

School of Education



EDUC4625 – Achieving Professional Engagement

Professional Experience Handbook 2019

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Preface from the Director

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

The University is extremely grateful to those schools and teachers who are actively involved in mentoring and supporting our preservice teachers during their professional experience.

We appreciate the ways in which practical experience in a school setting provides our students with the opportunity to expand both breadth and depth of experience.

The work undertaken by school-based personnel, and the time and commitment you offer to work with our preservice teachers, is central to the success of the professional experience. We hope that the experience is also of professional value to you.

This handbook contains essential information for school-based personnel, preservice teachers and UQ professional experience facilitators.

The policies, professional experience structure and different roles of each of the stakeholders in the Bachelor of Education (Secondary) dual degree 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 (Secondary) dual degree professional experience program.



Dr Katie Cawte
Director of Secondary Preservice Programs

Program Overview - Bachelor of Education (Secondary) Dual Degree

The Bachelor of Education (Secondary) dual degree is an undergraduate teacher preparation program meeting the Queensland College of Teachers requirements for entry into secondary teaching. This unique dual degree structure allows students to study a Bachelor of Education concurrently with another Bachelor degree at the University, for example, Bachelor of Arts, Bachelor of Business Management, Bachelor of Mathematics, Bachelor of Music (Honours) or Bachelor of Science. This non-education degree provides students with the specialist knowledge and skills for their teaching area. The structure of the dual degree not only provides the competitive advantage of having two degrees upon completion but allows students to complete them in less time than if each were studied separately. The dual degree program requires four years of full-time study (or five years for the Bachelor of Music Honours program) and is designed to develop teachers who will work across the secondary 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.

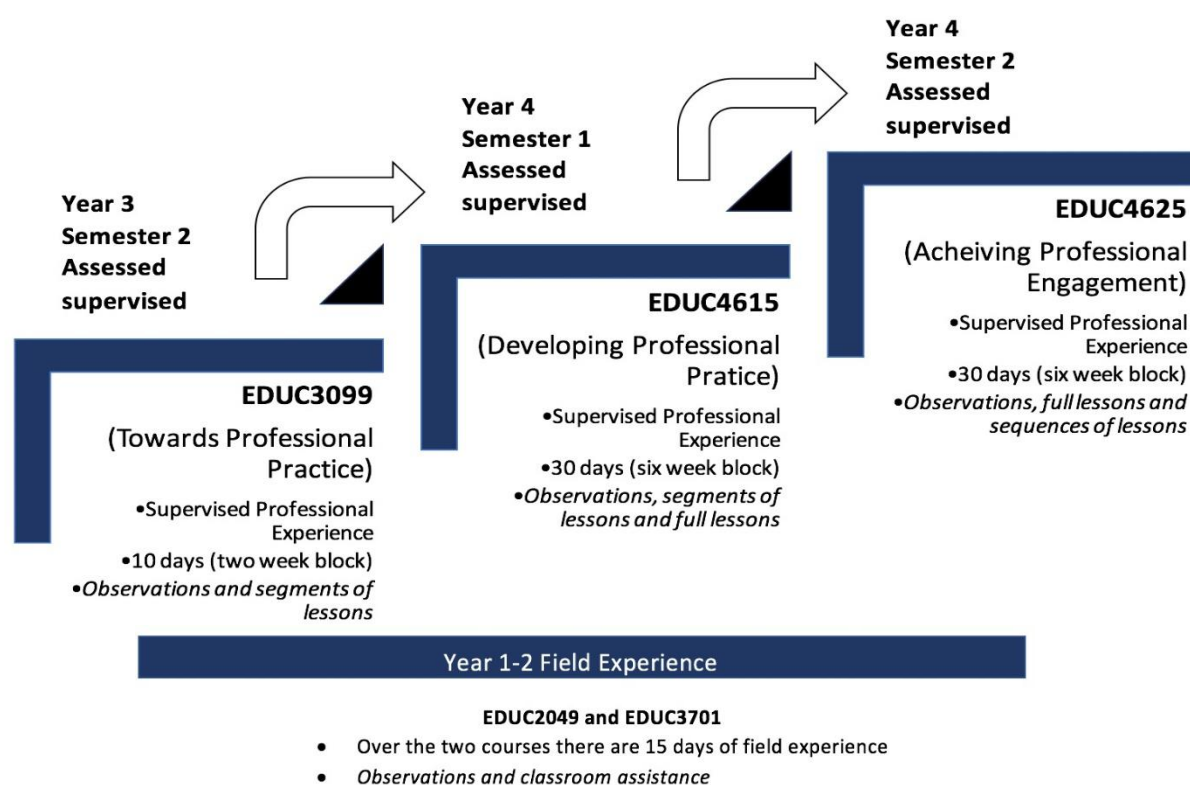
Program Snapshot

	Semester 1				Semester 2				Notes
Year 1	EDUC1049 Learning Tools for the 21 st Century #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	EDUC1029 Introduction to Education #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	
Year 2	EDUC2716 Learning, Mind and Education #2	EDUC3701* Diversity and Inclusive Education #2	Course from non-education degree	Course from non-education degree	EDUC2090 Indigenous knowledge and education #2	EDUC2049** Identity, Youth Cultures and Education #2	Course from non-education degree	Course from non-education degree	* includes 5 single days field experience ** includes 10 single days field experience
Year 3	EDUC3079 Becoming a Professional Educator #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	EDUC3099* Towards Professional Practice #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	* includes a 10 day block of professional experience after exam block
Year 4	EDUC4620 Teachers as Researchers #2	EDUC4615* Developing professional practice #2	Curriculum Studies course from Part C #4 year long	Curriculum Studies course from Part C or D #4 year long	EDUC4607 Assessment for learning and teaching #2	EDUC4625** Achieving professional engagement #2	Curriculum Studies course from Part C (cont'd) #4 year long (cont'd)	Curriculum Studies course from Part C or D (cont'd) #4 year long (cont'd)	* includes 30 day block of professional experience ** includes 30 day block of professional experience

The Professional Experience Overview

Preservice teachers entering the Bachelor of Education (Secondary) dual degree program are at the start of a developmental continuum. Across years 1-2 of the program, EDUC2049 and EDUC3701 provide embedded field experience opportunities for students to observe early in their program teaching and learning in a high school context. These field experience components provide the foundations for the introduction of assessed and supervised professional experience which occurs initially through a 10-day block in EDUC3099. 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 EDUC4615 to the level of consultative and collaborative practice appropriate to the roles and responsibilities of a beginning teacher in EDUC4625. 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 EDUC4625. All placements are supported by a team of university facilitators, whose role is to liaise, visit, observe practice, and support the preservice teachers and school-based mentors. By the culminating professional experience course preservice teachers will have had the opportunity across the Bachelor of Education (Secondary) dual degree 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



EDUC3099 Towards Professional Practice

Teaching is a multi-faceted profession. Becoming a teacher requires commitment and dedication to lifelong learning and personal growth through reflection. This course introduces school life through workshops and school visits. Observation of practice will enable the opportunity for personal development and growth and practice in the design and implementation of lessons or segments of lessons will feature. Therefore the course focuses on the development of planning for lessons and segments of lessons along with the development of observation skills and understanding the importance of communication in a school context. This course is developmental and will be the basis for the professional experience courses in the Professional Year and therefore must be done in the semester prior to commencement. This course contains a two-week block following the exam block in a school setting.

On campus workshops and assessment for EDUC3099

Australian Professional Standards assessed within the course: 1.2, 2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 4.4, 6.1, 6.3, 7.1, 7.2

Course assessment summary:

Assessment Task	Weighting	APSTs
Policies & Procedures for Professional Experience Statement (<i>assessed by the university</i>)	(Pass/Fail)	7.1, 7.2
Supervised Professional Experience (<i>assessed by supervising teacher/school</i>)	(Pass/Fail)	2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 6.3, 7.1, 7.2
Observation summaries (<i>assessed by the university</i>)	(Pass/Fail)	1.2, 2.5, 4.3, 4.4
Building a Portfolio (<i>assessed by the university</i>)	(Pass/Fail)	2.1, 2.2, 6.1, 6.3

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 and the implications for teaching;
- Setting learning goals and objectives for student learning – making links within curriculum requirements and knowledge of how students learn;
- Teaching strategies (including those for developing literacy and numeracy skills) and lesson planning;
- A range of verbal and non-verbal communication strategies to support student engagement;
- An introduction to classroom organisation and behaviour management strategies;
- Identifying professional learning needs and goals for continuous growth and development as a preservice teacher, including the importance of links with the Australian Professional Standards for Teachers;
- Legislative, school and employing authority requirements, and ethical principles and practices in the teaching and learning process;
- Legislative requirements and teaching strategies that support participation and learning of students with disability;
- How to work effectively with supervising teachers and respond appropriately to feedback designed to improve teaching practices.

Placement information and assessment for EDUC3099

Duration: 10 days (10-day block)

Description: “Hands-on” observation, classroom assistance, teaching segments of lessons (not necessarily teaching area specific).

Areas for preservice teacher observation:

- An introduction to the school environment (who are the various stakeholders?)
- School policies and procedures (legislative, administrative and organisational)
- The importance of communication within a school community
- The duties and responsibilities of being a teacher
- Extra-curricular activities and opportunities within a school
- Who are your learners? – understanding, catering for and managing individual student needs
- Strategies to support full participation of students with disability
- Supporting student health and wellbeing
- An introduction to classroom management
- The development of literacy and numeracy skills – classroom and school level
- 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: Final evaluation (see Appendix A)

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

EDUC4615 Developing professional practice

Through a 30-day block of professional experience this course provides a further introduction to the practice of teaching and demonstrates the ongoing importance of creativity, initiative and personal autonomy in teaching. The professional experience provides opportunities for purposeful and insightful supervised experiences to develop preservice teachers' understandings of themselves as teachers, the students they will teach, the contexts in which they will teach and the teaching/learning process. Observation of practice will continue to provide preservice teachers with opportunities to critically reflect on and improve their own practice. Another feature of the course will be the ongoing practice in the design and implementation of units/lessons and assessment. This course is developmental and builds on EDUC3605, providing a basis for the subsequent course EDUC4625. The course will also incorporate and implement knowledge and skills developed across the Bachelor of Education (Secondary) dual degree program so far. As this course contains a professional experience component in a school it is permission listed so that academic, preservice teacher risk assessment Blue Card status checks can be completed prior to enrolment.

On campus workshops and assessment for EDUC4615

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 Statement (<i>assessed by the university</i>)	Pass/Fail	7.1, 7.2
Supervised professional experience (<i>assessed by supervising teacher/school</i>)	Pass/Fail	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.3, 7.1, 7.2 And if appropriate to the professional experience context: 7.3
Professional practice log & critical reflection essay (<i>assessed by the university</i>)	Pass/Fail	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4
Personal Development Plan & critical reflection essay (<i>assessed by the university</i>)	Pass/Fail	6.1, 6.3, 6.4

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;
- The Queensland approach to senior syllabus curriculum, assessment and reporting
- 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);
- Understanding how assessment data within a secondary context (systemic data – school, class, focus on students – for example, NAPLAN) is used to evaluate student learning and modify teaching practice;
- Continue to identify areas for professional learning and growth and development as a preservice teacher (as well as understand the implications for improved student learning);
- 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 EDUC4615

Duration: 30 days (six-week block)

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

Areas for preservice teacher observation:

- Planning, structuring and sequencing the learning
- Establishing learning goals and objectives
- Selecting and implementing teaching strategies
- Selecting and using resources
- Communication within the classroom
- Creating safe and supportive learning environments
- Classroom and behavior management
- Assessing student learning
- Providing feedback to students on their learning

Assessment: Interim evaluation, Final evaluation (see Appendix B)

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

EDUC4625 Achieving professional engagement

This is the culminating professional experience course in the Bachelor of Education (Secondary) dual degree program and as such the end point is for preservice teachers to have achieved the Australian Professional Standards for Teachers at a Graduate stage. Becoming a teacher requires commitment and dedication to both lifelong learning and personal autonomy. This 30-day block of professional experience demonstrates a movement along a developmental continuum where preservice teachers increasingly take on the roles and responsibilities of teachers to enter a phase of critical reflection and evaluation of their growth and development. This course focuses on the lifelong importance of professional learning to improve knowledge and practice and reinforces the critical need for ongoing engagement with colleagues, parents/carers and the community to build and foster supportive relationships.

On campus workshops and assessment for EDUC4625

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
Supervised professional experience <i>(assessed by supervising teacher/school in moderation with the university)</i>	Pass/Fail	1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 7.1, 7.2, 7.4 And if appropriate to the professional experience context: 1.4, 1.6, 2.4, 3.7, 7.3
Teacher performance assessment <i>(assessed by the university)</i>	Pass/Fail	1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4 Dependent on context: 1.4, 1.6, 2.4, 3.7, 4.3, 4.4, 4.5, 6.1, 6.2, 6.3, 7.2, 7.3, 7.4
Critical reflection <i>(assessed by the university)</i>	Pass/Fail	3.7, 6.1, 6.2, 7.3, 7.4

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;
- Using assessment data within a secondary context –systemic and class-based – to evaluate student learning and modify teaching practice;

- Understanding secondary assessment requirements, moderation of assessment, reporting mechanisms and the purpose of keeping accurate and reliable records;
- 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 and ethical principles and practices in the teaching and learning process.

Placement information and assessment for EDUC4625

Duration: 30 days (six-week block)

Description: Supervised teaching in specific teaching area(s) and ongoing observation of practice (full lessons at 50% teaching load).

Areas for preservice teacher observation:

- Assessment moderation (internal and external to a classroom and school)
- How student assessment data 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 C)

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

*Preservice teachers also undertake the **Graduate Teacher Performance Assessment (GTPA)** task in this course (please note - this task is assessed by the university only). The GTPA is an integrated assessment that connects the academic program and the professional experience, and in so doing connects research, theory and practice. The GTPA is a single culminating authentic summative assessment designed to demonstrate preservice teachers' ability to meet the Graduate Teacher Standards and to plan, teach, assess and reflect on their final-year professional practice (see Appendix D & E for further information).*

To be successful, the preservice teacher, on completion of the final professional experience must meet the Australian Professional Standards for Teachers (Graduate Career Stage) as adopted by the QCT by:

- Demonstrating a sound understanding of the importance of appropriate values and dispositions for teaching.
- Demonstrating the required level of performance in the three domains of professional knowledge, professional practice and professional engagement by designing and managing individual and group learning experiences that:
 - develop students' language, literacy and numeracy

- are intellectually challenging
- are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
- incorporate effective assessment and reporting of student learning
- Building effective relationships both within and beyond the school, that:
 - support the social development and participation of young people
 - create safe, supportive and stimulating learning environments
 - foster effective relationships with families and the community
 - contribute to effective professional teams
- Demonstrating their commitment to professional reflective practice and ongoing professional renewal.

Important Dates for EDUC4625 (Professional Experience 3) 2019

Activity	Date/s	Notes
Preparation for Professional Experience	Various	Pre-service teacher makes contact with the school.
30 days of supervised teaching practice	12 Aug to 20 Sep	Supervised teaching in specific teaching area(s) and ongoing observation of practice (full lessons at 50% teaching load).
Preparation of interim evaluation OR at-risk form* Copy emailed to UQ	Week of 26 Aug	The supervising teacher discusses the completed evaluation form with the pre-service teacher and the evaluation form is signed by all parties <u>OR</u> the supervising teacher/school to contact UQ to discuss concerns with pre-service teacher progress.
Preparation of Final Professional Experience Recommendations report	Week of 16 Sep	The supervising teacher discusses the completed evaluation form with the pre-service teacher and the evaluation form is signed by all parties. See page 17 for more information.
Final Professional Experience Recommendations report given to pre-service teacher. Copy emailed to UQ	Week of 16 Sep or on completion of any required make-up days	1. Give the signed original evaluation form 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 evaluation form for school records.
Pay claim forms	Friday 20 Sep or on completion of approved make-up days	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 School of Education website at

<https://education.uq.edu.au/achieving-professional-engagement>

See Page 28 for further information on accessing UQ forms.

*Either the interim evaluation or at-risk form is completed, both should not be completed.

The Structure of the Professional Experience

Commencement of the professional experience - Orientation, Observation and Planning

The orientation, observation and planning period at the start of each professional experience placement provides preservice teachers with an introduction to the context of the school and the classroom.

During this period of time preservice teachers will:

- Meet school staff and the classes they will teach.
- Work with the supervising teacher/s to plan the initial lessons.
- Begin the structured observations they will continue throughout the professional experience.
- Where possible, these observations could also take in the wider school setting or perhaps involve observation at other levels.
- Ensure that they are familiar with school policies including those on occupational health and safety and child protection.
- Familiarise themselves with the school layout, timetable and their own timetable.
- Note times and dates for any particular events such as staff meetings they should attend.
- Assist in the classroom in any way suited to their experience. This may include taking small groups of students or part of a lesson.

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

Supervised Professional Experience and Teaching Load

As EDUC3099 is the first supervised professional experience opportunity for preservice teachers, it is expected that during this placement preservice teachers should be involved in “hands on observation”/classroom assistance and the teaching of small segments in lessons. In EDUC3099, “hands on observation”/classroom assistance continues, however, there is also a focus on working towards presenting segments of lessons.

The total teaching time during the professional experience for both EDUC4615 and EDUC4625 should approximate 50% of a full-time teaching load in the school. As 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 preservice teacher to take parts of lessons in the early weeks. By the end of the halfway point in the professional experience, the preservice teacher should be teaching approximately 50% of a full teaching load. If there are two supervising teachers this load should be spread across the two areas.

Monitoring Preservice Teacher Performance

To be successful the preservice teacher must:

- Demonstrate:
 - a commitment to the profession of teaching
 - evidence of critical reflection directed towards improvement of teaching competencies
 - a sound knowledge of the content, processes and skills of the areas they teach
 - a sound knowledge of the relevant school policies on language, literacy and numeracy
 - a sound fundamental knowledge of the central concepts, modes of inquiry and structures of the discipline areas they teach
 - the use of appropriate strategies to establish learning environments in which individual and group differences are valued and respected and all students are treated equitably
 - the ability to work in partnership with other teachers, professionals, paraprofessionals, teacher aides and other relevant adults
 - the ability to set and meet personal work-related goals and priorities
- Establish learning goals and design learning plans that reflect relevant curriculum frameworks and are consistent with relevant school programs and policies.
- Communicate learning goals and plans to students.
- Select and use teaching and learning strategies and resources that are relevant to the specified learning goals and the learning needs of the students.
- Teach the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes.
- Identify and know how to apply school and employing authority policies and procedures with regard to behaviour management and student safety.
- Identify and apply behaviour management strategies in a fair, sensitive and consistent manner.
- Know when and where to seek advice on matters associated with student learning and behaviour.
- Develop respectful, positive and constructive relationships that support students and foster positive attitudes to learning.
- Use teaching time, materials, resources and physical space effectively to establish a challenging, safe and supportive learning environment.
- Perform teaching and non-teaching duties in a manner that is consistent with employing authority and school policies and procedures and legal and ethical obligations of teachers.
- Actively participate in any mentoring, coaching and other professional learning programs offered.

Reporting Preservice Teacher Performance

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

In EDUC4615 and EDUC4625 each supervising teacher completes an **Interim Evaluation** on Preservice Teacher Progress (available on the School of Education website) towards the end of week three (half way point) in the placement. This form should be signed by the preservice teacher, supervising teacher and the school coordinator of preservice teachers before being submitted to the UQ School of Education by email, fax or mail. The preservice teacher retains the original copy of this report. If the supervising teacher/school are concerned with the progress of the preservice teacher an **'at risk' of failure form** must instead be completed (refer to the at risk process).

In the final week of the professional experience, the supervising teachers will prepare the **final evaluation report** which is available on the School of Education website (for EDUC4625 this will be the Final Professional Experience Recommendations report, refer to Appendix C). The preservice teacher signs the form to indicate that he/she has read it. The form is also signed by the supervising teacher and the school coordinator of preservice teachers. The preservice teacher retains the original copy. The school coordinator of preservice teachers arranges for a signed copy to be sent to UQ, via email, fax or mail, and retains a copy for the school records.

Cases where Immediate Action is required

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

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

The Final Professional Experience Recommendations Report (EDUC4625 only)

In the final week of the professional experience for EDUC4625, the supervising teacher prepares the **Final Professional Experience Recommendations** report (available on the School of Education website, see also Appendix C).

The Final Professional Experience Recommendations report is a state-wide evaluation report used to assess preservice teachers on their final placement. The goal of this document is to measure the standard that has been achieved by a preservice teacher at the end of an initial teacher education program, by comparing it against the Australian Professional Standards for Teachers (APST) Graduate Career Stage. Achieving the Graduate Career Stage illustrates readiness of the preservice teacher to enter the workplace.

In order to successfully pass this final practicum, preservice teachers MUST receive ticks for ALL criteria in either the Graduate level (G) or Exceeding Graduate level (E) columns. If a supervisor believes a preservice teacher will not meet at least Graduate level for all criteria, UQ must be contacted immediately and the **at risk of failing process** started straight away. If you have concerns regarding a preservice teacher's progress, please contact the relevant UQ Facilitator in the first instance.

This document must be completed electronically and requires the use of digital signatures by all parties involved in completing the report. The following process should be followed:

- The preservice teacher must fill out page 4 prior to the report being completed by the supervisor. The report must also be completed in collaboration with UQ, for example, any concerns or queries should have been identified by the school at the interim period. There will be further opportunity for the school to discuss/moderate a preservice teacher's progress when the UQ facilitator attends the school to observe a lesson.
- Once the report has been completed by the supervising teacher, the preservice teacher signs the report to indicate that he/she has read it (Section 9 - Signatures).
- The report is then signed by the supervising teacher (Section 9 - Signatures).
- The school coordinator of preservice teachers must sign Section 8 - Moderation.
- The preservice teacher retains an electronic copy.
- The school coordinator of preservice teachers arranges for an electronic copy to be sent to UQ via email and retains an electronic copy for the school records.
- **It is the pre-service teacher's responsibility to also upload the report to Blackboard in order for the UQ facilitator to sign the report (Section 8). The university will not consider the report finalised until it contains the following signatures: preservice teacher, supervising teacher, school coordinator and UQ facilitator.**

Roles and Responsibilities of Stakeholders

Preservice Teachers' Roles and Responsibilities

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

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

Preservice teacher's relationships with school-based supervisors

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

While in the school you must work in partnership with other teachers, professionals, teacher aides and other relevant adults and perform any duties or tasks in a manner that is consistent with the policies and procedures of the employing authority and school, and the legal and ethical obligations of teachers. Experimentation with a variety of teaching methods is encouraged, but the class remains the supervising teacher's responsibility throughout the professional experience, and their advice on what is suitable or practical for the class should be sought and followed.

Preservice teacher's relationships with school students

The kind of relationship with students to strive for is one based on mutual respect. This can be fostered by quickly learning the names of the students you teach, treating them with courtesy, and maintaining a high level of interest in their progress and in your teaching. You should quickly discover the interests and academic strengths and 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.

Preservice teacher's participation in general school activities

You are expected to assist with playground supervision, sports supervision, and other work as requested by school-based personnel during 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

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 preservice 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 preservice 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 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 preservice 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.**

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

Note:

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

The school coordinator of preservice teachers

The school coordinator of preservice teachers oversees the professional experience within the school.

The school coordinator (or delegate) must induct (e.g. site induction, emergency procedures, incident hazard reporting mechanisms) the preservice teacher into the school's **Occupational Health and Safety policy** and discuss the ways in which the various aspects of the policy will affect the preservice teacher during the professional experience. Where possible the preservice teacher should be supplied with a copy of the policy.

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

The school coordinator may also arrange for the preservice teachers to confer with key members of the staff, such as the teacher librarian or guidance counsellors to provide preservice teachers with insight into other facets of the life of the school community. The school coordinator may make arrangements for preservice teachers to engage in non-classroom experiences such as assisting teachers with playground supervision and may encourage preservice teachers to take part in extra-curricular school activities. The preservice teacher should be told of any policies re the availability and use of ICT and photocopiers.

The Supervising Teacher

The supervising teacher has a key role in the professional preparation of future teaching colleagues by offering close tutorial assistance, support and evaluative advice over the professional experience period.

We require that supervising teachers:

- Have at least 2 to 3 years of teaching experience and must have full teacher registration status through the Queensland College of Teachers

- Are recommended/identified as a suitable mentor by the Principal/Deputy Principal/Head of Department/Lead Teacher
- Have a genuine interest in helping to support, guide and mentor preservice teachers
- Understand and appreciate that working with preservice teachers is a mutually beneficial experience
- Are able to liaise with our UQ Professional Experience Facilitators in the interests of improving the performance of our preservice teachers

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

- During the first day of the placement, discuss an appropriate pattern of observations and teaching with the preservice teacher.
- Provide induction on school policies and procedures particularly OH&S and Child Protection policies (this may also include providing Safe Operating Procedures for classes in labs).
- Provide the preservice teacher with copies of, or access to, the relevant portions of the school work program or planning documents, and with details of teaching topics, timetables and resources. This enables preparation in advance of lessons and/or units or sequences of lessons.
- Advise the preservice teacher on planning a sequence of lessons and learning experiences appropriate to the age, abilities and motivational levels of the class members, and to the stage of development of the preservice teacher.
- Peruse any preservice teacher's lesson or unit plans before the lesson or unit, and provide any help that seems appropriate. Preservice teachers should not teach any lesson unless the written plan has been submitted to the supervising teacher for review prior to the implementation of the lesson.
- Comment on lessons given, verbally and/or by means of written comment at the foot of the lesson plan or on the template provided. The performance indicators set out in the Professional Experience Evaluation should be used to provide formative evaluation.
- Provide guidance on class management procedures and on the broader school policies and procedures.
- Provide a wide range of observation situations.
- Discuss class evaluation (feedback) and assessment procedures with the preservice teacher.
- Foster a 'co-teacher' or 'teaching colleague' or 'mentoring' relationship with the preservice teacher.
- Provide guidance on overall development as a teacher.

Roles and Responsibilities of UQ School of Education Staff

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 preservice 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 preservice 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 preservice teacher is considered to be 'not satisfactory'.

School of Education Professional Experience Facilitators

The University of Queensland has facilitators (experienced educators) who provide ongoing contact between preservice teachers, school staff and The University of Queensland during the professional experience when appropriate.

The UQ facilitator:

- Provides support for preservice teachers, supervising teachers and the school coordinator of preservice teachers.
- Makes contact with the school coordinator of preservice teachers early (first week) in the professional experience.
- Negotiates a pattern of contact and visits. Time constraints may make a visit impractical in some cases involving a 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 preservice teachers and supervising teachers.
- Meets with each preservice teacher on each visit to the school at mutually suitable times.
- Arranges meetings with both the supervising teacher and the preservice teacher together at least once during the professional experience, where possible. If all is going well this can be brief and informal.
- Provides emergency contact details to the school coordinator of preservice teachers with alternate contact available via the UQ Professional Experience Placements Coordinator.

The UQ facilitators may provide phone and e-mail contacts for authorised school staff use only.

- Provides support and advice in any case where there is evidence that a preservice teacher is not performing at a satisfactory level in any areas of the evaluation, fails to behave in a professional manner or breaches school policies/procedures or statutory requirements.
- Follows-up on remediation programs that may have been put in place for a preservice teacher.
- Observes practice where this is a requirement of the particular professional experience or is requested by the Director.
- May choose to observe practice at any scheduled visit.
- 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/or Course Coordinator.

Concerns Regarding Preservice Teacher Professionalism and/or Performance

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

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

At any stage of the supervised professional experience, if there are any concerns about the demonstrated performance of a preservice teacher the University should be contacted immediately. In the first instance, contact the UQ Professional Experience Facilitator. In these few cases where host school staff personnel have concerns, it is critical that the process required under the University of Queensland Policies and Procedures for Placements is followed.

Dealing with concerns regarding preservice teacher performance:

This involves open discussion and the close cooperation of all parties involved in the placement to ensure the best outcome. In most of these cases, structured analysis of the problem, quick intervention and timely direction will lead to success. If at any time during that period of supervised teaching practice there is any concern that the preservice teacher **may not be successful** the “**At Risk of Failure**” procedure must be followed.

Time is of the essence

- An “At Risk” interview must be arranged with the preservice teacher, school professional experience coordinator and the supervising teacher/s. At this interview the preservice teacher must be notified that he/she is considered at risk of failure. The school professional experience coordinator outlines the concerns and provides guidelines for addressing the concerns.
- Where possible the UQ Facilitator or a representative from the School of Education will be present during the school's ‘At Risk’ interview with the preservice teacher.
- An “At Risk of Failure” form (see Appendix F) must be obtained from this handbook or School of Education's website.
- For Part A of the at-risk process, areas of concern are identified in writing at the at-risk meeting, which is attended by the preservice teacher, school professional experience coordinator, supervising teacher and UQ facilitator. All parties identify actions or strategies that will be put in place by the preservice teacher to try and improve in the identified areas. Part A of the form is signed by all parties. The original should be given to the preservice teacher, one copy faxed or emailed to the School of Education and copies retained by the school.
- After the at-risk meeting in Part A, the preservice teacher is provided with an opportunity to consult one-on-one with the facilitator to raise any issues of concern.
- Following the at-risk meeting for Part A of the process, the preservice teacher is strongly encouraged to complete a personal reflection and detailed action plan for how they will aim to improve in the identified areas.

- In the lead-up to the review meeting (Part B of the process), the facilitator checks in with the placement school and the preservice teacher as to the progress of the preservice teacher.
- Improvement to a predetermined satisfactory standard in the areas identified in Part A of the at-risk process must be shown by the preservice teacher within **one week** of the meeting date. At the review meeting (Part B of the at-risk process), which is attended by the UQ facilitator, all parties are to advise to what extent there has been improvement in the areas of concern identified in Part A. At this point the school and supervising teacher indicate whether or not the preservice teacher has demonstrated satisfactory improvement to continue with the professional experience placement. If progress has been demonstrated and if needed, the plan is revised and new/continuing steps are outlined so the process is iterative to ensure progress continues. If there is not satisfactory progress made and it appears unlikely the preservice teacher can be successful in the placement, the school can decide to terminate the placement.
- The outcome of the preservice teacher's professional experience placement will be formally documented on Part B of the "At risk of Failure" form. The original should be given to the preservice teacher, one copy faxed or emailed to the School of Education and copies retained by the school.
- The placement school's final decision is then communicated to the Director of Professional Experience/or Course Coordinator via the facilitator.
- The Director of Professional Experience/or Course Coordinator makes contact with the preservice teacher regarding their options for moving forward with the program.

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/schools-and-supervisors> .

Evaluation forms are in PDF format

Supervisors' comments can be entered directly onto the form which can then be saved. The school coordinator of preservice teachers arranges for the original completed form to be given directly to the preservice 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.

Required forms for supervised teaching practice:

Interim Report/or At risk form on Preservice Teacher Progress; Final evaluation form

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 here:

<https://education.uq.edu.au/pracpayclaims>

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 School of Education Contacts

Dr Katie Cawte

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Email: prac@uq.edu.au

Resources for Supporting Supervising Teachers

Schools and teachers play an integral role in the professional experience and therefore the School of Education recognises and acknowledges the importance of providing ongoing support and professional development to the school site coordinators and supervising teachers that host and supervise our preservice teachers. The supervising teacher/preservice teacher relationship has the potential to be mutually beneficial and as such there are a number of resources, documents and programs that are available to best support and facilitate this effective partnership. Support materials are available through the School of Education, the Queensland College of Teachers and the Australian Institute of Teaching and School Leadership.

The School of Education (UQ)

<https://education.uq.edu.au/thank-you-mentoring-years-cohort-pre-service-teachers-university-queensland>

During the year the School of Education invites interested supervising teachers to attend the Supervising Teacher training program which was developed by the QCT and the Department of Education and Training. The purpose of this training package is to support supervising teachers in interpreting the Australian Professional Standards for Teachers (Graduate career stage) and the evidence requirements for professional experience assessment decisions regardless of context.

The School of Education website also provides access to lesson analysis feedback templates and other documentation that are designed to assist supervising teachers during the professional experience.

Queensland College of Teachers (QCT)

<http://qct.edu.au/teaching-in-queensland/supervising-professional-experience>

The QCT has produced a companion document to support supervising teachers in making evidence-based, consistent decisions and providing constructive feedback about the preservice teachers' demonstration of the *Australian Professional Standards for Teachers* (Graduate career stage).

Through the QCT website there are also other resources available to assist supervising teachers to support and assess preservice teachers during professional experience placements, and to build knowledge and skills in mentoring.

Australian Institute of Teaching and School Leadership (AITSL)

<http://www.aitsl.edu.au/initial-teacher-education/supervising-preservice-teachers>

Supervising Preservice Teachers is an interactive and self-directed online professional learning program aimed at enhancing teachers' knowledge, skills and confidence to effectively supervise preservice teachers. The program is relevant to teachers who are supervising a preservice teacher or thinking about a supervisory role. It may also be useful for school leaders, school-based practicum coordinators, and those taking on other mentoring roles.

The program consists of four flexible learning modules:

- effective partnerships
- practice analysis
- making judgements
- unpacking the Graduate Standard

Appendix A – EDUC3099 Final Evaluation



Bachelor of Education (Secondary) dual degree program

EDUC3099 – Towards Professional Practice (Professional Experience 1)

Final Evaluation

Preservice 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 (two-week block)					
Learning phase	Junior secondary			Senior secondary		
Curriculum specialisation						
Class size						
Classroom context	Students with disability		Indigenous students		Culturally and linguistically diverse students	

Description of placement: "Hands-on" observation, classroom assistance, teaching segments of lessons (not necessarily teaching area specific).

Section 1: Planning effectively – preparation for teaching

Examples of evidence

Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:

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

Documented feedback and evaluation of planning that reflects:

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

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

	APST	ND	DT	D	Comments
Organise content into an effective learning and teaching sequence.	2.2				
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 preservice teacher's reflections and application of supervising teacher feedback.

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

	APST	ND	DT	D	Comments
• Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teacher area.	2.1				
• 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 preservice 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 preservice teacher's performance across this final evaluation, please indicate their overall level of performance.

Not Developed	Developing Towards	Developed

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

Section 7: Overall comments

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

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Section 8: Signatures

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

Appendix B – EDUC4615 Final Evaluation



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Bachelor of Education (Secondary) Dual Degree Program

EDUC4615 – Developing Professional Practice (Professional Experience 2)

Final Evaluation

Preservice 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	30 days (six-week block)					
Learning phase	Junior secondary			Senior secondary		
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 preservice teacher to suit the needs of the class such as:

- Unit/lesson plans and resources
- School and system documents

Documented feedback and evaluation of planning that reflects:

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

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

	APST	ND	DT	D	WD
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1				
Demonstrate knowledge of teaching strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	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 preservice teacher in relation to this section.

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests and annotated samples of student work.
- A supervising teacher's observations notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The preservice teacher's reflections and application of supervising teacher feedback.

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

	APST	ND	DT	D	WD
• 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 preservice teacher in relation to this section.

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

Examples of evidence

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

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

	APST	ND	DT	D	WD
• Identify strategies to support inclusive student participating and engagement in classroom activities.	4.1				
• 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 preservice teacher in relation to this section.

Section 4: Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A supervising teacher's observation notes including comments on formal and informal feedback and questioning techniques.
- The preservice teacher's written reflections and application of supervising teacher feedback.

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

	APST	ND	DT	D	WD
<ul style="list-style-type: none"> • Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 	5.1				
<ul style="list-style-type: none"> • Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. 	5.2				
<ul style="list-style-type: none"> • 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 preservice teacher in relation to this section.

Section 5: Professional conduct

Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents/carers.
- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.
- Documented participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff

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

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

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section.

Section 6: Overall assessment of performance

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

Not Developed	Developing Towards	Developed	Well Developed

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

Section 7: Overall comments

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

--

Section 8: Moderation

Please identify who has moderated the assessment of the preservice teacher.

Name		Signature	
Position		Date	
Name		Signature	
Position		Date	

Section 9: Signatures

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

Appendix C – EDUC4625 Final Professional Experience Report

Department of Education and Training

Queensland Professional
Experience Reporting Framework

**Final professional
experience
recommendations**





Final professional experience recommendations

This document is part of the suite of documents for the *Queensland Professional Experience Reporting Framework* which can be found online at www.teach.qld.gov.au.

The goal of this document is to measure the standard that has been achieved by a preservice teacher at the end of an initial teacher education program, by comparing it against the Australian Professional Standards for Teachers (APST) Graduate Career Stage. Achieving the [Graduate Career Stage](#) illustrates readiness of the preservice teacher to enter the workplace.

This template is to be completed during the final summative professional experience required in initial teacher education programs. It has been developed for the use of all Queensland higher education institutions and in all professional experience settings.

Final professional experience recommendations are required by:

- higher education institutions to determine a final assessment score for the professional experience component of an initial teacher education program, based on a school's professional experience recommendations
- employers as a key document in a preservice teacher's professional folio to inform recruitment and employment decisions.

Supervising teachers are to:

- make assessment judgements using the APST Graduate Career Stage descriptors. The APST descriptor reference numbers have been provided linking further information and [Illustrations of Practice](#).
- complete this final professional experience recommendations document during a preservice teacher's professional experience
- conduct a moderation process with site coordinators and higher education institution representatives at the conclusion of the professional experience. Moderation requires the agreement of all parties that a valid assessment of the preservice teacher's knowledge, practice, engagement and skills has been made.



Supervising teachers are not required to provide an overall assessment score for the preservice teacher; this is determined by higher education institutions as part of their assessment processes.

APST Graduate Career Stage descriptors have been grouped to assist the supervising teacher's observation and assessment of professional experience. All sections are weighted evenly. Some descriptors are dependent on context so may not be assessable for all preservice teachers during the final summative professional experience. A single piece of evidence may address multiple descriptors, including those in several sections of this form.

Higher education institutions are encouraged to use this document as a basis for non-summative professional experience reporting templates used at earlier professional experience placements.

Assessment ratings	
Exceeding graduate level (E)	Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career Stage.
Graduate level (G)	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage.
Developing towards graduate level (D)	Awareness of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level.
Below graduate level (B)	Little or no evidence of knowledge, practice and engagement or awareness that meet the descriptors at the APST Graduate Career Stage.

Final professional experience recommendations

This page is to be completed by the preservice teacher.

Preservice teacher's name			
Dates	(Full duration of professional experience): 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	<input type="checkbox"/> Metropolitan <input type="checkbox"/> Remote <input type="checkbox"/> Other (Please indicate):	<input type="checkbox"/> Provincial <input type="checkbox"/> Low socio-economic community	<input type="checkbox"/> Rural <input type="checkbox"/> Indigenous community
Learning phase	<input type="checkbox"/> Early childhood <input type="checkbox"/> Primary	<input type="checkbox"/> Junior secondary <input type="checkbox"/> Senior secondary	
Curriculum specialisation			
Class size Number of students in professional experience class	Class 1	Class 2	Class 3
Classroom context (where applicable)	<input type="checkbox"/> Students with a disability	<input type="checkbox"/> Indigenous students	<input type="checkbox"/> Culturally and linguistically diverse students

Summary of prior experience

Strengths identified in your previous teaching professional experience/s	
Teaching professional experience/s you have completed in a rural and remote locations	
Teaching professional experience/s you have completed with Aboriginal groups or Torres Strait Islander communities	
Teaching professional experience/s you have completed with students with a disability	

Section 1: Planning effectively – preparation for teaching

Examples of evidence

Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:

- unit/lesson plans and resources
- school and system documents.

Documented feedback and evaluation of planning that reflects:

- curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies
- the preservice teacher's written reflections.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise content into an effective learning and teaching sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section.
Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The preservice teacher's reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include a range of teaching strategies.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	APST 1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context Describe a broad range of strategies for involving parents/carers in the educative process.	APST 3.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

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

Examples of evidence

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

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.
Comments are required if 'Developing Towards Graduate Level' or 'Below Graduate Level' has been identified for any of the descriptors.

Section 4: Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A supervising teacher's observation notes including comments on formal and informal feedback, questioning techniques and assessment.
- The preservice teacher's written reflections and application of supervising teacher feedback.
- Data gathering tools such as checklists developed or adapted by preservice teacher.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	APST 5.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 5: Professional conduct

Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents/carers.
- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.
- Documentation of participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff and external professionals.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	APST 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.
Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 6: Excluded descriptors

All descriptors can be assessed in a professional experience setting; however to focus the final professional experience the following four descriptors will be assessed in coursework and do not require assessment in the final professional experience.

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	APST 1.2
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in Identifying professional learning needs.	APST 6.1
Understand the relevant and appropriate sources of professional learning for teachers.	APST 6.2
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	APST 6.4

Section 7: Overall comments

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

Section 8: Moderation

Please identify who has moderated the assessment of the preservice teacher.

Moderation may be completed through classroom visit/s or as a panel discussing the evidence and awareness demonstrated by the preservice teacher.

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

Section 9: Signatures

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

The preservice teacher's signature indicates they have sighted this completed report.

Preservice teacher's name		Signature	
		Date	/ /
Supervising teacher's name		Signature	
		Date	/ /
Other supervising teacher's name		Signature	
		Date	/ /

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Appendix D – GTPA Fact sheet for Schools and Supervising Teachers (EDUC4625 only)



Page 1 of 4

Fact sheet



1. About the graduate teacher performance assessment

What is the Graduate Teacher Performance Assessment?

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

Why has the GTPA been developed?

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

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

- meet the new national requirement for all preservice teachers to undertake an authentic culminating summative assessment to demonstrate professional readiness. As indicated below, the official Trial of the GTPA was completed and the report accepted by AITSL in 2017.
- enable preservice teachers in their final year to demonstrate their ability to engage with the full cycle of teaching practice.
- enable preservice teachers to demonstrate the impact

- their teaching has had on student learning.
- incorporate planning, teaching, assessing, reflecting on and appraising teaching practices as an integrated process.
- align with existing state based practices and partnerships between universities, teacher employers and other education stakeholders.
- respond to and align with the Graduate Teacher Standards.

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

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

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

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

Fact sheet - Schools and supervising teachers**How does the GTPA fit within the classroom planning and teaching?**

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

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

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

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

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

The student data and evidence of learning that preservice teachers collect, analyse and use for the GTPA is of the range and type that the classroom teacher accesses to

inform decisions about planning for optimal student learning. This may include data and evidence for diagnostic, formative and summative purposes, and for whole class, small group and individual teaching. Please note that in using this data and evidence to inform their teaching decisions, preservice teachers are bound by professional codes of conduct, including confidentiality.

What makes this an authentic assessment?

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

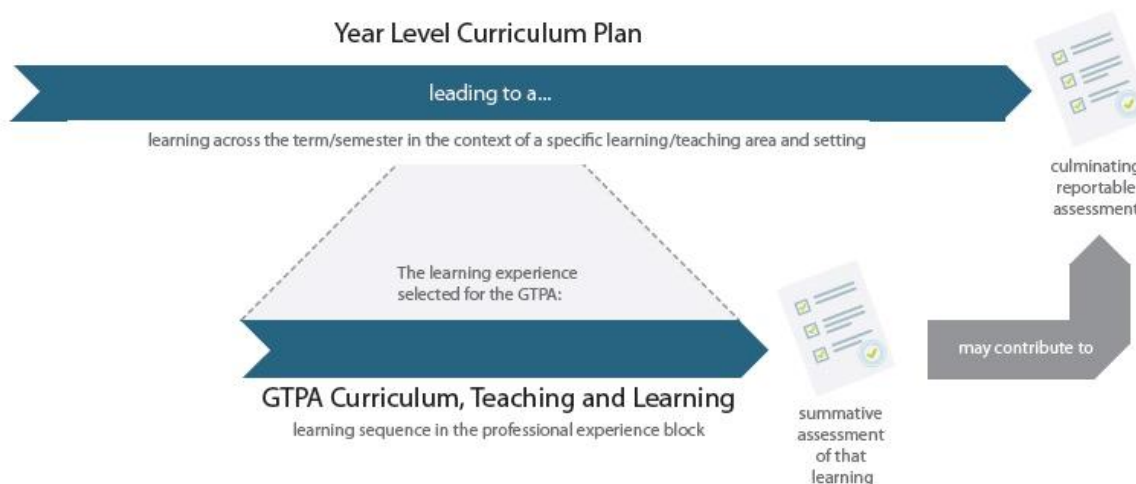
The assessment is authentic in the way it addresses:

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

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

Diagram 1: Relationship of the GTPA to classroom learning context

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



Fact sheet - Schools and supervising teachers**How does this assessment fit with other evidence of preservice teachers' skills? Are all Graduate Teacher Standard descriptors addressed in the GTPA?**

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

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

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

How does the GTPA meet Program Standard 1.2?

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

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

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

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

Table 1: GTPA coverage of the APSTs

Covered

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

- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement
- 6.4 Apply professional learning and improve student learning

Dependent on context

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

Fact sheet - Schools and supervising teachers**2. GTPA implementation – roles and responsibilities****Who is responsible for assessing the GTPA?**

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

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

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

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

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

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Appendix E – GTPA Fact sheet for Preservice Teachers (EDUC4625 only)



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Fact sheet



1. About the graduate teacher performance assessment

What is the Graduate Teacher Performance Assessment?

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Why has the GTPA been developed?

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

- meet the new national requirement for all preservice teachers to undertake an authentic culminating summative assessment to demonstrate professional readiness. As indicated below, the official Trial of the GTPA was completed and the report accepted by AITSL in 2017.
- enable preservice teachers in their final year to demonstrate their ability to engage with the full cycle of teaching practice.
- enable preservice teachers to demonstrate the impact their teaching has had on student learning.

- incorporate planning, teaching, assessing, reflecting on and appraising teaching practices as an integrated process.
- align with existing state based practices and partnerships between universities, teacher employers and other education stakeholders.
- respond to and align with the Graduate Teacher Standards.

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

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

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

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

Fact sheet - Information for preservice teachers**How does this assessment fit with other assessments across my teacher education course? Are all Graduate Teacher Standard descriptors addressed in the GTPA?**

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

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

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

How does the GTPA meet Program Standard 1.2?

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

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

Table 1: GTPA coverage of the APSTs

Covered

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

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

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

Dependent on context

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

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

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

What makes this an authentic task?

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

The assessment is authentic in the way it addresses:

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

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

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

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

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

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

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

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

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Appendix F – “At Risk of Failure” report



Preservice Teacher ‘At Risk of Failure’ Notification

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

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

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

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

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

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	Name	Signature	Date
Site coordinator			
Supervising teacher			
Preservice teacher			
UQ facilitator <i>(where available)</i>			

PART B <i>(to be completed prior to or at review date)</i>	
Please advise to what extent there has been improvement in the area/s of concern identified in Part A.	
Please indicate whether or not the preservice teacher has demonstrated satisfactory improvement to continue with the professional experience placement (tick decision below and provide comments if necessary).	
<input type="checkbox"/> Satisfactory improvement	<input type="checkbox"/> Unsatisfactory improvement
Comments	

	Name	Signature	Date
Site coordinator			
Supervising teacher			
Preservice teacher			
UQ facilitator <i>(where available)</i>			

Notes:

If further space is required please attach other notes/evidence to this document.

After the at risk meeting in Part A it is strongly recommended that the preservice teacher completes a personal reflection and detailed action plan for how they will aim to improve in the identified areas, including a list of goals.

Distribution of Form

After each Part of the form is completed the School is to:

1. Give a signed copy to the preservice teacher
2. Send a copy to the UQ School of Education by email prac@uq.edu.au or fax (07) 3365 7199 from an official School email account or fax number
3. Retain a copy

