THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

Master of Teaching (Primary)

Primary Professional Experience 3 (EDUC7540)

Professional Experience Handbook

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The University of Queensland - School of Education

M Teach - Primary Professional Experience 3

Preface from the Director of Professional Experience

Thank you for participating in the professional experience component of The University of Queensland, School of Education Professional Experience Program (Master of Teaching 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 experience is also of professional value to you.

This handbook contains essential information for school-based personnel, pre-service teachers and UQ facilitators. The policies, professional experience structure and different roles of each of the stakeholders in the Master of Teaching (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.

In a move to strengthen initial teacher education (ITE) programs, the Education Council, comprising all Australian Education Ministers, endorsed the revised national Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures in December 2015. Program Standard 1.2 requires that 'pre-service teachers … have successfully completed a final-year teaching performance assessment prior to graduation'. To meet this program standard the Graduate Teacher Performance Assessment (GTPA) task has been created. This cohort of students will be undertaking the GTPA task as part of their final professional experience. This task is assessed by University personnel only. The GTPA is explained further on page 9 and in Appendix A and B.

I hope that you enjoy The University of Queensland's Master of Teaching (Primary) professional experience program.

Dr Katie Cawte
Director of Professional Experience

IMPORTANT DATES

PROFESSIONAL EXPERIENCE 3
Monday 23rd April – Friday 1st June 2018

Event	Date/s	Notes
Professional experience preparation	Various	Pre-service teacher makes contact with the professional experience school.
1 lead-in day (introduction)	Week of 16 April	Students are to attend their placement school to meet the supervising teacher and class.
29 days of supervised teaching practice	23 April to 1 June	6 weeks of teaching.
Preparation of **interim evaluation** OR **at-risk form***	Week of 7 May	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.
Preparation of **Final professional experience recommendations** report	Week of 1 June	The supervising teacher discusses the completed report with the pre-service teacher and the report is signed by all parties. See Page 7 for more information.
Final professional experience recommendations report given to pre-service teacher. Copy emailed to UQ.	Week of 1 June or on completion of any required make-up days	1. Give the signed report to the pre-service teacher. 2. The school coordinator of pre-service teachers emails a copy of the signed report to UQ. 3. The school coordinator of pre-service teachers retains a copy of the report for school records.
Pay claim forms	Friday 1 June or on completion of all required make-up days	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and sends pay claims to UQ. See section – Forms for Professional Experience on page 17 for details/process.

Important: All of The University of Queensland forms relating to the professional experience are located on the School of Education website at https://education.uq.edu.au/primary-professional-experience-3-0 . See Page 17 for further information on accessing UQ forms.

*either the interim evaluation or at-risk form is completed, both should not be completed (see page 15).

Master of Teaching (Primary) Overview

The Master of Teaching (Primary) is a postgraduate teacher preparation program meeting the Queensland College of Teachers requirements for entry into primary teaching. The program requires 1.5 years of full-time study and this is offered intensively over 18 calendar months by using a summer semester. The program consists of periods of on-campus lectures, tutorials and workshops, alternated with blocks of professional placements in schools.

Preservice teachers entering the M Teach program are at the start of a developmental continuum. EDUC7530 provides their first in-school professional experience. As professional knowledge and skills develop, they will be able to progress from observation of practice through the experience of closely supervised teaching practice in EDUC7535 to the level of consultative and collaborative practice appropriate to the roles and responsibilities of a beginning teacher in EDUC7540. Strong emphasis is placed on classroom practice with placements designed to provide the opportunities for the development of the specific knowledge and skills required of a beginning teacher. Preservice teachers will be given an opportunity to demonstrate that they have reached the required level of professional competence during EDUC7540.

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.

Goals of the professional experience component of the M Teach program

To be successful, the pre-service teacher must meet the standards set by the Queensland College of Teachers for graduates on completion of all professional experiences by demonstrating:

- A sound understanding of the importance of appropriate values and dispositions for teaching.
- The required level of performance in the areas of professional practice, knowledge and relationships in three key facets of teachers' work – teaching and learning, professional relationships and professional growth by:
    - Designing and managing individual and group learning experiences that:
        - develop students' language, literacy and numeracy
        - are intellectually challenging
        - value diversity
        - 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.
- Their commitment to professional reflective practice and ongoing professional renewal.

Overview of the Master of Teaching (Primary) Program

Year 1, Semester 1 (#9)		Year 1, Semester 2 (#9)	
EDUC7500	Introduction to Education	EDUC7505	Teaching English as an Additional Language
EDUC7525	Child and Adolescent Development for Educators	EDUC7510	Indigenous Knowledge and Education
EDUC7530 *	Primary Professional Experience 1 (10 single days)	EDUC7535 *	Primary Professional Experience 2 (20 day block)
EDUC7565	Numeracy in Primary and Middle Years of Schooling Contexts	EDUC7550	Teaching English 1
EDUC7575	Teaching Science in Primary Schools	EDUC7580	Teaching Humanities and Social Sciences Curriculum
Year 1, Summer Session (#6)		**Year 2, Semester 1 (#8)**	
EDUC7515	Diversity and Inclusive Education	EDUC7520	Teachers as Researchers
EDUC7545	Teaching Technology and the Arts in the 21st Century	EDUC7540 *	Primary Professional Experience 3 (30 day block practicum)
EDUC7570	Teaching Mathematics 1	EDUC7555	Teaching English 2
		EDUC7560	Health, Wellbeing and Education Pedagogical Content

Overview of the Developmental Continuum for Professional Experience

	Program timing		Duration	Details
	Year	Semester		
Professional Experience 1	1	1	10 single days	Structured observation (hands-on)
Professional Experience 2	1	2	4 week block	Appropriate teaching practice building to full lessons and to sequences of lessons through the 4 week block. Structured observation continues.
Professional Experience 3	2	1	6 week block	Supervised block professional experience building to about 50% of a 'normal' teaching load. Structured observation continues.

Aims for Professional Experience 3

It is expected the professional experience will provide the pre-service teacher with an opportunity to:

- Demonstrate an understanding of schools as workplaces and be familiar with the statutory and other requirements that govern the work of teachers in schools.
- Apply professional and disciplinary knowledge to engage with curriculum, pedagogy, assessment and reporting of student outcomes.
- Create supportive and intellectually challenging educational environments that engage all learners.

- Apply a range of literacies relevant to the educational context and the requirements of the discipline.
- Understand the relationships that characterize ethical professional practice.
- Communicate effectively with students, care givers and fellow professionals in a range of educational, social and cultural environments.
- Use skills of critical reflection to develop achievable plans for personal professional growth through the stages of preservice teaching and beginning teaching.

Supervised Professional Experience and Teaching Load

The total teaching time during this professional experience should approximate **50% of a full-time teaching load** in the school. Because schools use so many different arrangements it is difficult to be precise as to the number of periods 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. By the end of week two of the professional experience the pre-service teacher should be teaching approximately 50% of a full teaching load. Just as the expectations of a graduate are not at the same level as for a teacher moving to full registration following one to two years of teaching, our expectations of a successful performance at the end of the first professional experience are not at the level we would require of a graduate at the end of their final placement.

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, teacher aides and other relevant adults
    - the ability to set and meet personal work-related goals and priorities
- Establish learning goals and design learning plans that reflect relevant curriculum frameworks and are consistent with relevant school programs and policies.
- Communicate learning goals and plans to students.

- Select and use teaching and learning strategies and resources that are relevant to the specified learning goals and the learning needs of the students.
- Teach the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes.
- Identify and know how to apply school and employing authority policies and procedures with regard to behaviour management and student safety.
- Identify and apply behaviour management strategies in a fair, sensitive and consistent manner.
- Know when and where to seek advice on matters associated with student learning and behaviour.
- Develop respectful, positive and constructive relationships that support students and foster positive attitudes to learning.
- Use teaching time, materials, resources and physical space effectively to establish a challenging, safe and supportive learning environment.
- Perform teaching and non-teaching duties in a manner that is consistent with employing authority and school policies and procedures and legal and ethical obligations of teachers.
- Actively participate in any mentoring, coaching and other professional learning programs offered.

Reporting Pre-service Teacher Performance

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

For Professional Experience 3 (EDUC7540) the supervising teacher completes an **Interim Evaluation** on Pre-service Teacher Progress (available on the School of Education website) towards the end of week 3. This form should be signed by the pre-service teacher, supervising teacher and the school coordinator of pre-service teachers before being submitted to The UQ School of Education by email, fax or mail. 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 14 for at-risk process).

In the final week of the professional experience, the supervising teacher prepares the **Final professional experience recommendations** report (available on the School of Education website). This document must be completed electronically and requires the use of digital signatures by all parties involved in completing the report. The following process should be followed:

- The pre-service teacher must fill out page 4 prior to the report being completed by the supervisor. The report must also be completed in collaboration with UQ, for example, any concerns or queries should have been identified by the school at the interim period. There will be further opportunity for the school to discuss/moderate a pre-service teacher's progress when the UQ facilitator attends the school to observe a lesson.
- Once the report has been completed by the supervising teacher, the pre-service teacher signs the report to indicate that he/she has read it.
- The report is then signed by the supervising teacher, the school coordinator of pre-service teachers. 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. The university will not consider the report finalised under it contains the following signatures: pre-service teacher, supervising teacher, school coordinator and UQ facilitator.**

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 Graduate Teacher Performance Assessment (GTPA)

Preservice teachers will also undertake the Graduate Teacher Performance Assessment (GTPA) task in this course. The GTPA is an integrated assessment that connects the academic program and the professional experience, and in so doing connects research, theory and practice. It is a single culminating authentic summative assessment designed to demonstrate preservice teachers' ability to meet the Graduate Teacher Standards and to plan, teach, assess and reflect on their final-year professional practice (see Appendix A & B for school/supervising teacher and preservice teacher factsheets providing further information on the GTPA).

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

Roles and Responsibilities of Stakeholders:

Pre-service Teachers' Roles and Responsibilities
The following notes are taken from the material given to pre-service teachers prior to commencement of any in-school professional experience:

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

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 weaknesses of your students. You should require courtesy and firmly insist on considerate behaviour from them towards you and all others. You should identify and know how to apply school procedures with regard to behaviour management and student safety.

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 both the supervised teaching professional experience and the internship. 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

Pre-service Teachers' Roles and Responsibilities

Professionalism

The School of Education expects you to demonstrate a professional manner by:

- Complying with statutory requirements, in particular with those involving workplace, health and safety and child protection.
- Discussing the school's occupational health and safety policy and the ways in which it affects your professional experience with the school coordinator of pre-service teachers (or their delegate). Where possible you should obtain and review a copy of this policy.
- Respecting the requirement for confidentiality. Discussion of any personal or academic information involving students should be restricted to appropriate staff at the school. This information should not extend to discussions with *anyone* outside of that school or be posted on social networking sites.
- Respecting the ethos of the school.

- Understanding that you are guests of the school and under the direction of the principal.
- Understanding the role of the supervising teacher as a supervisor and mentor.
- Managing your classes in accordance with school policy.
- Adhering to any dress or conduct codes.
- Using appropriate language at all times.
- Complying with instructions from school and UQ staff.
- Completing all designated tasks as required and according to deadlines and requirements.

Attendance

As a pre-service teacher, you are expected to:

- Be punctual on all days and for all lessons.
- Arrive and leave the school at times in accordance with UQ School of Education policy, the school's policy and with the requirements of tasks on the particular day.
- Contact the placement school in accordance with their policy in the event of not being able to attend.
- Contact the UQ Placements Officers and Professional Experience Coordinator on the day of any absence via email (education@uq.edu.au).
- Provide a medical certificate to UQ for days missed through illness.
- Make up any day/s missed by arranging a mutually agreeable time with the school coordinator of pre-service teachers and the supervising teacher/s. Make-up time must not conflict with on-campus commitments.
- Inform the UQ Placements Officers, by email (education@uq.edu.au), about the arrangements for make-up days.
- Make immediate contact with the school and UQ in the case of any serious problems arising that prevent you from continuing the professional experience. This should be supported by detailed explanation and the case will then be considered on its merits.

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.

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

Note:

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 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 preservice teachers
- Understand and appreciate that working with preservice teachers is a mutually beneficial experience
- Are able to liaise with our UQ Professional Experience Facilitators in the interests of improving the performance of our preservice teachers

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

- During the first day of the placement, discuss an appropriate pattern of observations and teaching with the pre-service teacher.
- Provide induction on school policies and procedures particularly OH&S and Child Protection policies (this may also include providing Safe Operating Procedures for classes in labs).
- Provide the pre-service teacher with copies of, or access to, the relevant portions of the school work program or planning documents, and with details of teaching topics, timetables and resources. This enables preparation in advance of lessons and or units or sequences of lessons.

The Supervising Teacher roles and responsibilities (cont'd)

- 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. Pre-service teachers should not teach any lesson unless the written plan has been submitted to the supervising teacher for review prior to the implementation of the lesson.
- Comment on lessons given, verbally and/or by means of written comment at the foot of the lesson plan or on the template provided. The criteria in the professional experience evaluation forms should be used to provide formative evaluation.
- Provide guidance on class management procedures and on the broader school policies and procedures.
- Provide a wide range of observation situations.
- Discuss class evaluation (feedback) and assessment procedures with the pre-service teacher.
- Foster a 'co-teacher' or 'teaching colleague' or 'mentoring' relationship with the pre-service teacher.
- Provide guidance on overall development as a teacher.

Roles and Responsibilities of UQ School of Education Staff

General

Staff members of the School of Education have certain defined responsibilities during a professional experience. They are required to ensure compliance with all statutory requirements, policies and protocols of the University of Queensland. This includes ensuring that:

- The University of Queensland policies concerning assessment are followed (http://ppl.app.uq.edu.au/content/2.30.09-work-campus-safety).
- The pre-service teacher is kept informed throughout the professional experience as to whether his/her progress is satisfactory.
- In all cases of dispute, processes are open and documented and the principles of natural justice are observed at each stage of any process.
- All course requirements are met and assessment follows processes approved by the School of Education.
- All the requirements of the program as accredited by the Queensland College of Teachers as registering body are met.
- Adequate, timely and ongoing support and advice are offered to the pre-service teacher and to host school supervising staff.
- In particular staff members are required to ensure that timely and adequate advice and support is provided in any case when for any reason demonstrated performance of the pre-service teacher is considered to be 'not satisfactory'.

Roles and Responsibilities of UQ School of Education Staff (cont'd)

School of Education 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 in the professional experience.
- Negotiates a pattern of contact and visits. Time constraints may make a visit impractical in some cases involving a country placement. In these cases contact will be by e-mail and phone.
- Follows school policy with regard to contact with the school coordinator of pre-service teachers and supervising teachers.
- Meets with each pre-service teacher on each visit to the school at mutually suitable times.
- Arranges meetings with both supervising teacher and the pre-service teacher together at least once during the professional experience, where possible. 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.
- 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 internship or is requested by the Coordinator.
- May choose to observe practice at any scheduled visit.
- Will, if requested by school personnel, arrange to observe practice.

Concerns regarding professionalism:

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

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

Concerns regarding pre-service teacher performance:

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 School of Education Director of Professional Experience (3365 6862).
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 be followed.
Time is of the essence

- An "At Risk" interview must be arranged with the pre-service teacher, school professional experience coordinator and the supervising teacher/s. 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" form must be obtained from the School of Education's website, completed and signed by all parties. The original should be given to the pre-service teacher, one copy faxed or emailed to the School of Education and copies retained by the school.
- A date for a review of performance should be set at **one week** from when the "At Risk" form is signed by the pre-service teacher.

If acceptable progress is not made, the UQ Facilitator or School of Education Director of Professional Experience must be informed. The Director will then consult with the school and UQ visiting staff and make a decision on the future of the pre-service teacher's professional experience placement.

FORMS FOR PROFESSIONAL EXPERIENCE

All of The University of Queensland forms relating to the professional experience are located on the School of Education website at https://education.uq.edu.au/primary-professional-experience-3-0 .

Interim report/At-risk forms are in PDF format.

Supervisors' comments can be entered directly onto the form which can then be saved. The school coordinator of pre-service teachers arranges for the original completed form to be given directly to the pre-service teacher. A copy of the completed, signed form is forwarded to the School of Education by email, fax or by mail once all required days are completed.

Final professional experience recommendations report is in PDF format.

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

Required forms for supervised teaching practice:

Interim Report/or At-risk form on Pre-service Teacher Progress; Final professional experience recommendations report

Pay claim process

There are now separate pay claim forms for supervising teachers and site coordinators. The pay claim forms and tax file number declaration form can be downloaded from the following website - https://education.uq.edu.au/primary-professional-experience-3-0 .

Please complete and forward the relevant pay claim form and tax file number declaration form to the School of Education as soon as possible after the completion of the professional experience. (**Please note:** the tax file number declaration form is only required if it is your first pay claim for supervising a UQ preservice teacher or if you have changed your tax details since making your previous claim.)

The number of hours or days to claim will be the maximum for the professional experience, *unless the supervision is shared*. Relevant claim information is included with the pay claim form. The claimed amount will be processed and paid into your account usually within four weeks of receipt of your pay claim. Please post, email or fax pay claims to:

Administration Officer (Placements)
School of Education
The University of Queensland
St Lucia Qld 4072
Email: pracpayclaims@uq.edu.au
Fax: 3365 7199

The University of Queensland - School of Education Contacts

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APPENDIX A: GTPA – SCHOOLS AND SUPERVISING TEACHERS FACTSHEET

GRADUATE TEACHER PERFORMANCE ASSESSMENT

Fact sheet

Schools and supervising teachers

1. About the graduate teacher performance assessment

What is the Graduate Teacher Performance Assessment?

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

Why has the GTPA been developed?

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

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

- meet the new national requirement for all preservice teachers to undertake an authentic culminating summative assessment to demonstrate professional readiness. As indicated below, the official Trial of the GTPA was completed and the report accepted by AITSL in 2017.
- enable preservice teachers in their final year to demonstrate their ability to engage with the full cycle of teaching practice.
- enable preservice teachers to demonstrate the impact their teaching has had on student learning.
- incorporate planning, teaching, assessing, reflecting on and appraising teaching practices as an integrated process.
- align with existing state based practices and partnerships between universities, teacher employers and other education stakeholders.
- respond to and align with the Graduate Teacher Standards.

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

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

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

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

Fact sheet - Schools and supervising teachers

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

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

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

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

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

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

The student data and evidence of learning that preservice teachers collect, analyse and use for the GTPA is of the range and type that the classroom teacher accesses to inform decisions about planning for optimal student learning. This may include data and evidence for diagnostic, formative and summative purposes, and for whole class, small group and individual teaching. Please note that in using this data and evidence to inform their teaching decisions, preservice teachers are bound by professional codes of conduct, including confidentiality.

What makes this an authentic assessment?

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

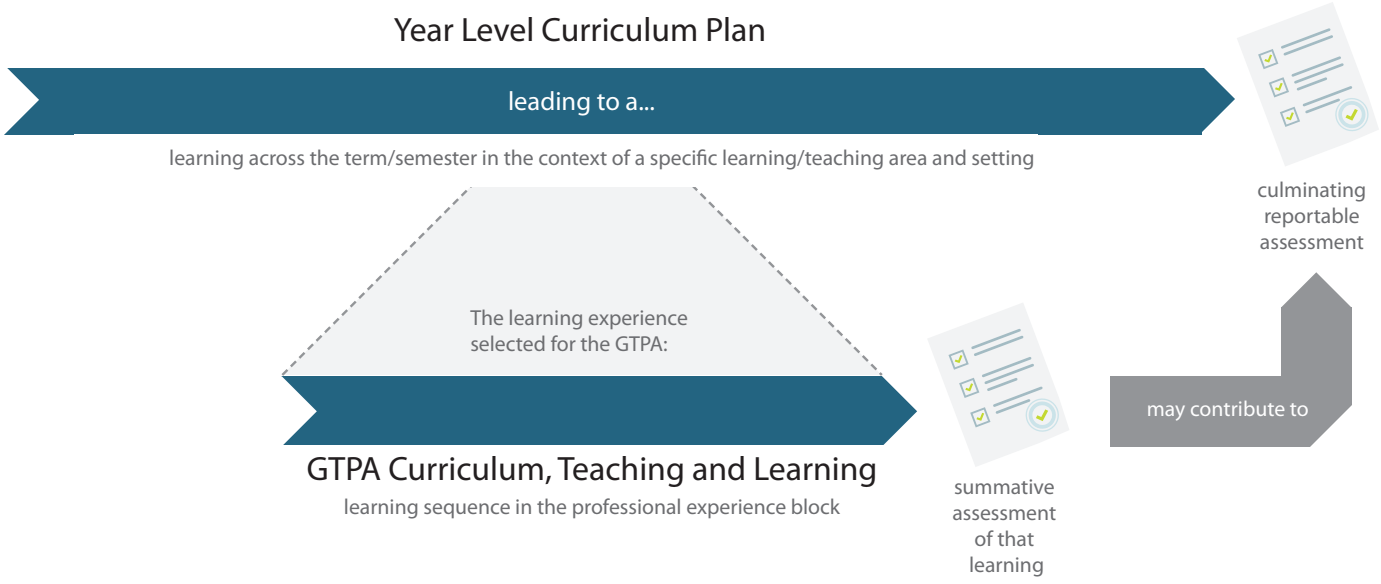
The assessment is authentic in the way it addresses:

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

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

Diagram 1: Relationship of the GTPA to classroom learning context

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



Fact sheet - Schools and supervising teachers

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

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

The assessment covers 23 descriptors (Table 1) and 13 additional descriptors dependent on the professional experience context. Please note that the GTPA Instructions for Preservice Teachers 2018 address responsibilities for meeting APST 7.1.

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

How does the GTPA meet Program Standard 1.2?

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

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

In 2018, in order to meet PS 1.2, the following conditions must be satisfied to assure the fidelity of the GTPA.

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

Table 1: GTPA coverage of the APSTs

Covered

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

Dependent on context

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

2. GTPA implementation – roles and responsibilities

Who is responsible for assessing the GTPA?

Although the GTPA is undertaken during a final-year professional experience placement, responsibility for assessment of the GTPA rests with the higher education institution (HEI). The GTPA is graded by teacher educators within the HEI. It is complementary to, but separate from, the Professional Experience Report.

What is the role of the supervising teacher regarding the GTPA?

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

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

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

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APPENDIX B: GTPA – PRESERVICE TEACHER FACTSHEET

GRADUATE TEACHER PERFORMANCE ASSESSMENT

Fact sheet

Information for preservice 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 your competence for classroom practice and your ability to meet the Australian Professional Standards for Teachers at the Graduate level (AITSL, 2011).

Why has the GTPA been developed?

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

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

- meet the new national requirement for all preservice teachers to undertake an authentic culminating summative assessment to demonstrate professional readiness. As indicated below, the official Trial of the GTPA was completed and the report accepted by AITSL in 2017.
- enable preservice teachers in their final year to demonstrate their ability to engage with the full cycle of teaching practice.
- enable preservice teachers to demonstrate the impact their teaching has had on student learning.
- incorporate planning, teaching, assessing, reflecting on and appraising teaching practices as an integrated process.
- align with existing state based practices and partnerships between universities, teacher employers and other education stakeholders.
- respond to and align with the Graduate Teacher Standards.

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

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

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

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

Fact sheet - Information for preservice teachers

How does this assessment fit with other assessments across my teacher education course? Are all Graduate Teacher Standard descriptors addressed in the GTPA?

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

The assessment covers 23 descriptors (Table 1) and 13 additional descriptors dependent on the professional experience context. Please note that the GTPA Instructions for Preservice Teachers 2018 address responsibilities for meeting APST 7.1.

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

How does the GTPA meet Program Standard 1.2?

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

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

In 2018, in order to meet Program Standard 1.2, the following conditions must be satisfied to assure the fidelity of the GTPA.

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

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

The student data and evidence of learning that you will need to collect, analyse and use for the GTPA is of the range and type that the classroom teacher accesses to inform decisions about planning for optimal student learning. This may include data and evidence for diagnostic, formative and summative purposes, and for whole class, small group and individual teaching. Please note that in using this data and evidence to inform your teaching decisions, you are bound by professional codes of conduct, including confidentiality.

What makes this an authentic task?

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

The assessment is authentic in the way it addresses:

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

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

2. GTPA implementation – roles and responsibilities

Who is responsible for assessing the GTPA?

Responsibility for assessment of the GTPA rests with the higher education institutions (HEIs). The GTPA is graded by teacher educators within the HEI. It is complementary to, but separate from, the Professional Experience Report.

What is the role of your supervising teacher regarding the GTPA?

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

What communication should supervising teachers and schools receive from HEIs prior to your undertaking a final-year professional experience?

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

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