THE UNIVERSITY
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School of Education

Bachelor of Education (Primary)

EDUC1740/2740/3750/4750 Professional Experience Handbook – 2024

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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 Pre-Service 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 Pre-Service Teachers, is central to the success of the Professional Experience. We hope that the experienceis also of professional value to you.

This handbook contains essential information for school-based personnel, Pre-Service 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.

Brianna Bright
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.

Students commencing prior to 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.

Students commencing in 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

Students commencing in 2024- Program snapshot

	Semester 1				Semester 2				Notes
Year 1	EDUC1740 Introduction to Primary Professional Experience *	EDUC1710 A Sociological Orientation to Education	EDUC1706 Introduction to the Role of Science and Technology Education in Society	EDUC1750 Learning and Development for Educators	EDUC1760 Early Years Curriculum Foundations	EDUC1730 Introduction to Teaching English and Literacy	EDUC1720 Mathematics and Numeracy for Quality Teaching in the Primary Years	Elective course	* Including 10 days Professional Placement (5 single days plus 1 week block)
	#2	#2	#2	#2	#2	#2	#2	#2	
Year 2	EDUC2750 Multilingualism and Education	EDUC2760 Introduction to Teaching Humanities and Social Sciences	EDUC2710 Education and Creativity: Pedagogical Content Knowledge	EDUC2770 Supporting student behaviour and wellbeing	EDUC2730 Teaching Mathematics in Primary Contexts 1	EDUC2090 Indigenous Knowledge and Education	EDUC2720 Teaching Early Reading	EDUC2740 Primary Professional Experience 1*	*15 days (3 week block) Professional Placement at end of semester (rural possible)
	#2	#2	#2	#2	#2	#2	#2	#2	
Year 3	EDUC3740 Health, Well-being and Education Pedagogical Content Knowledge	EDUC3710 Teaching English 1	EDUC3720 Teaching Mathematics in Primary Contexts 2	EDUC3707 Teaching Humanities and Social Sciences Curriculum	EDUC3730 Teaching Science in Primary Schools	EDUC3760 Building Inclusive Primary Classrooms	EDUC3770 Assessment for learning and teaching in the primary classroom	EDUC3750 Primary Professional Experience 2*	* 20 days (4 week block) Professional Placement
	#2	#2	#2	#2	#2	#2	#2	#2	
Year 4	Elective course	EDUC4740 Teaching Health and Physical Education	EDUC4720 Teaching English 2	EDUC4730 Digital Technologies: STEM Connections	EDUC4703 Teachers as Professionals		EDUC4770 Teaching the Arts	EDUC4750 Primary Professional Experience 3*	* 35 days (7 week block) Professional Placement – includes GTPA and QPERF
	#2	#2	#2	#2	#4		#2	#2	

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 Pre-Service Teachers to undertake a subject specialisation throughout their program. Specialisations ensure Pre-Service 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 Pre-Service Teacher's ability to teach effectively in their primary specialisation. Moderation of a Pre-Service 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 Pre-Service Teacher's specialisation.
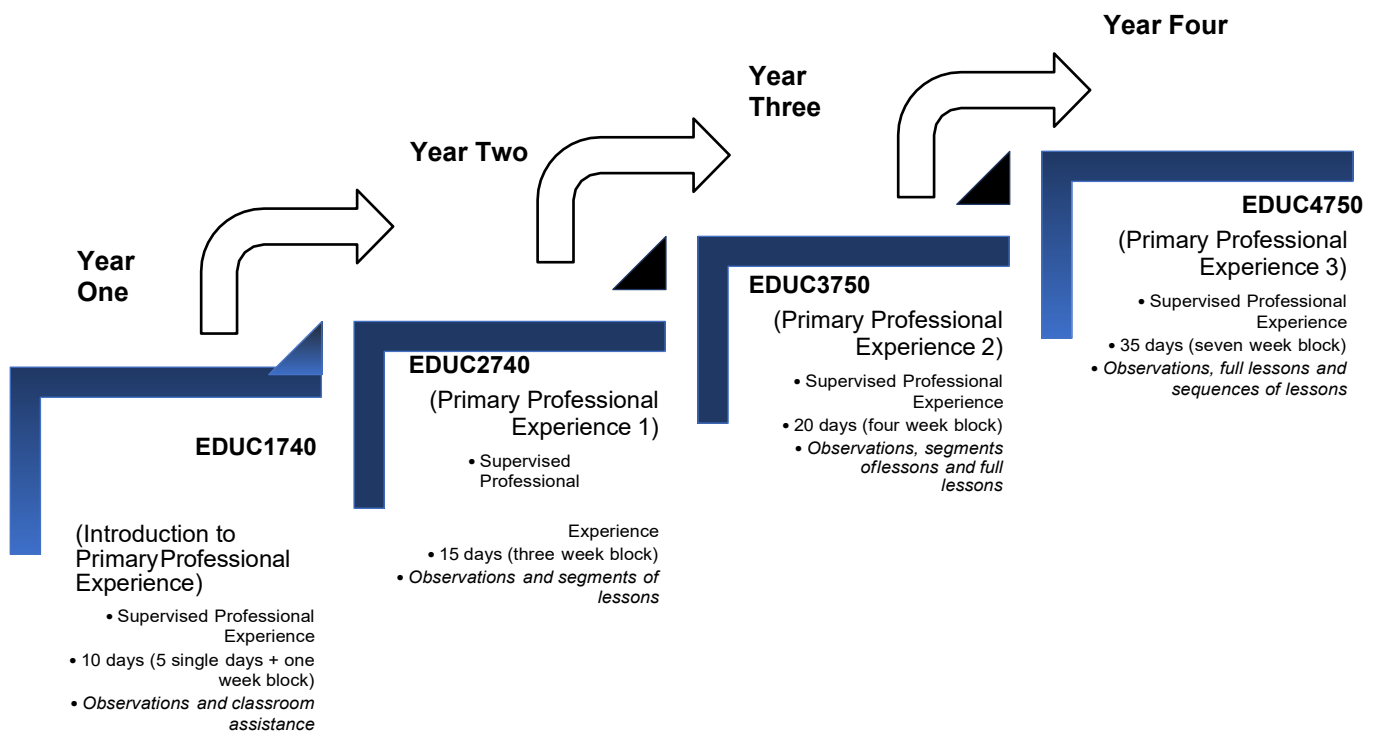
The Professional Experience Overview

Pre-Service 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, Pre-Service 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. Pre-Service 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 Pre-Service Teachers and school-based mentors. By the culminating Professional Experience course, Pre-Service 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

Year One

EDUC1740

(Introduction to Primary Professional Experience)
- Supervised Professional Experience
- 10 days (5 single days + one week block)
- *Observations and classroom assistance*

Year Two

EDUC2740

(Primary Professional Experience 1)
- Supervised Professional Experience
- 15 days (three week block)
- *Observations and segments of lessons*

Year Three

EDUC3750

(Primary Professional Experience 2)
- Supervised Professional Experience
- 20 days (four week block)
- *Observations, segments of lessons and full lessons*

Year Four

EDUC4750

(Primary Professional Experience 3)
- Supervised Professional Experience
- 35 days (seven week block)
- *Observations, full lessons and sequences of lessons*

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, 5 single days plus a 1-week block with a focus on observation and hands-on classroom assistance.

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 *(assessed by the university)*	Pass/Fail	7.1, 7.2
Reflection logbook (weekly entries) *(assessed by the university)*	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 *(assessed by the university)*	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 *(assessed by the placement school)*	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 (5 single days over 5 weeks and one week block)

Description: "Hands-on" observation and classroom assistance

Areas for Pre-Service 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 +1 week block)

Event	Date/s	Notes
Professional Experience preparation	Approx. 2 weeks prior to first day of placement	Pre-service Teacher makes contact with theProfessional Experience school.
10 single days of Professional Experience	19 April, 26 April, 3 May, 10 May, 17 May, 20-24 May	10 single days (one day per week – Fri). "Hands-on" observations and classroom assistance. One week block.
Preparation of Evaluation	22 May	Evaluation completed by supervising Teachers. The Evaluation should be completed collaboratively if more than one Teacher is supervising. The supervising Teacher discusses the completed reportwith the pre-service Teacher and the report is signedby all parties.
Evaluation given to pre-service Teacher. Pre-Service Teacher toupload.	24 May or on completionof all required make-up days	1. The school coordinator of pre-service Teachersretains a copy of the evaluation form for school records. 2. Pre-Service Teacher uploads finalised report to'Blackboard'
Pay claim forms	Friday 24 May	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: UQ Professional Experience > for Schools

Bachelor of Education (Primary)/Bachelor of Education (Primary) (Honours)

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 *(assessed by the university)*	Pass/Fail	7.1, 7.2
Supervised Professional Experience *(assessed by the placement school)*	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 *(assessed by the university)*	Pass/Fail	1.5, 2.5, 3.6, 5.1, 5.4
Building a Portfolio *(assessed by the university)*	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 Pre-Service 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 Pre-Service 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 theProfessional Experience school.
Supervised teaching practice	Mon 28 Oct – Fri 15 Nov	3 weeks
Preparation of Evaluation	Wed 13 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 reportwith the pre-service Teacher and the report is signedby all parties.
Evaluation given to pre-service Teacher. Pre-Service Teacher toupload.	Fri 15 Nov or on completion of all required make-up days	1. The school coordinator of pre-service Teachersretains a copy of the evaluation form for school records. 2. Pre-Service Teacher uploads finalised report to'Blackboard'
Pay claim forms	Friday 15 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: UQ Professional Experience > for Schools

Bachelor of Education (Primary)/Bachelor of Education (Primary) (Honours)

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 *(assessed by the university)*	Pass/Fail	7.1, 7.2
Supervised Professional Experience *(assessed by the placement school)*	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 *(assessed by the university)*	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 *(assessed by the university)*	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 Pre-Service 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 Pre-Service 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 Pre-Service Teacher's ability to teach effectively in their primary specialisation. Refer also to Appendix H for guidelines for making judgements based on a Pre-Service 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 Pre-Service 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 Pre-Service Teachers make contact with the school prior to the start of theProfessional Experience.
- In the first week Pre-Service Teachers are introduced to the class or classes they will be taking andbriefed 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.
- Pre-Service Teachers are expected to be planning for and teaching about 50% of a full time teaching load by the end of the Professional Experience.
- Pre-Service Teachers are expected to continue making structured observations of in-class andacross-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 Pre-Service 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	Pre-Service Teacher makes contact with the school.
Supervised teaching practice	Monday 12 August – Friday 6 September	4 weeks
Preparation of Professional Experience 2 Evaluation	Wednesday 4 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 Teacherand the report is signed by all parties.
Return of Professional Experience 4 Evaluation Pre-Service Teacherto upload.	Friday 6 September	1. The school coordinator of pre-service Teachers retains acopy of the evaluation form for school records. 2. Pre-Service Teacher uploads finalised report to 'Blackboard'
Pay claim forms	Friday 6 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 UQ Professional Experience > for Schools

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 Pre-Service 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 Pre-Service 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, Pre-Service 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 *(assessed by the university)*	Pass/Fail	7.1, 7.2
Supervised Professional Experience Please see Professional Experience Handbook for details of this task (Appendix D) *(assessed by the placement school)*	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 Pre-Service Teachers in the Professional Experience Handbook for further details of this task (Appendix F) *(assessed by the university)*	Pass/Fail	1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4 Dependent on context: 1.4, 1.6, 2.4, 3.7, 4.3, 4.4, 4.5, 6.1, 6.2, 6.3, 7.2, 7.3, 7.4
Critical reflection *(assessed by the university)*	Pass/Fail	3.7, 6.1, 6.2, 7.3, 7.4

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 Pre-Service 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 Pre-Service Teacher's ability to teach effectively in their primary specialisation. Refer also to Appendix H for guidelines for making judgements based on a Pre-Service Teacher's specialisation.

*Pre-Service 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 Pre-Service 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 Pre-Service 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	29 Jul – 13 Sep	7 weeks
Preparation of the **Interim report OR at-risk report** **Interim Report –** Pre-Service Teacherto upload **At Risk Form –** Email to UQ	13 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	9 Sep	Evaluation completed by supervising Teachers. The Evaluation should be completed collaboratively if more than one Teacher is supervising. The supervising Teacherdiscusses 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. Pre-Service Teacher to upload.	13 Sep	1. The school coordinator of pre-service Teachers retainsa copy of the evaluation form for school records. 2. Pre-Service Teacher uploads finalised report to'Blackboard' See page 5 for more information.
Pay claim forms	13 Sep or once make up days have 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 here: UQ Professional Experience > for Schools

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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 Pre-Service Teachers with an introduction to the context of the school and the classroom.

During this period of time Pre-Service 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 Pre-Service 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 Pre-Service Teachers, it is expected that during this placement Pre-Service Teachers should be involved in "hands on observation"/classroom assistance. For EDUC2740, Pre-Service 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. This 50% teaching load will continue until the end of the placement. If students and schools are in agreement that they would like to increase this teaching load as the professional experience progresses, UQ is happy to support this. Please note: students do not need to teach more than a 50% teaching load unless this has been negotiated between the Pre-Service Teacher and the School. 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 Pre-Service Teacher to take parts of lessons in the early weeks.

Monitoring Pre-Service Teacher Performance

To be successful the Pre-Service 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, Teacheraides 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.

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 Pre-Service Teacher.

In EDUC4750 a supervising Teacher completes an **Interim Evaluation** on Pre-Service 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 Pre-Service Teacher, supervising Teacher and the school coordinator of Pre-Service Teachers before the **Pre-Service Teacher uploads the report to their UQ Blackboard site**. The Pre-Service Teacher retains the original copy of this report. If the supervising Teacher/school are concerned with the progress of the Pre-Service 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 Pre-Service Teacher signs (using a digital signature) the form to indicate that they have read it. The form is also signed by the supervising Teacher and the schoolcoordinator of Pre-Service Teachers. The Pre-Service Teacher retains the original copy. The school coordinator of Pre-Service 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 Pre-Service Teacher has failed to:
- Comply with the school's policy for the protection of young people.
- Comply with the school's policy on occupational health and safety.
- Comply with any lawful direction given by school supervising staff.
- Act in a professional manner.
- Meet attendance requirements.

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 Pre-Service Teachers on their final placement. The goal of this document is to measure the standard that has been achieved by a Pre-Service 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 Pre-Service Teacher to enter the workplace.

In order to successfully pass this final practicum, Pre-Service Teachers MUST receive ticks for ALL criteria in either the Graduate level (G) or Exceeding Graduate level (E) columns. If a supervisor believes a Pre-Service 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 Pre-Service 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 Pre-Service 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 Pre-Service 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 Pre-Service Teacher's progress when the UQ facilitator attends the school to observe a lesson.

- Once the report has been completed by the supervising Teacher, the Pre-Service Teacher signs thereport 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 Pre-Service Teachers must sign Section 8 - Moderation.
    - The Pre-Service Teacher retains an electronic copy.
    - The school coordinator of Pre-Service 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: Pre-Service Teacher, supervising Teacher, school coordinator and UQ facilitator.**

Pre-Service Teachers' Roles and Responsibilities

The following notes are taken from the material given to Pre-Service Teachers prior to commencement of anyin-school Professional Experience:

<u>For the period of any supervised teaching practice, Pre-Service Teachers cannot take sole responsibility for the oversight of students and must ensure that they are in the company of a registered Teacher in any situation where students are in their care.</u>

Pre-Service Teacher's relationships with school-based supervisors

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

While in the school you must work in partnership with other Teachers, professionals, Teacher aides and other relevant adults and perform any duties or tasks in a manner that is consistent with the 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.

Pre-Service 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 classroom management and student safety.

Pre-Service 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

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Professionalism

The School of Education expects that Pre-Service 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

The School of Education expects Pre-Service Teachers to:

- check the School of Education Professional Experience Calendar found on the School ofEducation 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 and UQ facilitator 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 observations) please contact the course coordinator.

☐ make up any days missed due to illness or public holidays etc *except* those Pre-Service Teachers who have a public holiday fall during a multiple week-long Professional Experience 'block'. Make up days are *not* required in this instance. Alternative placement days cannot be negotiated for personal commitments such as work, sport, or social commitments.

☐ immediately contact the School of Education if you have an unavoidable timetable clash with your scheduled placement day.

☐ 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 Pre-Service Teachers, the supervising Teacher and other school personnel who take a role in Professional Experience supervision of our Pre-Service Teachers. The roles and responsibilities outlined below are generic and may be undertaken by other personnel as appropriate.

The school coordinator of Pre-Service Teachers

The school coordinator of Pre-Service 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 Pre-Service Teacher into the school's **Occupational Health and Safety policy** and discuss the ways in which the various aspects of the policy will affect the Pre-Service Teacher during the Professional Experience. Where possible the Pre-Service Teacher should be supplied with a copy of the policy.

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

The school coordinator may also arrange for the Pre-Service Teachers to confer with key members of the staff, such as the Teacher librarian, learning support or guidance counsellors to provide Pre-Service Teachers with insight into other facets of the life of the school community. The school coordinator may make arrangements for Pre-Service Teachers to engage in non-classroom experiences such as assisting Teachers with playground supervision and may encourage Pre-Service Teachers to take part in extra-curricular school activities. The Pre-Service 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 Pre-Service Teachers
- Understand and appreciate that working with Pre-Service 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 Pre-Service Teachers

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

- During the first day of the placement, discuss an appropriate pattern of observations and teaching with the Pre-Service Teacher.
- Provide induction on school policies and procedures particularly OH&S and Child Protection policies (this may also include providing Safe Operating Procedures for classes in labs).
- Provide the Pre-Service Teacher with copies of, or access to, the relevant portions of the school work program or planning documents, and with details of teaching topics, timetables and resources. This enables preparation in advance of lessons and/or units or sequences of lessons.
- Advise the Pre-Service Teacher on planning a sequence of lessons and learning experiences appropriate to the age, abilities and motivational levels of the class members, and to the stage of development of the Pre-Service Teacher.
- Peruse any Pre-Service Teacher's lesson or unit plans before the lesson or unit, and provide any help that seems appropriate. <u>Pre-Service Teachers should not teach any lesson unless the written plan has been submitted to the supervising Teacher for review prior to the implementation of the lesson.</u>
- 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 Pre-Service Teacher.
- Foster a 'co-Teacher' or 'teaching colleague' or 'mentoring' relationship with the Pre-Service Teacher.
- Provide guidance on overall development as a Teacher.

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

The University of Queensland has facilitators (experienced educators) who provide ongoing contact between Pre-Service Teachers, school staff and The University of Queensland during the Professional Experience when appropriate.

The UQ facilitator:
- Provides support for Pre-Service Teachers, supervising Teachers and the school coordinator of Pre-Service Teachers.
- Makes contact with the school coordinator of Pre-Service 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 Pre-Service Teachers andsupervising Teachers.
- Meets with each Pre-Service Teacher on each visit to the school at mutually suitable times.
- Arranges meetings with both the supervising Teacher and the Pre-Service 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 Pre-Service 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 Pre-Service Teacher is not performing at a satisfactory level in any areas of the evaluation, fails to behave in a professional manner or breaches school policies/procedures or statutory requirements.
- 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 Pre-Service 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 Pre-Service Teacher Professionalism and/or Performance

The School of Education must be notified immediately where the Pre-Service Teacher has failed to:

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

At any stage of the supervised Professional Experience, if there are any concerns about the demonstrated performance of a Pre-Service 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 Pre-Service 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 Pre-Service Teacher **may not be successful** the **"At Risk of Failure" procedure** must befollowed.

- An "At Risk" interview (initiated by the school or UQ Facilitator) must be arranged with the Pre-Service Teacher, school Professional Experience coordinator, the supervising Teacher/s and the UQ Facilitator or representative from the School of Education. At this interview the Pre-Service 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 Pre-Service 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 Pre-Service Teacher, school Professional Experience coordinator, supervising Teacher and UQ facilitator. All parties identify actions or strategies that will be put in place by the Pre-Service 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 Pre-Service Teacher, one copy emailed to the School of Education and copies retained by the school.
- After the at-risk meeting in Part A, the Pre-Service 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 Pre-Service 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 Pre-Service Teacher as to the progress of the Pre-Service Teacher.
- Improvement to a predetermined satisfactory standard in the areas identified in Part A of the at-risk process must be shown by the Pre-Service 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 Pre-Service 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 Pre-Service Teacher can be successful in the placement, the school can decide to terminate the placement.
- The outcome of the Pre-Service 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 Pre-Service 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 Pre-Service Teacher regarding their options for moving forward with the program.

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 Pre-Service Teachers. The supervising Teacher/Pre-Service 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)

UQ Professional Experience > for Schools

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

The program is relevant to Teachers who are supervising a Pre-Service 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 [UQ Professional Experience > for Schools](#) > Supervising Teacher & School Coordinator Pay Claim Forms

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

Pre-Service Teacher's name						
Dates						
School name and address						
School context	Metropolitan	☐	Provincial	☐	Rural	☐
	Remote	☐	Low socio-economic community	☐	Indigenous community	☐
	Other (please indicate):					
Number of days	10 days (5 single days over 5 weeks + 1-week block)					
Learning phase	Primary year level:					
Curriculum specialisation						
Class size						
School context	Students with disability	☐	Indigenous students	☐	Culturally and linguistically diverse students	☐

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

Domain One – Professional Knowledge

Examples of evidence

- Professional conversation between the supervising Teacher and Pre-Service Teacher.
- A supervising Teacher's observation notes.

- The Pre-Service Teacher's written reflections and observation notes.

Not Developed (ND), Developing Towards (DT)

APST		ND	DT	Comments
• Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1	☐	☐	
• Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the Teacher area.	2.1	☐	☐	
• Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2.5	☐	☐	

Domain Two – Professional Practice

Examples of evidence

- Professional conversations between the supervising Teacher and Pre-Service Teacher.
- The Pre-Service Teacher's written reflections and observation notes.

- A supervising Teacher's observation notes of Pre-Service 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	☐	☐	

Domain Three – Professional Engagement

Examples of evidence

- Professional conversations between the supervising Teacher and Pre-Service Teacher
- A supervising Teacher's observation notes including comments on understanding and adherence to legislative requirements.
- The Pre-Service 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 schoolstaff

Not Developed (ND), Developing Towards (DT)

APST		ND	DT	Comments
• Seek and apply constructive feedback from supervisorsand Teachers to improve teaching practice	6.3	☐	☐	
• Understand and apply the key principles described in codes of ethics and conductfor the teaching profession.	7.1	☐	☐	
• Understand the relevant legislative, administrative andorganizational policies and processes required for Teachers according to school stage.	7.2	☐	☐	

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
☐	☐

Pre-Service 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 Pre-Service 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:
Primary Professional Experience 1 - School of Education - University of Queensland (uq.edu.au)

Bachelor of Education (Primary)/Bachelor of Education (Primary) (Honours)

Bachelor of Education (Primary)

EDUC2740
Primary Professional Experience 1

Final Evaluation

Pre-Service Teacher's name						
Dates						
School name and address						
School context	Metropolitan		Provincial		Rural	
	Remote		Low socio-economic community		Indigenous community	
	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		Indigenous students		Culturally and linguistically diverse students	

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 Pre-Service 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 Pre-Service 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	☐	☐	☐	
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2.5	☐	☐	☐	
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	3.1	☐	☐	☐	

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 Pre-Service 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	☐	☐	☐	
• Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2.6	☐	☐	☐	
• Seek and apply constructive feedback from supervisors and Teachers to improve teaching practice	6.3	☐	☐	☐	

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 Pre-Service Teacher's written reflections and application of supervising Teacher feedback.

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

	APST	ND	DT	D	Comments
• Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2	☐	☐	☐	
• Demonstrate knowledge of practical approaches to manage challenging behaviour.	4.3	☐	☐	☐	

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
• Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.1	☐	☐	☐	
• Understand the relevant legislative, administrative and organisational policies and processes required for Teachers according to school stage. 7.2	☐	☐	☐	

Section 6: Overall assessment of performance

Based on the Pre-Service Teacher's performance across this final evaluation, please indicate their overall level of performance.

Not Developed	Developing Towards	Developed
☐	☐	☐

Pre-Service 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 Pre-Service Teacher's overall strengths and areas for development.

Section 8: Signatures

Pre-Service 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:
Primary Professional Experience 2 - School of Education - University of Queensland (uq.edu.au)

Bachelor of Education (Primary)/Bachelor of Education (Primary) (Honours)

Bachelor of Education (Primary)

EDUC3750 – Primary Professional Experience 2

Final Evaluation

Pre-Service Teacher's name						
Dates						
School name and address						
School context	Metropolitan	☐	Provincial	☐	Rural	☐
	Remote	☐	Low socio-economic community	☐	Indigenous community	☐
	Other (please indicate):					
Number of days	20 days (four-week block)					
Learning phase	Primary year level	☐				☐
Curriculum specialisation						
Class size						
Classroom context	Students with disability	☐	Indigenous students	☐	Culturally and linguistically diverse students	☐

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 Pre-Service 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 Pre-Service 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	☐	☐	☐	☐
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	☐	☐	☐	☐
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	☐	☐	☐	☐
Organise content into an effective learning and teaching sequence.	2.2	☐	☐	☐	☐
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2.3	☐	☐	☐	☐
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2.5	☐	☐	☐	☐
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	3.1	☐	☐	☐	☐
Plan lesson sequence using knowledge of student learning, content and effective teaching strategies.	3.2	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the Pre-Service 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 Pre-Service 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
• Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the Teacher area.	2.1	☐	☐	☐	☐
• Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2.6	☐	☐	☐	☐
• Include a range of teaching strategies.	3.3	☐	☐	☐	☐
• Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	3.4	☐	☐	☐	☐
• Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3.5	☐	☐	☐	☐
• Seek and apply constructive feedback from supervisors and Teachers to improve teaching practice	6.3	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the Pre-Service 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 Pre-Service 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	☐	☐	☐	☐
• Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2	☐	☐	☐	☐
• Demonstrate knowledge of practical approaches to manage challenging behaviour.	4.3	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the Pre-Service 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 Pre-Service 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	☐	☐	☐	☐
• Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	5.2	☐	☐	☐	☐
• Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	5.4	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the Pre-Service 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
- Develop strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	4.4	☐	☐	☐	☐
- 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	☐	☐	☐	☐
- Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	7.1	☐	☐	☐	☐
- Understand the relevant legislative, administrative and organisational policies and processes required for Teachers according to school stage.	7.2	☐	☐	☐	☐
Please leave blank if unable to assess in the school context - Understand strategies for working effectively, sensitively and confidentially with parents/carers.	7.3	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the Pre-Service Teacher in relation to this section.

Section 6: Overall assessment of performance

Based on the Pre-Service Teacher's performance across this final evaluation, please indicate their overall level of performance.

Not Developed	Developing Towards	Developed	Well Developed
☐	☐	☐	☐

Pre-Service 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 Pre-Service Teacher's overall strengths and areas for development.

| |
| |

Section 8: Moderation

Please identify who has moderated the assessment of the Pre-Service Teacher.

Name		Signature	
Position		Date	
Name		Signature	
Position		Date	

Section 9: Signatures

Pre-Service 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

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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 Pre-Service 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 Pre-Service 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 Pre-Service 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 Pre-Service 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 Pre-Service Teacher's knowledge, practice, engagement and skills has been made.

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Supervising Teachers are not required to provide an overall assessment score for the Pre-Service 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 Pre-Service 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.

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Final Professional Experience recommendations

This page is to be completed by the Pre-Service Teacher.

Pre-Service Teacher'sname	
Dates	(Full duration of Professional Experience): *From*　　／　／　　*to*　／　／
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	⫼ Metropolitan　　⫼ Provincial　　⫼ Rural ⫼ Remote　　⫼ Low socio-economic community　　⫼ Indigenous community ⫼ Other *(Please indicate):* ....
Learning phase	⫼ Early childhood　　⫼ Primary　　⫼ Junior secondary　　⫼ Senior secondary
Curriculum specialisation	

Class size Number of students in Professional Experience class	*Class 1*	*Class 2*	*Class 3*
Classroom context (where applicable)	⫼ Students with a disability	⫼ Indigenous students	⫼ 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	

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Section 1: Planning effectively - preparation for teaching

Examples of evidence

Artefacts that have been modified by the Pre-Service 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 Pre-Service 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	lii	lii	lii	lii
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	lii	lii	lii	lii
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	lii	lii	lii	lii
Organise content into an effective learning and teaching sequence.	APST2.2	lii	lii	lii	lii
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	lii	lii	lii	lii
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	lii	lii	lii	lii
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST3.1	lii	lii	lii	lii
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST3.2	lii	lii	lii	lii
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	lii	lii	lii	lii

Please provide comments about knowledge, practice and engagement of the Pre-Service 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.

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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 commentson 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 Pre-Service Teacher's reflections and application ofsupervising 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 Pre-Service 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.

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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 Pre-Service Teacher's written reflections and application ofsupervising 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	lll	lll	lll	lll
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	lll	lll	lll	lll
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	lll	lll	lll	lll

Please provide comments about knowledge, practice and engagement of Pre-Service 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.

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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 Pre-Service Teacher's written reflections and application of supervising Teacher feedback.
- Data gathering tools such as checklists developed or adapted by Pre-Service 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**	lii	lii	lii	lii
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	**APST 5.2**	lii	lii	lii	lii
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	**APST 5.3**	lii	lii	lii	lii
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	**APST 5.4**	lii	lii	lii	lii
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**	lii	lii	lii	lii

Please provide comments about knowledge, practice and engagement of Pre-Service 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.

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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	☐	lii	☐	☐
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 Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	lii	lii	lii	lii

Please provide comments about knowledge, practice and engagement of Pre-Service 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.

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Section 6: Excluded descriptors

All descriptors can be assessed in a Professional Experience setting; however to focus the final Professional Experience the followingfour 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 Pre-Service Teacher's overall strengths and areas for development.

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Section 8: Moderation

Please identify who has moderated the assessment of the Pre-Service Teacher.

Moderation may be completed through classroom visit/s or as a panel discussing the evidence and awareness demonstrated by the Pre-Service Teacher.

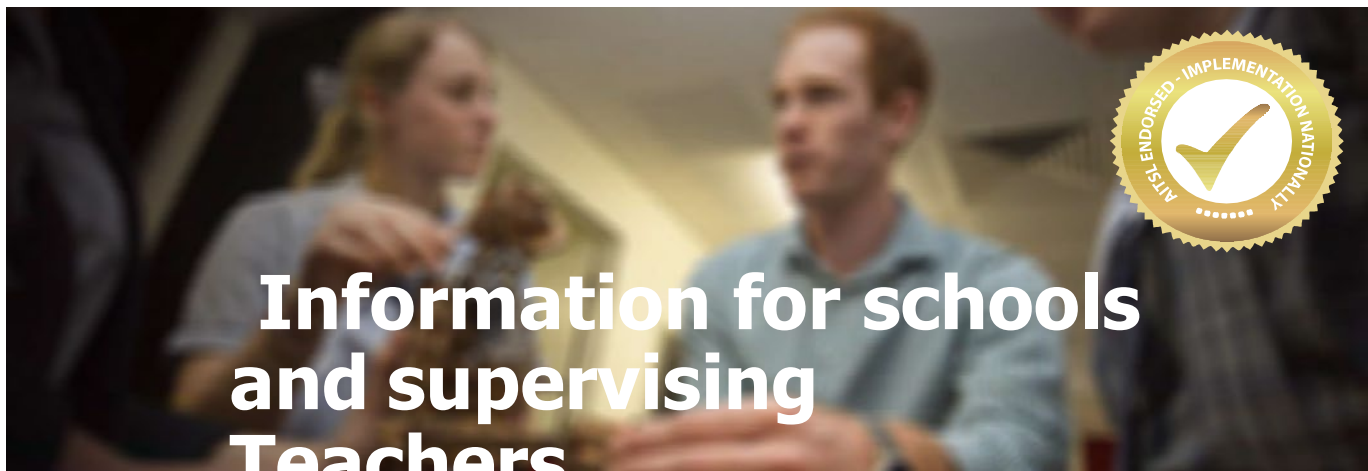|			
Site coordinator's name		**Signature**	
		Date	/　　/
Higher education institution (HEI) representative's name		**Signature**	
		Date	/　　/
Name of HEI representative who conducted school visits		**Signature**	
Dates of school visit/s	/　　/	**Date**	/　　/
Other moderator name and position if applicable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

Section 9: Signatures

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

The Pre-Service Teacher's signature indicates they have sighted this completed report.

Pre-Service Teacher's name		**Signature**	
		Date	/　　/
Supervising Teacher's name		**Signature**	
		Date	/　　/
Other supervising Teacher'sname		**Signature**	
		Date	/　　/

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Bachelor of Education (Primary)/Bachelor of Education (Primary) (Honours)

GTPA
GRADUATE TEACHER PERFORMANCE ASSESSMENT™

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 Pre-Service 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 GAPA 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 Pre-Service 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 employersand 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 Pre-Service 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.

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

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

Pre-Service 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, Pre-Service Teachers focus on whole class teaching and differentiate practice. To demonstrate differentiation in whole class contexts, the Pre-Service Teacher identities three focus students to represent the range of achievement levels in the class. The Pre-Service 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 Pre-Service 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, Pre-Service Teachers are bound by professional code of conduct, including confidentiality.

What makes this an authentic assessment?

In completing the GTPA, Pre-Service 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.
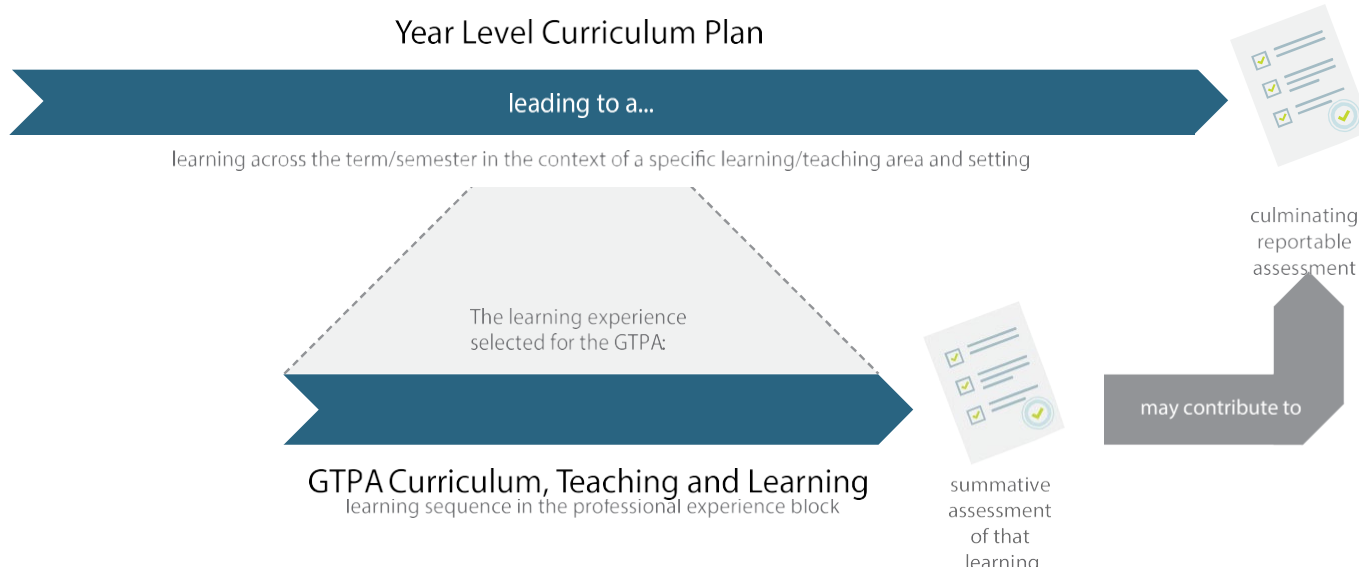
The assessment is authentic in the way it addresses:

1. Pre-Service Teacher's curriculum decision-making and pedagogic practices based on student data and evidence of learning; and
2. the learning experience for both the Pre-Service Teacher and their students.

The objective of the GTPA is to enable Pre-Service 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, Pre-Service 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.

Year Level Curriculum Plan

leading to a...

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

The learning experience selected for the GTPA:

culminating reportable assessment

may contribute to

GTPA Curriculum, Teaching and Learning
learning sequence in the professional experience block

summative assessment of that learning

Fact sheet - Schools and supervising Teachers

How does this assessment fit with other evidence of Pre-Service 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 Pre-Service 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 Pre-Service 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 Pre-Service Teachers' practices in a significant learning sequence taught across the duration on 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, Pre-Service 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 Pre-Service 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. Pre-Service Teachers submit their completed GTPA within two weeks of concluding a final year Professional Experience placement.

7. On submission, the completed GTA is to be accompanied by the Pre-Service 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, senstitively 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 Pre-Service Teacher. It should not involve additional administrative or workload responsibilitiesfor Teachers and schools. The role for the supervising Teacher is consultative and advisory in nature. It could
include, for example, assisting the Pre-Service 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 Pre-Service Teacher use of standards and criteria, as used in the school context. If there are any contextual issues that may preclude Pre-Service 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.

The GTPA is aligned with the National Program Standards. Graduate Teacher Standards are embedded within the GTPA.

graduatetpa.com.au

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ACU INSTITUTE FOR LEARNING SCIENCES & TEACHER EDUCATION

APPENDIX F - EDUC4750 GTPA Fact sheet for Pre-Service Teachers

Fact Sheet

Information for Pre-Service 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 Pre-Service Teachers to connectresearch, 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.ed u.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 Pre-Service Teachers to undertake a summative assessment to demonstrate professional readiness.

* enable Pre-Service Teachers in their final year to demonstrate their ability to engage with the full cycle of teaching practice.

* enable Pre-Service 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 andother 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 Pre-Service Teacher to demonstrate their competence for professional practice.

graduatetpa.com.au

GTPA
GRADUATE TEACHER PERFORMANCE ASSESSMENT'

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 Pre-Service Teacher to demonstrate planning, teaching, assessing, reflectingand appraising of teaching practices regardless of school context, year levelof teaching, or discipline/curriculum or content area or speciality. This includesa 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 Pre-Service 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. Pre-Service 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, Pre-Service 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 Pre-Service 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. Pre-Service 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 Pre-Service 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.
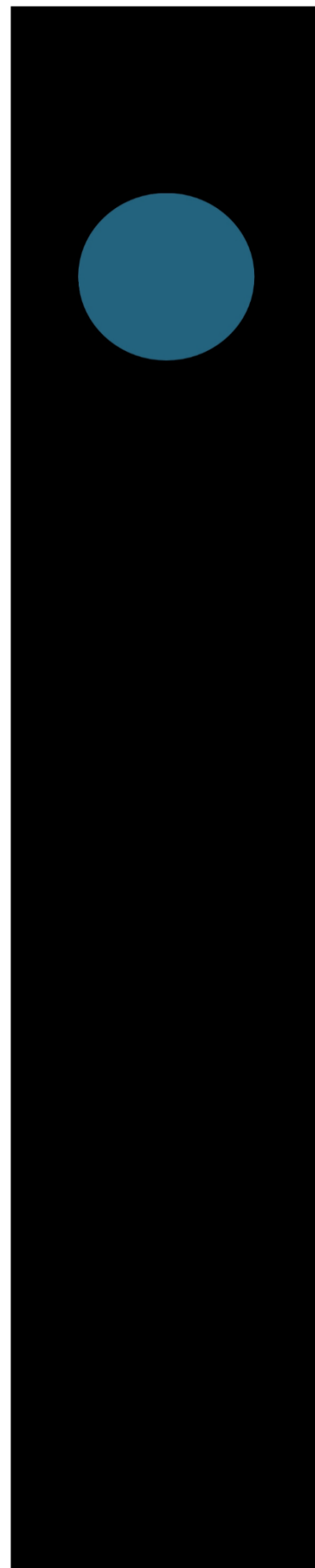
What kind of student data and evidence supports completion of the GTPA?

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, Pre-Service 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 Pre-Service Teacher to demonstrate the full cycle of teaching, learning and assessment;

5. Pre-Service Teachers' practices and reasoning about how their teaching meets individual students' learning needs.

GTPA implementation: roles andresponsibilities

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 Pre-Service Teacher to selectstudent data representing the range of capabilities in the class and the relevant achievement standards. It also includes the Teacher and the Pre-Service 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 Pre-Service Teacher.

If there are any contextual issues that may preclude the Pre-Service Teacher from fully completing the GTPA, the HEIshould 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 andresponsibilities **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 withthe National Program Standards. Graduate Teacher Standards are embedded within the GTPA. For details on the Standards see www.aitsl.edu.au

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

CQUniversity
AUSTRALIA

CHC
CHRISTIAN HERITAGE COLLEGE

Federation University

Griffith
UNIVERSITY
Queensland, Australia

JAMES COOK UNIVERSITY
AUSTRALIA

LATROBE
UNIVERSITY

RMIT
UNIVERSITY

Southern Cross University

NOTRE DAME AUSTRALIA UNIVERSITY

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

USQ

USC

UNIVERSITY of TASMANIA

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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-1-0
EDUC3750   https://education.uq.edu.au/primary-professional-experience-2-0
EDUC4750   https://education.uq.edu.au/primary-professional-experience-3-semester-2

Pre-Service 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 Pre-Service 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 Pre-Service Teacher. Complete this form and return a copy to UQ School of Education as soon as possible and provide a copy to the Pre-Service Teacher.

Improvement to a satisfactory level in the areas identified *must* be shown by the Pre-Service Teacher within a week of the meeting date.

Pre-Service Teacher :		**Date:**	
School:			
The Pre-Service 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 Pre-Service 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 Pre-Service 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			
Pre-Service 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 Pre-Service Teacher completes a personal reflection and detailed action plan for how they will aim to improve in the identified areas, including a list of goals.

APPENDIX H - Guidelines for making judgements for specialisations

Bachelor of Education (Primary)/Bachelor of Education (Primary) (Honours)

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

3rd year level (EDUC3750)	4th 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: • 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: • 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.