



# Information for preservice teachers

## 1. About the graduate teacher performance assessment

### What is the Graduate Teacher Performance Assessment?

The Graduate Teacher Performance Assessment (GTPA) is an integrated assessment that connects the academic program and the professional experience, and in so doing connects research, theory and practice. The GTPA is a single culminating authentic summative assessment 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.

It also provides a platform for preservice teachers to demonstrate their emerging professional agency and identity as they describe, analyse and reflect on their ongoing use of data and evidence to inform and adjust their planning, teaching and assessing within specific school contexts.

The GTPA is assessed by teacher educators within the higher education institutions (HEI). It is complementary to, but separate from, the Professional Experience Report.

*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.*

### 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'.

The GTPA is an authentic, research-led 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 (from 2018)
- 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 students
- incorporate planning, teaching, assessing and reflecting 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 GTPA will be trialed in 2017 prior to full implementation in 2018.

### What makes this an authentic task?

The assessment is authentic in the way its core focus is on: 1) your teaching practices and instructional decision making 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. You will be required to interpret student data and evidence of learning, adapt

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or strategise your teaching practices according to students' specific learning needs, and reflect on your impact on student learning.

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

### What kind of student data supports completion of the GTPA?

Student data and evidence of learning accessed for the GTPA and compiled for the purpose of evaluating students' learning, will be of the range and type that a classroom teacher accesses to inform decisions about planning for optimal student learning opportunities. Please note that in using this data and evidence to inform teaching decisions, you are bound by professional codes of conduct, including confidentiality.

### 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 is designed to show achievement across the Graduate Teacher Standard descriptors. Additional descriptors may also be demonstrated depending on the professional experience context. The GTPA incorporates Graduate Teacher Standards aligned to the teaching cycle in interrelated, authentic ways. See the GTPA Preservice Teacher Guidelines for a diagram of this coverage.

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 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

and reflecting cycle regardless of school context, year level of teaching, or discipline/speciality. This includes a primary teaching specialisation, a teaching major in secondary education, or teaching in a special education site.

## 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 HEI, not the supervising teacher.

### 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 for your 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 could also include engaging with you in moderation discussions to assist you completing the GTPA.

### What communication should supervising teachers and schools receive from HEIs prior to preservice teachers 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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