: Cultural change in teacher educator practice across university boundaries. In C. Wyatt-Smith, L. Adie, & J. Nuttall (Eds)., *Teaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration* (pp. 95–114). Springer. https://doi.org/10.1007/978-981-16-3705-6_6

Nuttall, J. (2021). The GTPA as a collaborative project in Australian initial teacher education: A cultural-historical activity theory perspective. In C. Wyatt-Smith, L. Adie, & J. Nuttall (Eds)., *Teaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration* (pp. 149–163). Springer. https://doi.org/10.1007/978-981-16-3705-6_9

Parks, M., & Morrison, C. (2021). Redefining boundaries in initial teacher education: Creating a collective vision and approach to preparing high-quality graduate teachers. In C. Wyatt-Smith, L. Adie, & J. Nuttall (Eds)., *Teaching performance assessments as a cultural disruptor in initial teacher education: Standards, evidence and collaboration* (pp. 115–128). Springer. https://doi.org/10.1007/978-981-16-3705-6_7

Journal Articles

Adie, L., & Wyatt-Smith, C. (2020). Fidelity of summative performance assessment in initial teacher education: The intersection of standardisation and authenticity. *Asia-Pacific Journal of Teacher Education, 48*(3), 267–286. https://doi.org/10.1080/1359866X.2019.1606892

Wyatt-Smith, C., Humphry, S., Adie, L., & Colbert, P. (online, 2020). The application of pairwise comparisons to form scaled exemplars as a basis for setting and exemplifying standards in teacher education. *Assessment in Education: Principles, Policy and Practice*. https://doi.org/10.1080/0969594X.2020.1712326

Other references

Australian Institute for Teaching and School Leadership [AITSL]. (2011; revised 2018). *Australian professional standards for teachers*. https://www.aitsl.edu.au/standards

Australian Institute for Teaching and School Leadership [AITSL]. (2015; revised 2018, 2019). *Accreditation of initial teacher education programs in Australia: Standards and procedures*. https://www.aitsl.edu.au/deliver-ite-programs/standards-and-procedures

Craven, G., Beswick, K., Fleming, J., Fletcher, T., Green, M., Jensen, B., … Rickards, F. (2014). *Action now: Classroom ready teachers*. https://www.education.gov.au/teaching-and-school-leadership/resources/action-now-classroom-ready-teachers-report-0

Department of Education, Skills and Employment, Australia. (2022). *Next steps: Report of the quality initial teacher education review*. https://www.education.gov.au/quality-initial-teacher-education-review/resources/next-steps-report-quality-initial-teacher-education-review