

# UQ Health and Physical Education Pre-Service Teachers

## EDUC 4005

March - June 2020 (60 days)

## MAJOR Professional Experience



# Contents

Overview of Bachelor of Health, Sport & Physical Education (Hons) Program .....	3
Pre-Service Teachers' Previous Experience.....	4
Pre-Service Teacher Professionalism .....	4
Blue Cards.....	4
Assessment of Pre-Service Teacher .....	5
1. Teaching Reports (P/F) .....	5
2. Graduate Teacher Performance Assessment (GTPA).....	6
UQ HPE Professional Experience Team .....	7
Role of UQ HPE University Supervisor .....	7
Role of Supervising Teachers.....	7
Duty of Care.....	8
At-Riskness.....	8
Supervising Teacher Payments.....	9
Appendix 1 Unit and Lesson Plan Templates.....	10
Appendix 2 HMNS Pre Service Teacher At-Risk Procedures .....	12
Appendix 3 Supervising Teacher Feedback form.....	13
Appendix 4 Sample Lesson Observation Sheets.....	14
Appendix 5 Graduate Teacher Performance Assessment (GTPA) .....	18

<b>Submission of Teaching Reports 2020</b>		
<b>STATE SCHOOLS</b>	<b>13 May</b>	Interim report for HPE & Junior Science
plus some non-state schools	<b>24 June</b>	Final report for HPE & Junior Science
<b>NON-STATE SCHOOLS</b>	<b>6 May</b>	Interim report for HPE & Junior Science
plus mid-year graduates	<b>17 June</b>	Final report for HPE & Junior Science
<p>Importantly:</p> <ul style="list-style-type: none"> <li>▪ Clear and honest interim reports allow supervisors to formally bring attention to any issues or concerns, so that pre-service teachers can focus on these in the latter part of their professional experience.</li> <li>▪ In order to Pass this professional experience, pre-service teachers <u>must</u> receive (at least) Graduate level on <u>all</u> indicators in their final teaching report.</li> </ul>		

# EDUC4005 Major Professional Experience

## 60 days

We welcome schools and their teachers as partners in the School of Human Movement and Nutrition Sciences' fourth year professional experience. Staff and pre-service teachers from The University of Queensland greatly appreciate the involvement of the community in our program and the effort that goes into supervision throughout our pre-service teachers' professional experiences.

Pre-service teachers will join a partner secondary school for **12 weeks across Terms 1 and 2:**

**State Schools** (plus some non-state schools)

**23 March – 3 April, and 20 April - 26 June 2020**

**Non-State Schools** (plus mid-year pre-service teacher graduates)

**16 March – 3 April, and 20 April - 19 June 2020**

This professional experience immerses the pre-service teacher in the life of a school, and particularly the responsibilities of the HPE Department.

**It is suggested that each pre-service teacher will:**

- **Participate actively as a staff member in the school.**
- **Observe and teach some HPE and Junior Science classes in Term 1.**
- **Teach no more than a 3/4 load in HPE and Junior Science by the first week of Term 2.**

### **Supervising Teacher Payments**

Please direct all enquiries regarding payment to:

**Supervising Teacher Payments**

**HABS HR Transactions**

**Faculty of Health and Behavioural Sciences**

**The University of Queensland 4072**

[habs-hr-transactions@uq.edu.au](mailto:habs-hr-transactions@uq.edu.au)

Further information about supervising teacher payments can be found on page 9.

# Overview of Bachelor of Health, Sport & Physical Education (Hons) Program

## YEAR 1

Introduction to relevant science disciplines		
Anatomical Sciences	Physiology	Biochemistry
Physics	Chemistry	Psychology
Introduction to Human Movement and Nutrition Sciences		
Bio-Physical Foundations	Socio-Cultural Foundations	Physical Activity & Health

## YEAR 2

Semester 3		SEMESTER 4	
BIOL 2630	Biomechanics	EDUC 2005	Teaching & Learning Games & Sports
HMST 2190	From Playground to Podium: Critical Analysis of Sporting Issues	EDUC 2010	Literacy & Numeracy in HPE
PHYL 2730	Exercise Physiology	EDUC 2009	Health Education in Schools
PSYC 2000	Psychology for Sport & Exercise	NEUR 2530	Motor Control & Learning

## YEAR 3

Semester 5		Semester 6	
EDUC 3004	Supporting Learning Environments	EDUC 3006	Inquiry Based Pedagogies
EDUC 3008	HPE Curriculum & Assessment Studies	EDUC 3010	Technology, HPE & Sport
EDUC 3250	Junior Science Curriculum for HMS	EDUC 3293	Junior Science in Action
HPRM 3000	Health Promotion: Perspectives & Practice	HMST 3846	Research Skills

## YEAR 4

Semester 7		Semester 8	
EDUC4005	Major Professional Experience (Education)	EDUC 4004	Leadership, Innovation & Research in HPE
		SPCG 4000	Sport Leadership in Diverse Communities
		EDUC 3011	Youth, Sport & Physical Culture
		Elective	

## Pre-Service Teachers' Previous Experience

This is BHSPE pre-service teachers' final teaching experience prior to graduation.

Prior to this professional experience, pre-service teachers have taught HPE for 25 days full-time in a secondary school; observed a primary HPE program for 5 days; spent 10 half days teaching primary HPE and worked for 10 half days in a physical activity program with children with physical and/or intellectual impairments.

## Pre-Service Teacher Professionalism

It is expected that the highest of professional standards will be adopted by all pre-service teachers. Pre-service teachers are asked to specifically abide by the following:

**Attendance and Punctuality** — Full attendance for the entire professional experience is required. Absences are granted only in exceptional circumstances and this time must be made up. Punctuality is expected at all times. Arriving at the school bell is unacceptable.

**Presentation** — Pre-service teachers should adopt an appropriate and high standard of presentation and dress. That is, polo shirts neatly tucked in; hat; plain coloured shorts; hair neatly presented. They should consult with the school's Pre-Service Teacher Coordinator with regard to body art and piercings.

**Preparation** — Thorough preparation, including careful written planning utilising feedback and reflection, are essential to good teaching. Thorough preparation also includes research, the collation of resources, and conscientious rehearsal and practice of teaching skills. Written preparation must be available for perusal by the supervising teacher and university supervisor prior to class.

**Interactions with school staff and students** — Pre-service teachers must conduct themselves in an appropriate manner. This includes privacy issues, child protection issues and maintaining respectful relationships with teachers and other school staff.

**Initiative** — Pre-service teachers are expected to demonstrate initiative and enthusiasm in taking on the tasks that teachers' assume.

It is expected that the highest of professional standards will be adopted by all pre-service teachers.

***Pre-service teachers who do not meet a high level of professionalism may be suspended from their professional experience school and receive a failing grade for this course.***

## Blue Cards

Pre-service teachers involved in this professional experience have previously undertaken 'the working with children check' and will be able to produce their Blue Card at the beginning of this professional experience.

## Assessment of Pre-Service Teacher

Assessment of pre-service teachers' readiness to teach is a shared responsibility between Universities and schools.

1. Teaching Reports: Practical performance judged by supervising teachers
2. Graduate Teacher Performance Assessment (GTPA): A written task judged by University staff.

### 1. Teaching Reports (P/F)

**In order to Pass this professional experience, pre-service teachers must receive (at least) Graduate level on all indicators in their final teaching report.**

Supervising teachers will be responsible for judging a pre-service teacher's performance through an interim and final teaching report.

**Reports are required for both HPE and Junior Science.**

The "Final Professional Experience Recommendations" will be used for these reports. This will be emailed to the school Pre-Service Teacher Coordinator at the beginning of the professional experience.

Judgements will be rated according to illustration of the Graduate Career Stage Australian Professional Standards for Teaching:

**Exceeding graduate level:** Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career Stage.

**Graduate level:** Consistent evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage.

**Developing towards graduate level:** Awareness of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level.

**Below graduate level:** Little or no evidence of knowledge, practice and engagement or awareness that meet the APST descriptors at the Graduate Career Stage.

**Interim Report**

**Non-state schools: 6 May 2020**

**State schools: 13 May 2020**

The importance of a clear and honest interim (mid-prac) report cannot be underestimated. It allows supervisors to formally bring attention to any issues or concerns, so pre-service teachers can focus on these in the latter part of their professional experience. **The final prac report document should be used for this interim report.**

**Final Report**

**Non-state schools: 17 June 2020**

**State schools: 24 June 2020**

In order to Pass this professional experience, pre-service teachers must receive (at least) Graduate level on all indicators in their final teaching report. With this in mind:

- If you believe that a pre-service teacher will not receive a Graduate level on any of the indicators, you should contact us immediately to implement At-Risk procedures (p.8).
- If opportunities to demonstrate any of the indicators are limited, please let us know immediately so that we can discuss ways to provide opportunities.

Following discussion with the pre-service teacher, reports will be **completed electronically** and submitted to Sue Mosen and Paul Treschman via [hpe.prac@uq.edu.au](mailto:hpe.prac@uq.edu.au)

### **A note on Professional Behaviour**

Pre-service teachers are expected to adopt the **highest professional standards** regarding personal presentation, interactions with school staff and students, attendance, punctuality and preparation. ***An inability to meet these requirements will result in an immediate at-risk notification and possible failure for this experience despite achievement in other areas.***

## **2. Graduate Teacher Performance Assessment (GTPA)**

The Graduate Teacher Performance Assessment (GTPA) is an Australia-wide task for all pre-service teachers in their final professional experience. It has been developed by thirteen universities across Australia, and in conjunction with teacher authorities (such as QCT), employing authorities (such as Cath Ed and EQ) and national principal associations.

The GTPA is an authentic assessment that connects pre-service teachers' academic studies and professional experience. It is an integrated project that demonstrates their ability to plan, teach, assess and reflect on their impact on students' learning. The GTPA allows pre-service teachers to demonstrate their abilities in most AITSL Professional Standards for Teachers.

There are 5 components to the GTPA but it is submitted as a single task at the end of the professional experience. This will be graded pass / fail. More information is available in Appendix 5 and at [www.graduatetpa.com](http://www.graduatetpa.com)

## UQ HPE Professional Experience Team

**Sue Monsen and Paul Treschman** are responsible for managing UQ HPE pre-service teacher placements.

They can be contacted at [hpe.prac@uq.edu.au](mailto:hpe.prac@uq.edu.au)

3365 6240

Sue and Paul do not deal with supervising teacher payments. Please direct all enquiries regarding payment to [habs-hr-transactions@uq.edu.au](mailto:habs-hr-transactions@uq.edu.au) . Further information about supervising teacher payments is on page 9.

## Role of UQ HPE University Supervisor

Typically the University supervisor will:

- Visit the school at least once, with additional visits if requested by either the school supervisor, university supervisor or pre service teacher
- Be available for telephone conversations, email correspondence with either the pre-service teacher or school supervisor
- Assist schools on request in matters of teaching and learning.

## Role of Supervising Teachers

Teachers play a key role in the professional preparation of pre-service teachers. Throughout this professional experience, teachers will enhance the development of pre-service teachers by:

- (a) Making them feel welcome in the school and the staff room.
- (b) Ensuring they understand the school's expectations and routines.
- (c) Being observed generally in the process of teaching and coaching.
- (d) Creating time for discussion about the issues teachers face in their work (such as lesson preparation and presentation; classroom management and organisation).
- (e) Encouraging them to reflect on their observations.



## Duty of Care

Teachers and pre-service teachers during the professional experience have a legal 'duty of care'. This means they have both a professional and moral obligation to look after those placed in their care.

While pre-service teachers are given some responsibility for the pupils in each class, it must be recognised that they are teachers in preparation, under the control and supervision of the teacher with whom they are placed. To this end, the supervising teacher is ultimately responsible for the safety of his or her pupils. The pre-service teacher is however required to act with vigilance and caution ensuring the health, safety and well-being of all pupils.

A pre-service teacher should never be left completely on their own. Even where a supervising teacher is absent from the room to allow an experienced pre-service teacher to be 'in charge' arrangements should be made with a neighbouring teacher to monitor pupils' behaviour.

## At-Riskness

Pre-service teachers engaging in EDUC4005 professional experience will be deemed 'at-risk' of failing if they are:

- Performing at "Below Graduate Level" on any assessable criteria
- Identified as not progressing towards "Graduate Level" in assessable criteria by mid-way through the professional experience
- Not achieving "Graduate Level" on all assessable criteria nearing the end of the professional experience.

**In order to Pass this professional experience, pre-service teachers must receive (at least) Graduate level on all indicators in their final teaching report.**

With this in mind:

- If you believe that a pre-service teacher will not receive a Graduate level on any of the indicators, you should contact us immediately to implement At-Risk procedures.
- If opportunities to demonstrate any of the indicators are limited, please let us know immediately so that we can discuss ways to provide opportunities.

Appendix 2 outlines the HMNS At-Risk Procedures. An at-risk notification alerts all parties that the pre-service teacher is precariously situated at the pass-fail border. This does not imply immediate failure, but will result in the implementation of procedures outlined in this document. The School of Human Movement and Nutrition Sciences' staff endeavour to work collaboratively with both supervising teachers and pre-service teachers by providing ongoing support and timely advice upon receiving notification that the pre-service teacher is considered to be at-risk. The procedures provided in Appendix 2 are to ensure that in any case where a pre service teacher is considered to be 'at-risk', protocols are understood by all involved, are followed in every case and are directed to ensure the best possible outcome in each case.

## Supervising Teacher Payments

All remuneration forms have been emailed to the school's Professional Experience Coordinator. Most teachers need only complete the "Supervision" column by inserting the number of hours. **The maximum claim per student is 25 hrs/week.** In the case of multiple supervisors, these 25 hours being claimed (per student) will need to be divided in accordance with the time that each supervisor is responsible for the pre-service teacher (e.g. 15 hours with HPE supervisor and 10 hours with Science supervisor each week). Before emailing this claim form, please ensure it is signed by the school's Professional Experience Coordinator.

Each Supervising Teacher making a claim form payment must complete 2 forms.

Claims cannot be processed unless all requested information is provided.

### 1. Supervising Teacher Claim Form

This is to be completed and e-mailed through to **HABS HR Transactions** at:

[habs-hr-transactions@uq.edu.au](mailto:habs-hr-transactions@uq.edu.au)

Please note: Claim forms must be signed by the school's Professional Experience Coordinator and the maximum claim is **25 hours per week**.

### 2. Tax Declaration Form (only fill in if this hasn't been completed before)

An electronic copy of this form will be sent to the school's Professional Experience Coordinator

As a signatory, the University shall honour the remuneration to coordinators and supervising teachers listed in the 1987 Industrial Agreement. Claim forms should be completed according to the following guidelines and directed to:

- (a) A full day of supervised practical experience shall consist of 5 hours;
- (a) Periods allowed for discussions with the principal, student seminars etc., together with the periods under the supervision of a classroom teacher, should not exceed 25 hours for any student over a full week. (Coordination rate \$1.44/day; Lecturer \$12.28/hr);
- (b) The rate of payment to teachers for supervising the practical experience of a student shall be at the teaching rate current in the agreement (\$4.21 per hour/ \$105.25 maximum/ week);
- (d) For any day that a student does not attend the practicum school and the school has not been given at least one clear school day's notice of such non-attendance, payment for 2 hours supervision will be made;
- (e) For any period that a supervising teacher is absent from the practicum school and no other teacher is available to provide equivalent supervision for a student, no payment shall be made by the institution. The period for which a student is supervised in a manner specified shall not exceed one day without equivalent supervision being arranged by the school or institution being notified so that other mutually acceptable arrangements can be made.

## Appendix 1 Unit and Lesson Plan Templates

# Year and Topic Unit Overview



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

School of Human Movement and Nutrition Sciences

School		Class	
Teacher		Topic	

Content descriptions (in full)	
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	Lesson focus
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Unit/Topic/Lesson				Teacher's name	
Year level		Number of students		Lesson duration	
Equipment					
Content description (code)					
Learning goals					
Success criteria				Risk assessment	<b>Completed</b> <b>Approved</b> <b>Attached</b>

Time	Learning Experience	Pedagogical Strategies	Teaching Points, Cues & Questions	Organisation, Transition & Safety

**Lesson Reflection**

## Appendix 2      HMNS Pre Service Teacher At-Risk Procedures

### **Pre Service Teacher Identified As 'At-Risk'**

1. UQ tutor to be notified by supervising teacher at first school visit or supervising teacher may contact the BHSPE Professional Experience Coordinator.
2. Supervising teacher and UQ tutor to complete and sign Professional Experience Report form indicating at-risk status of pre service teacher.



### **Pre Service Teacher Notified of At-Risk Status**

1. Verbal confirmation to pre service teacher of at-risk status to be completed by UQ tutor as soon as possible.
2. BHPSE Professional Experience Coordinator to send electronic and mail copy of pre service teacher At-Risk Notification letter with report attached.
3. Pre service teacher to arrange meeting with Professional Experience Coordinator and where appropriate, invite supervising teacher and UQ tutor.



### **Devising Strategies for Improvement**

1. Pre service teacher, Professional Experience Coordinator and where appropriate UQ tutor and/or supervising teacher to meet to devise strategies for improvement.
2. Final agreed upon strategies are to be recorded and copies provided to pre service teacher, UQ tutor and supervising teacher.
3. Professional Experience Coordinator to place a copy of all documentation on pre service teacher's file.



### **Finalisation of Outcomes for At Risk Pre Service Teachers**

1. The supervising teacher is required to monitor change and progress following the interview.
2. If after two weeks of additional teaching, or at the eight week mark of professional experience, the pre service teacher has not demonstrated significant improvement, the supervising teacher or school practicum coordinator should contact the BHSPE Professional Experience Coordinator.
3. In the event that the pre service teacher has failed to demonstrate any improvement in the areas of concern in the set time period, they will be deemed to have failed the professional experience.
4. Following consultation with the supervising teacher, the pre service teacher may either withdraw immediately from the professional experience or continue to the completion of the twelve weeks.
5. The pre service teacher will be asked to meet with the BSHPE Program Coordinator and Professional Experience Coordinator to discuss their performance in the professional experience and their future progress within the BHPSE program.



## Appendix 4 Sample Lesson Observation Sheets

<b>Teacher's Name</b>	<b>Date</b>
<b>Year and Subject</b>	
<b>Focus / Topic</b>	

### Classroom Management

	<b>Rapport</b> – shows warmth, understanding, sensitivity to students	.....
	<b>Cooperation</b> – engenders cooperation and mutual respect	.....
	Clear <b>expectations and routines</b> established	.....
	<b>Behaviour management strategy</b> implemented and reinforced	.....
	<b>Organisation</b> – well prepared with all resources and materials	.....
	<b>Control</b> – uses a variety of techniques successfully to respond to student needs and to maintain control and interest	.....

### Lesson Planning and Preparation

	Plans for <b>active involvement</b> of students	.....
	<b>Clear link</b> to the planned unit area and work program	.....
	<b>Organisation</b> of lesson – logical development through the lesson	.....
	<b>Differentiated</b> for the needs / strengths individuals	.....
	Considered the attributes of a <b>lifelong learner</b>	.....
	Incorporated <b>ICT</b> into learning	.....

## Interpersonal Relationships

	Ability to <b>communicate</b> with students	.....
	<b>Interpersonal relationships</b> with supervising teacher and other school staff	.....
	<b>Interpersonal relationships</b> with parents and community members	.....
	Concern for <b>punctuality and appearance</b>	.....
	Aware of <b>professional responsibility</b>	.....

## Curriculum Program Development

	Knowledge of <b>curriculum</b> and <b>teaching strategies</b>	.....
	Physical documentation of curriculum <b>planning</b>	.....
	Suitable and varied curriculum <b>resources</b> used by teacher and students	.....
	<b>Evidence</b> of <b>evaluation</b> to provide feedback or appropriateness of developed curriculum program	.....

## Lesson Presentation

	<b>Introduction</b> – captures interest and attention of the students	.....
	Clear <b>directions</b>	.....
	Effective <b>learning outcomes</b>	.....
	<b>Pacing</b> – adjusts tempo of the lesson to accommodate student needs and maintain interest	.....



<b>Teacher's Name</b>	<b>Date</b>
<b>Year and Subject</b>	
<b>Focus / Topic</b>	

**Preparation**

Selection of resources, preparation of materials, planning of procedures, defining of objectives

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**Mastery of subject matter**

Ability to explain, ask pertinent questions, answer students' questions

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**Teaching skills**

Ability to motivate, illustrate, phrase suitable questions, make use of students' responses, summarise

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## Communication skills

Command of the language, fluency, quality of voice, audibility, suitability of language to age and ability of students

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## Technical aspects of communication

Use of whiteboard, OHP, ICT, equipment, other

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## Relationships within class

General response of class to teacher's stimulus, attention of individuals and to the less responsive, use of names to establish rapport, attempts to get to know students, relationship with supervising teacher

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## Classroom management

Organising the activities, maintaining momentum of the lesson, keeping students' involved, solving problems

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Adapted from School of Education, The University of Queensland, *Lesson Analysis Sheet*



Fact sheet



1. About the graduate teacher performance assessment

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

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.

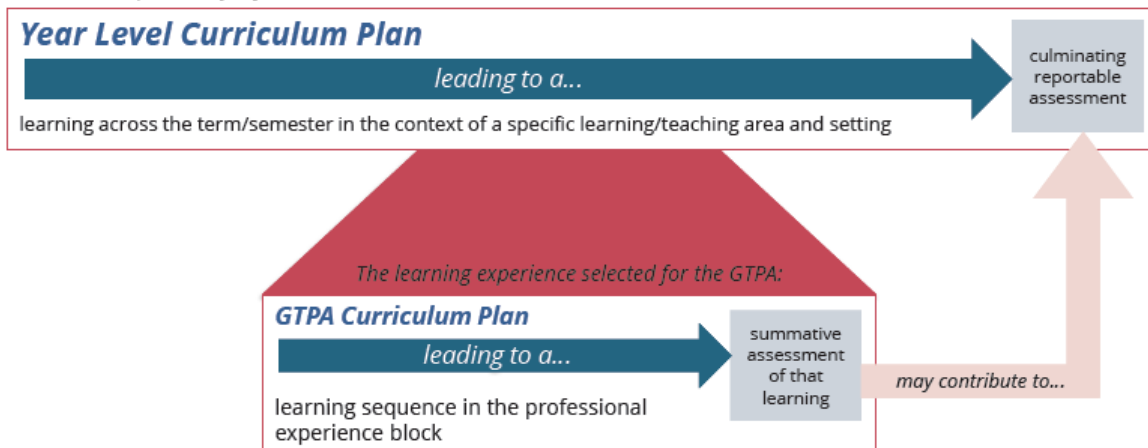
It also provides a platform for preservice teachers to demonstrate their emerging professional voice, agency and identity as they describe, analyse and reflect on their ongoing use of data and evidence to inform and adjust their planning, teaching and assessing within specific school contexts.

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

The GTPA unit of work will most probably be one small component of the classroom teacher's overall planned teaching, learning and assessment for the term (Diagram 1). Preservice teachers will develop a unit of work or sustained learning sequence, two fully developed lesson plans from the preservice teacher's unit of work, and a summative assessment and accompanying marking criteria and standards.

Diagram 1: Relationship of the GTPA to classroom learning context

The whole experience for your learners:



## Fact sheet - Schools and supervising teachers

### 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 trialled in 2017 prior to full implementation in 2018.

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

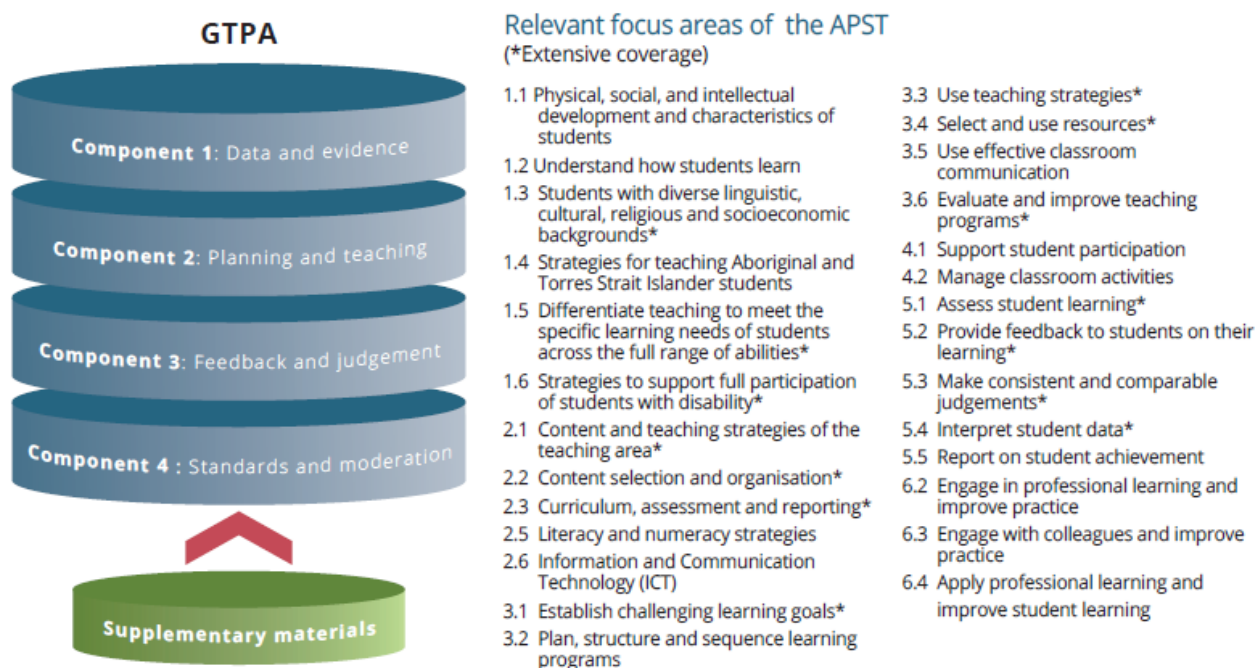
The GTPA is designed to show achievement across the Graduate Teacher Standard descriptors shown in Diagram 2. Additional descriptors may also be demonstrated depending on the professional experience context. The GTPA incorporates Graduate Teacher Standards aligned to the teaching cycle in interrelated, authentic ways.

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.

*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.*

### Diagram 2: GTPA and the APST

This diagram identifies the relevant APST covered by the performance assessment.



## Fact sheet - Schools and supervising teachers

### What makes this an authentic assessment?

The assessment is authentic in the way its core focus is on: 1) preservice teachers' teaching practices and instructional decision making 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 student data and evidence of learning, adapt or strategise their own teaching practices according to students' specific learning needs, and reflect on their impact on student learning.

In completing the GTPA, preservice teachers 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 their teaching decisions, preservice teachers are bound by professional codes of conduct, including confidentiality.

### 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.

### 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 in implementing the GTPA. 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 could also include engaging the preservice teacher in moderation discussions to assist them in completing the GTPA. If there are any contextual issues that may preclude the preservice teacher 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.

Published by Learning Sciences Institute Australia, Australian Catholic University

Brisbane Office

Cathedral House

Level 4, 229 Elizabeth Street  
Brisbane Qld 4000

GPO Box 2587  
Brisbane Qld 4001

+617 3623 7858  
lsia@acu.edu.au

