TEACHING PERFORMANCE ASSESSMENT

FINAL YEAR PROFESSIONAL EXPERIENCE

2022

Handbook for Primary and Secondary Preservice Teachers

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INTRODUCTION

This document contains guidelines for successful completion of the Flinders University Teaching Performance Assessment (TPA). This is a major assessment requirement for the final year. The TPA activities outlined below, are designed to authentically assess readiness for beginning teaching. The activities are integrated tasks normally expected of teachers. The first five activities are assessed during the final professional experience topic (EDUC 4741 /9312 /4742 /9308). Evidence gathered from these activities can be used for the Activity 6 and ePortfolio assessment tasks which are assessed in the Capstone topic (EDUC 4820 /9401).

The Six Activities

1. Document your professional learning and create a plan
2. Investigate the context for learning
3. Plan for learning and assessment
4. Teach and manage student learning
5. Assess, provide feedback and report on student learning
6. Reflect on and communicate what you have learned about your teaching practice and your impact on students' learning.

Required Preparation

Every pre-service teacher (PST) is required to attend a TPA information session and complete **the step-by-step TPA Preparation Program via FLO.**

Journal

You are required to keep a reflective journal. You are to begin using this journal at the start of your professional experience from when you first visit the school. The journal can be in any form: digital or hard copy. The aim of reflection is to develop an action cycle where reflection leads to improvement and/or insight (RMIT, 2006). Your entries can provide useful insights and examples to map your progress and changes to your thinking. While there is no 'right way' to journal, it is important to explore and analyse your observations and experiences and not just describe them, to help you develop deeper understandings.

From AITSL

In a teaching performance assessment (TPA), pre-service teachers illustrate their skills, knowledge and practices through evidence of their performance aligned to the Australian Professional Standards for Teachers (APST) at the Graduate career stage. In line with concepts of authentic assessment, PST use evidence drawn directly from their own practices to demonstrate:

- what they want students to learn
- how they will facilitate this learning
- how they will know if students have achieved this learning (AITSL, 2017).

OVERVIEW OF THE SIX ACTIVITIES AND THE EVIDENCE TO BE COLLECTED

Activities 1 & 2 will be completed **BEFORE** the professional experience teaching block	
Evidence to be collected	
Activity 1. Plan your Professional Learning	**Activity 2.** Investigate the Context for Learning
Goal Setting Planner (GSP) (template provided) Complete each focus area in full (Colour coded) **Professional Learning Plan (PLP) (template provided)** Create a succinct professional learning plan for placement (3 goals)	**School Context Statement and Whole Class Data with Analysis (Part A)** Inclusive of assessment data e.g., standardised, diagnostic, continuous, observational and/or work samples for planning for teaching **Preliminary Case Study Information (Part B)** Collecting and analysing demographic, academic and engagement data from two children, to demonstrate personalised planning for teaching and learning

Activities 3, 4 & 5 will be completed **DURING** the professional experience teaching block		
Minimum evidence to be collected		
Activity 3. Plan for Learning and Assessment	**Activity 4.** Teach and Manage Student Learning	**Activity 5.** Assess, Provide Feedback and Report on Student Learning

1. Unit plan
 2. Three sequential lessons that include evidence of:
    o Differentiated tasks
    o Pre-assessment or **observational** data
    o Class learning goals and intended outcomes
    o Use of educational adjustments
	• Analysis of your teaching from video
	 • Constructive feedback from your Mentor Teachers /University Liaison
	 • Annotated lesson plan that includes evidence of:
	    · Observation data about the use of ICT and other resources
	    · Managing challenging behaviour
	    · Use of varied communication strategies
		1. Analysis of whole of class assessment data
		 2. Reflections on the use of data and assessment to inform practice.
		 3. Feedback from students and provided to students
		 4. Records of student learning and documentation for reporting to parents /carers
		 5. In-depth analysis of assessment data - case study students

Activity 6 will be completed **AFTER** the professional experience teaching block
Evidence to be presented
Activity 6: Reflect on and communicate your learning and your impact on student learning
A PowerPoint presentation which brings together evidence from TPA Activities 1 to 5 addressing the criteria in rubric (see page 23). This activity will be conducted and assessed at Flinders University as part of EDUC 4820/9401.

ACHIEVING THE TPA

You are required to collect specific evidence of your classroom teaching which demonstrates your knowledge and practice *across the spectrum of teaching activities including planning, teaching, assessing and reflecting. All evidence of practice must be aligned to the Graduate Teacher Standards* (AITSL, 2017).

In the Flinders University TPA, you are required to:

- Demonstrate teaching competency in relation to the Australian Professional Standards for Teachers at the Graduate Standard
- Identify connections between the learning context and how this influences your planning, teaching and assessment
- Draw on students' prior knowledge and learning to effectively plan and teach
- Increase students' knowledge, skills, and understandings in specific curriculum areas
- Engage students in purposeful learning and monitor their understanding
- Assess student learning and determine patterns in whole Class learning, as well as individual learning needs
- Use student assessment data to inform your professional practice
- Critically reflect on your teaching practice and how this impacts students' learning

To achieve the TPA, a PST must pass every focus area at the Graduate Standard or higher associated with each activity. Assessment rubrics are provided for each activity. Please see Appendix 2 for a summary of the Standards aligned with each activity.

TPA: Achieved for Placement

In recognition that PSTs may not *have the opportunity to* demonstrate performance at the Graduate Standard for every focus area *during the final placement*, Table 2 below identifies the minimum number of focus areas permitted at the Graduate Standard for each activity. PSTs who achieve the activity for placement purposes within the allowable limits but have focus areas assessed at the **Emerging** level will need to demonstrate Graduate Standard performance for the focus areas not achieved, after placement through their remaining studies.

TPA: Not Achieved for Placement

In the event a PST does not meet the minimum number of focus areas assessed at the Graduate Standard, the activity will be considered **not achieved for placement.** The PST will be instructed by their University Liaison to immediately contact their professional experience Topic Coordinator for academic counselling.

Table 2: Minimum number of focus areas permitted for Achieving TPA for Placement

Activity 1	*One of one focus area assessed at the Graduate Standard or higher*
Activity 2	*Two of three focus areas assessed at the Graduate Standard or higher*
Activity 3	*Thirteen of sixteen focus areas assessed at the Graduate Standard or higher*
Activity 4	*Five of seven focus areas assessed at the Graduate Standard or higher*
Activity 5	*Five of six focus areas assessed at the Graduate Standard or higher*
Activity 6	*Five of five focus areas assessed at the Graduate Standard or higher*

RESPONSIBILITIES

Pre-service Teacher	**Lead and take responsibility for:** • collecting and annotating the required evidence of practice needed for each activity and upload to FLO by the published due date. • emailing a copy of the annotated TPA activity to the University Liaison (activity one and two) or Mentor Teacher (activity three, four and five) by the publishedand negotiated due dates. • submitting TPA activities for assessment only when they are **completed in full.** That is, only submit an activity if it includes all mandatory evidence. University Liaisons and Mentor Teachers are not required to read drafts chase up, overdue activities or return TPAs due to missing evidence. • submitting TPA activities that are annotated to show where each focus area is demonstrating Graduate Standard performance. Please note, University Liaisons and Mentor Teachers are not required to search through activities to find each focus area. Make the connections explicit, ideally using language used in the rubrics. • contacting the Professional Experience Topic Coordinator as soon as you have been advised of afailed Activity to arrange an academic counselling meeting.
University Liaison	**It is the responsibility of University Liaisons to:** • have a conversation with the PST as early as possible into placement to ascertain PST knowledge and confidence with completing activities. Listen to PST explanations and give suggestions. • *assess* activity one and two within two weeks of submission by PST. • *report* performance for activities one, two, three, four and five to Qualtrics. • contact the PST straightaway if an activity has not been achieved and advise this person to immediately email the Professional Experience Topic Coordinator to seek academic counselling. • email both the Professional Experience Topic Coordinator and the TPA Coordinator if the PST has not submitted an activity by the due date or if an activity is not achieved for placement (see p. 5). • Provide the PST with a copy of the Assessment Summaries for activities one to five.
Mentor Teacher	**It is the responsibility of Mentor Teachers to:** • have a conversation to ascertain PST knowledge and confidence with completing activities three, four and five, during planning days. • negotiate submission dates for activities three, four and five with PST, during planning days. • assess activities three, four and five and submit the Assessment Summary sheets to the University Liaison. • contact the University Liaison straightaway if an activity is assessed as not achieved for placement (see p. 5). • contact the University Liaison if the PST has not submitted an activity by the negotiated due date.

ACTIVITY COMPLETION AND SUBMISSION TIMELINE

Activities	Complete by:	Submit to:	Submit to FLO
Activity 1	**End of final <u>planning day</u>***	University Liaison	No later than **one week** after final planning day
Activity 2	**End of the final <u>planning day</u>** (Part A and Part B)	University Liaison	No later than **one week** after final planning day (Part A only)
Activity 3	** **End of <u>week 1</u> of the block of teaching**	Mentor Teacher	No later than **two weeks** after your final placement day. Convert each activity to PDF, merge activities into one document for submission.
Activity 4	** **End of <u>week 4</u> of the block of teaching**	Mentor Teacher	
Activity 5	** **End of <u>week 5</u> of the block of teaching**	Mentor Teacher	
Activity 6	The date specified in the Statement of Assessment Methods for the capstone topic (EDUC 4820 /9401).	University Panel	To be Advised

*Activity 1 - PSTs who have not completed in full and uploaded their Goal Setting Planner (GSP) and Professional Learning Plan (PLP) to FLO by this date may be issued with an 'at risk of fail for placement' notification.

Activities 3, 4 & 5 - **Day and time to be negotiated with Mentor Teacher. Bear in mind, Mentor Teachers need to review evidence and report performance to the University Liaisons before your final placement day.

TEACHING AREA FOCUS

The TPA is situated with only **one class** of students.

You are to select your teaching area focus from the course enrolment options identified below.

Bachelor of Education (Primary) / Bachelor of Arts Bachelor of Arts / Master of Teaching (Primary)	STEM	OR	The learning area of the Australian Curriculum aligned with your Arts major i.e. Health & Physical Education., English, Humanities and Social Sciences (HASS), Expressive Arts, Science, Mathematics, Technologies etc.
Master of Teaching (Primary)	English	OR	The learning area of the Australian Curriculum aligned with your previous studies before you commenced your course i.e. Health & Physical Education, English, Humanities and Social Sciences (HASS), Expressive Arts, Science, Mathematics, Technologies etc.
Bachelor of Education (Primary) / Bachelor of General Science Bachelor of General Science / Master of Teaching (Primary)	Science		
Bachelor of Education (Primary and Special Education)	English Literacy	OR OR	Mathematics Numeracy
Bachelor of Education (Primary)	STEM	OR	Health & Physical Education, Expressive Arts, Science, Humanities and Social Sciences (HASS), Languages

Bachelor of Education (Secondary / Bachelor of Arts Bachelor of Education (Secondary / Bachelor of Health Science Bachelor of Education (Secondary / Bachelor of Science Bachelor of Education (Secondary / Bachelor of Languages Master of Teaching (Secondary) Bachelor of Arts / Master of Teaching (Secondary) Bachelor of Languages / Master of Teaching (Secondary) Bachelor of Science / Master of Teaching (Secondary) Bachelor of Health Science / Master of Teaching (Secondary)	Teaching Area 1	OR	Teaching Area 2		
Bachelor of Education (Secondary / Bachelor of Special Education Master of Teaching (Special Education) (Secondary) Bachelor of Education (Secondary)	Teaching Area 2	OR	Literacy	OR	Numeracy
Bachelor of Education (Secondary Health and Physical Education)	Health	OR	Physical Education		

THE ACTIVITIES EXPLAINED

ACTIVITY 1. Plan your Professional Learning

PURPOSE
- **To identify your professional learning needs and plan for achievement at the Graduate Standard or higher in all focus areas.**

Due date to University Liaison:	First meeting or date requested by your University Liaison
Due date to FLO:	No later than one week after final planning day
Word count:	See worked example on FLO for length expectation. PLP maximum 1-page.
Evidence required:	Goal Setting Planner (GSP) and Personal Learning Plan (PLP)

Instructions

1. Use the Goal Setting Planner tool (GSP) that was introduced in your previous placement to **record** the evidence you already have that demonstrates Graduate Standard performance against a focus area. In focus areas where you do not *yet* have this verifiable evidence, **record** the types of evidence you still need to collect to demonstrate achievement of the Graduate Standard. Evidence is required against EVERY focus area (37 in total).

2. **Identify** the focus areas that are *not yet* at Graduate Standard and **create** a succinct professional learning plan (PLP) which makes explicit:

   1. Three professional learning goals you will aim to achieve by the end of the placement block.
   2. The strategies and resources you will use to achieve your professional learning goals host School.
   3. The evidence you will gather to demonstrate graduate standard for the three focus areas/goals

3. Upload your GSP and PLP to FLO.

NOTE: At your first meeting with your University Liaison (usually in April), please discuss your GSP and PLP. If your University Liaison indicates that your PLP needs improvement to achieve the Graduate Standard, you will have two days to amend your plan and email this to your University Liaison.

Activity 1 Assessment Summary

Go to Appendix 3 to view the descriptors for this focus area

University Liaisons will use the grade descriptors from Appendix 3 to interpret and support their assessment of this focus area.

To successfully complete Activity 1 PSTs must demonstrate Achievement of the Graduate Standard or higher.

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
Standard 6: Engage in professional learning **FOCUS AREA 6.1** Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs			

ACTIVITY 2. Investigate the Context for Learning

Due date to University Liaison:	By end of the final planning day. Part A only
Due date to FLO:	No later than one week after final planning day (Part A only)
Word count:	See worked example on FLO for length expectation (approximately two pages)
Evidence required:	**Part A** – Site Context Statement and Whole Class Data with Analysis (shared with University Liaison and submitted to FLO)
	Part B – Preliminary Case Study Information and Baseline Assessment Data (completed but not submitted to FLO)

Instructions

Part A – School Context Statement and Whole Class Data with Analysis (Assessed by University Liaison)

1. **Investigate** and **document** in your journal, how the school context, the characteristics of the students in your class, the curriculum area/s you will plan and teach, the sequence of lessons and the resource available to you, are *informing planning and teaching*. Additionally, think about these in light of ethical behaviour and practice expectations which underpin the teaching profession (focus area 7.1).

2. **Locate** available *whole of class* data and **analyse** this to inform your planning. The data may include standardised and diagnostic data such as Pat M, Pat R, running records and work samples etc. The data could include curriculum-based assessment data that shows how the class / group has achieved/performed in academic content and what the students know and can do in particular domains.

3. **Compose** a concise context statement which reveals your insights about what the students *know and* can do as a basis for thoughtful planning, teaching and learning. The Discussion Prompts below may be useful to guide your thinking around this investigation.

4. **Annotate** your statement to highlight sections of the text aligned with focus areas 5.4, 7.1 and 7.2.

Part B – Preliminary Case Study Information and Baseline Assessment Data (Not assessed by University Liaison)

Start this planning now. You need to show development over time. This part informs planning for Activity 3, is assessed in Activity 5 and presented in Activity 6).

The TPA requires you to show your impact on student learning in various ways. One of the important ways you do this, is through evaluating your teaching at the individual student level. Specifically, you **undertake a *case study* on two students in your class** and present your results and learning.

- PSTs evidence their ability to personalise learning through undertaking a close examination of two students. One suggested way of selecting students is to select one student who requires specific educational adjustments and one who does not. Your Mentor Teacher will make the final decision on which students are selected.

> PSTs undertaking a special education course and teaching in settings such as special schools, disability units or special option classes, may select one student who requires fewer extensive adjustments to participate and achieve in the curriculum than another.

- **Ensure Student 1 and Student 2 are in the same class, that you will be teaching your lesson sequence for Activity 3.**

- Gather relevant information about each student: learning strengths, requirements, motivations, current assessment data and their goals *during your planning days*. In gathering this information, you are seeking to have a deep understanding of both students to help you make decisions that will positively impact their learning. Confidentiality must be maintained when using any student data.

- In your journal, **describe** both students' situation (case) and identify the key issues of the case. Plan and document your course of action for attempting to ensure both students will *achieve* in a particular area, as a result of your planned actions.

- Share your plan with your Mentor Teacher and adjust, if necessary.

- Look for moments across your placement to gather and reflect upon (as journal entries) formative data about learning progress, including any actions you have taken to improve or refine your planning and teaching.

NOTE: Part B is not assessed. However, it is important that you have collected your case study information and baseline assessment data by the end of your planning days. This will ensure you have time to analyse the data and make necessary changes to your planning and teaching before your block teaching. It will also enable you to evaluate your impact on student learning, across your placement (assessed in activities 5 and 6) and make adjustments as required.

DISCUSSION PROMPTS: Part A

School / Site Context

- What are the codes of ethics and conduct relevant to this context?

- What are the policies and processes regarding the privacy of student information, discipline and welfare?

Classroom Context

- How many students are in your class?
- What is the cultural and religious diversity of students in your class? What languages do students speak? What religions?
- What resources are available to support students to learn?
- What opportunities exist for you to make a meaningful contribution to the school, classroom and individual students?

Student Development

- What are the physical, social and intellectual development and characteristics of students that may affect their learning?
- What have you observed about the students?
- What can students do and what are they still learning to do?
- How will you identify students' prior knowledge and learning strengths and challenges?
- What student data is available and do any students have individual learning plans?
- Discuss the students' abilities, how they interact with each other and express themselves.

Planning Your Sequence of Lessons

- Discuss and identify the subject/learning area that you are going to teach.
- What specific curriculum content will be assessed and reported and when?
- What teaching strategies will you use to meet the specific needs of students?

Activity 2 Assessment Summary

Go to Appendix 3 to view the descriptors for each focus area

University Liaisons will use the descriptors to assess your level of achievement.

To successfully complete Activity 2 PSTs must demonstrate Achievement of the Graduate Standard or higher for a minimum of two focus areas.

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
Standard 5 - Assess, provide feedback and report on student learning **FOCUS AREA 5.4** Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice			
Standard 7 - Engage professionally with colleagues, parents/carers and the community **FOCUS AREA 7.1** Understand and apply the key principles described in codes of ethics and conduct for the teaching profession			
FOCUS AREA 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to School stage			

THE PLANNING, TEACHING & ASSESSMENT CYCLE

There is strong evidence to suggest that when teachers understand and apply the planning/ teaching/ learning/review cycle in their everyday planning and teaching, student learning is strengthened. Thorough evaluation of what each student knows, understands, and can do, provides information that is essential to instructional decision making and the creation of learning environments that support students to succeed.

Figure 1 below represents this organisational flow and has been designed to help you make sense of the cycle and the TPA.
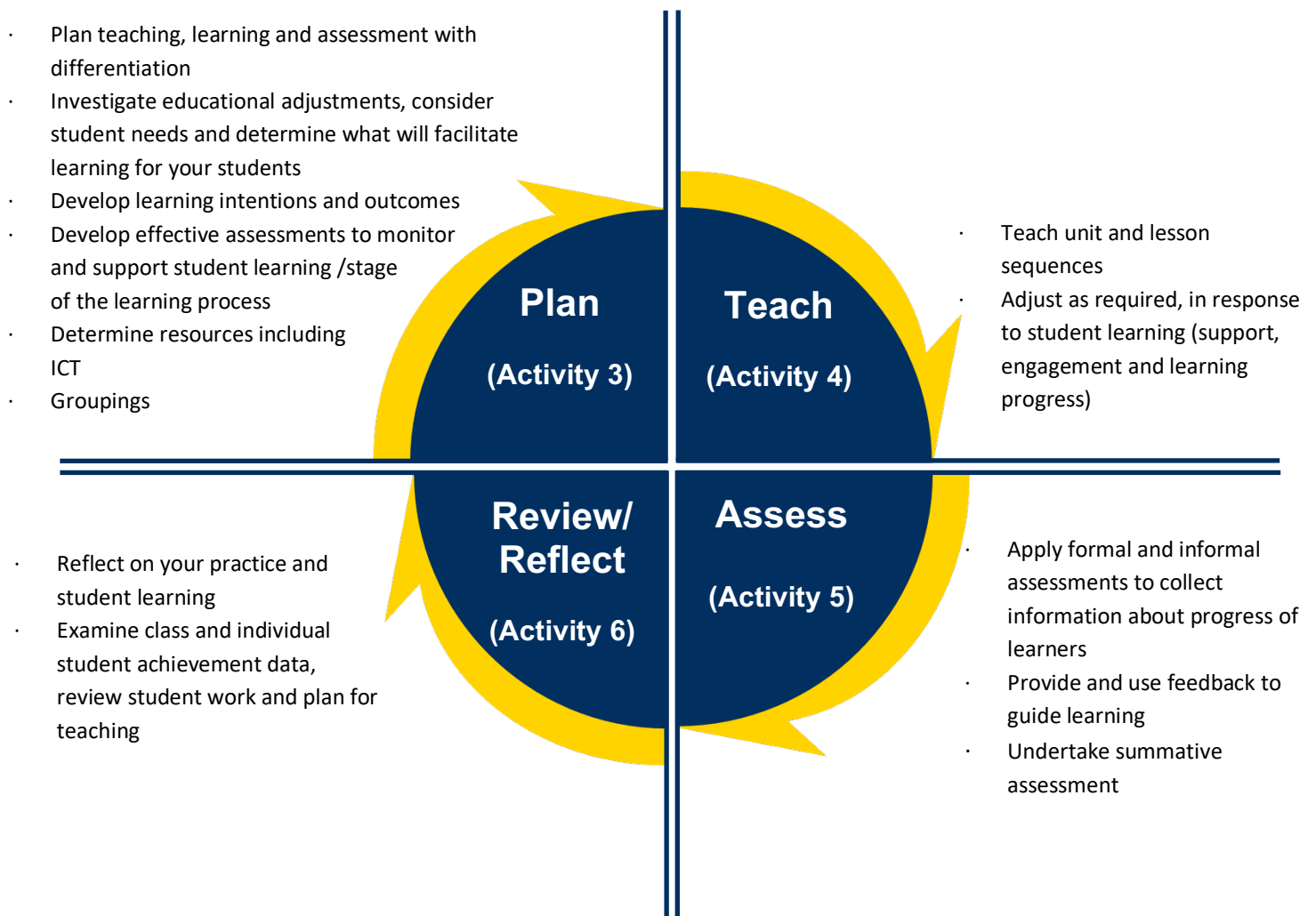
- Plan teaching, learning and assessment with differentiation
- Investigate educational adjustments, consider student needs and determine what will facilitate learning for your students
- Develop learning intentions and outcomes
- Develop effective assessments to monitor and support student learning /stage of the learning process
- Determine resources including ICT
- Groupings

- Teach unit and lesson sequences
- Adjust as required, in response to student learning (support, engagement and learning progress)

Plan (Activity 3)

Teach (Activity 4)

Review/ Reflect (Activity 6)

Assess (Activity 5)

- Reflect on your practice and student learning
- Examine class and individual student achievement data, review student work and plan for teaching

- Apply formal and informal assessments to collect information about progress of learners
- Provide and use feedback to guide learning
- Undertake summative assessment

Figure 1. The Planning, Teaching and Assessment Cycle and the TPA

ACTIVITY 3. Plan for Learning and Assessment

Due date to Mentor Teacher:	By negotiation (suggest **end of week 1** of the block of teaching)
Due date to FLO:	Within two weeks after final placement day
Word count:	See worked example on FLO for length expectation (focus on excellent annotation for your Mentor Teacher)
Evidence required:	Relevant journal entries, unit plan and three highly quality lesson plans

Instructions

1. Using your knowledge of your students and how they learn, **develop or significantly customise a comprehensive unit plan** and **design** at least three sequential, **differentiated lessons plans** that demonstrates consideration of planning, teaching and assessment for diverse learners.
   Record your responses in your journal.

2. Prior to teaching the unit and lessons, consider using the **Discussion Prompts** to begin a conversation with your Mentor Teacher about the appropriateness of this unit and sequence of lessons for this class.
   Document suggestions and improvement feedback in your journal.

3. **Critically reflect** on your teaching plan (unit and lessons) and **summarise:**

   • what you want the students to learn

   • how you will facilitate this learning

   • how you will know when students have achieved this learning

> **Go to Activity 5.** Read the requirements around designing a summative assessment tool with criteria that will capture and measure the intended learning from this unit of work. It is recommended that you develop your whole-of-class rubric (or whatever assessment tool is appropriate for this unit of work) **now**, so this is ready for Activity 5.

DISCUSSION PROMPTS

- What is the central teaching focus of your unit and planned lessons?

- Why is the content important for students to know?

- What concepts are you teaching?

- How will your teaching align with current curriculum documents (e.g., Early Years Framework, Australian Curriculum, International Baccalaureate, SACE)?

Theoretical and Pedagogical Framework

- What are the theoretical frameworks/learning theories/ pedagogical models and/or research/ readings that inform your unit design and lesson planning? For example, The Teaching for Effective Learning Framework (DECD, 2010), Differentiated instruction (Tomlinson, 2001), Universal Design for Learning (CAST, 2022), Learning by Design: Four Knowledge Processes (2022) etc.

Learning Activities

- How will your knowledge of the students inform your lesson plans?

- How will your lessons develop students' skills, knowledge and understandings of the learning area?

- How will you challenge all students to learn?

- How will you provide students with effective adjustments to access and participate in the learning process?

Teaching Strategies

- How will your choice of teaching activities, strategies, and resources (including ICT) be inclusive of students' backgrounds, readiness levels, development stages, interests and needs?

- How are indigenous perspectives considered in your lessons?

- How will you promote the safe, responsible and ethical use of ICT?

Student Assessment

- When and how will you assess student learning?

- How will student assessments help you understand whether students have achieved the learning objectives?

- How will you provide students with feedback to progress and monitor their learning?

Parents/Carers

- How could you encourage parents/carers in the educative process?

Activity 3 Assessment Summary

Go to Appendix 3 to view the descriptors for each focus area

To successfully complete Activity 3 PSTs must demonstrate Achievement of the Graduate Standard or higher for a minimum of 13 focus areas.

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
Standard 1: Know students and how they learn **FOCUS AREA 1.1** Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning			
FOCUS AREA 1.3 Demonstrate knowledge and understanding of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds			
FOCUS AREA 1.4 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			
FOCUS AREA 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities			
FOCUS AREA 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.			
Standard 2: Know the content and how to teach it **FOCUS AREA 2.1** Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			
FOCUS AREA 2.2 Organise content into an effective learning and teaching sequence			
FOCUS AREA 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans			
FOCUS AREA 2.4 Demonstrate broad knowledge, understanding of and respect for Aboriginal and Torres Strait Islander. histories, cultures and languages			
FOCUS AREA 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas			
FOCUS AREA 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students			
Standard 3- Plan for and implement effective teaching and learning **FOCUS AREA 3.1** Set learning goals that provide achievable challenges for students of varying abilities and characteristics			
FOCUS AREA 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.			
FOCUS AREA 3.7 Describes a broad range of strategies for involving parents/carers in the educative processes			
Standard 4 - Create and maintain supporting and safe learning environments **FOCUS AREA 4.4** Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.			
FOCUS AREA 4.5 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			

ACTIVITY 4. Teach and Manage Student Learning

PURPOSE
- **To demonstrate knowledge of a range of instructional, communication and behavioural andresources including ICT, which engage students in their learning.**

Due date to Mentor Teacher:	By negotiation (no later than the **end of week 4** of the teaching block)
Due date to FLO:	Within two weeks after final placement day
Word count:	See worked example on FLO for length expectation (focus on excellent annotation for Mentor Teacher
Evidence required:	Relevant journal entries, analysis of video, Mentor Teacher feedback, annotated lesson plan

Instructions

1. Complete the Video Recording Permission Form for filming in the classroom and seek the appropriate permission from the school/parents/carers of your students. Provide the signed Video Recording Permission Form to the principal to ensure that this person approves your filming. Please see Appendix 1.

2. Have your Mentor Teacher (or other) **record** a 15-minute video of you teaching a lesson that demonstrates how you enact a range of teaching practices and resources to facilitate students' knowledge of the curriculum content and their engagement in learning. The video recording must be continuous and unedited and recorded only using an approved school device.

3. Examine the video and **reflect on** your teaching and what your students learned. With your Mentor Teacher, discuss what happened during the lesson and why. Use this knowledge to guide your practice in the future.

4. **Document** your own analysis of your practice in your journal, including insights gained from the experience and constructive feedback from your Mentor Teacher.

5. **Annotate** the original lesson plan to show adjustments/improvements based on self and Mentor Teacher feedback.

6. Ensure the video is deleted.

DISCUSSION PROMPTS

Video: Self-assessment

- Having viewed the video segment, what surprised you most about your teaching and students' levels of engagement and learning?

Video: Student Engagement in Learning:

Discuss and Record

- How did you extend students' knowledge and skills?

- What resources and teaching strategies did you use and were they effective for the whole class and individual students?

- How did you use ICT to enhance students' curriculum learning opportunities?

- What verbal and non-verbal communication strategies did you use to promote engagement in learning? What appeared most and least successful? Discuss in terms of clear instructions, explanations, visuals, tone of voice, wait time, body language etc.

- How did you respond to student questions and feedback?

- How did you manage challenging student behaviour? Were your fair and ethical?

- What have you learnt about your teaching?

Activity 4 Assessment Summary

Go to Appendix 3 to view the descriptors for each focus area

To successfully complete Activity 4 PSTs must demonstrate Achievement of the Graduate Standard or higher for a minimum of five focus areas

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
Standard 3 - Plan for and implement effective teaching and learning **FOCUS AREA 3.3** Include a range of teaching strategies			
FOCUS AREA 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning			
FOCUS AREA 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement			
Standard 4 - Create and maintain supportive and safe learning environments **FOCUS AREA 4.1** Identify strategies to support inclusive student participation and engagement in classroom activities			
FOCUS AREA 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions			
FOCUS AREA 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour			
Standard 6 - Engage in professional learning **FOCUS AREA 6.3** Seek and apply constructive feedback from supervisors and teachers to improve teaching practices			

ACTIVITY 5. Assess, Provide Feedback & Report on Student Learning

Due date to Mentor Teacher:	By negotiation (suggest **end of week 5** of the block of teaching. Adjust for internship)
Due date to FLO:	Within two weeks after final placement day
Word count:	See worked example on FLO for length expectation (focus on excellent annotation for Mentor Teacher
Evidence required:	Relevant journal entries, analysis assessment analysis, feedback to and from students, records of moderation and reporting

Instructions

1. **Design** a summative assessment tool to measure achievement against the stated learning goals/achievement standards/ performance objectives related to the unit of work from Activity 3. Make sure that your assessment tool includes a criterion such as A, B, C, D, E; Not Satisfactory, Satisfactory or Above Satisfactory; Working towards, Achieved, Exceeded etc. **Linked to Activity 3**

2. **Implement** the summative assessment task to the whole class and gather the results.

3. **Analyse** the assessment data and report upon your broad findings and insights about student achievement of the learning outcomes across the class, including future learning needs. Report in your journal.

4. **Examine** the comprehensive assessment data you have been gathering along the for your -case study students from **Activity 2.** To do this, review your baseline data (gathered in Activity 2), the achievement data from the summative assessment and any work samples you have gathered along the way to provide evidence of student learning.

5. **Discuss** student learning achievement against the set goals. Where is the most and least growth in learning? Document how you would build upon or make improvements to your teaching and assessment plan for these students, in future. Ensure you include the actual summative assessment task results (e.g., rubrics, checklist, observation data etc.) and feedback that you provided to both students. Remember to **deidentify** all data.

DISCUSSION PROMPTS

Use the following prompts, to discuss with your Mentor Teacher, your proficiency to assess, provide feedback and report on whole-of-class and individual student learning. Record your responses in your journal.

Assessment task

- How did the selected criteria assist in assessing student learning?
- How did your assessment tool indicate what a student does and does not understand?

Whole Class Assessment

- How did you summarise the whole class results?
- How do you know that your assessment tool is reliable and valid?
- Have you identified gaps in student learning?
- What patterns have you identified in students' learning? For example, what do most students understand? Are there any misconceptions, confusions, or needs that became apparent for any students? Is the level of challenge appropriate?

Feedback

- What feedback did you provide to individual students and/or the group as a whole?
- Explain how your approach to feedback supports students' learning?
- In what ways does your feedback address individual student's needs and learning goals? Cite examples and reference evidence to support your analysis.

Assessment for Learning

- Based on students' performance, explain how you would make improvements to your teaching and assessment plan?
- For those who achieved the learning goals, what new challenges would you consider for this group of students? Document the next steps you will take to improve student performance.

Conclusion: Assessment for Teaching

- Reflect on how you could have improved the task and your teaching. Is there relevant theory underpinning your practice? Cite two examples

Activity 5 Assessment Summary

Go to Appendix 3 to view the descriptors for each focus area

To successfully complete Activity 5 PSTs must demonstrate Achievement of the Graduate Standard or higher for a minimum of five focus areas.

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
Standard 3 - Plan for and implement effective teaching and learning **FOCUS AREA 3.6** Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning			
Standard 5-Assess, provide feedback and report on student learning **FOCUS AREA 5.1** Demonstrate understanding of assessment strategies, including informal and formal, diagnostic,formative and summative approaches to assess student learning			
FOCUS AREA 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback tostudents about their learning			
FOCUS AREA 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning			
FOCUS AREA 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice			
FOCUS AREA 5.5 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			

ACTIVITY 6. Reflect on and Communicate your Learning and your Impact on Students' Learning

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PURPOSE
- **To reflect on your professional learning and the evidence you have collected on your impact on students' learning.**

</div>

Due date:	Please refer to the Statement of Assessment Methods for EDUC4820/9401
Location	Flinders University (Room to be Advised)
Evidence required:	10-12-minute oral presentation supported through PowerPoint

Instructions

You are required to **present** a 10-12 minute oral presentation that showcases **with evidence**, your impact on students' learning. A template will be provided. Your presentation will be delivered to a small panel of academics from Flinders University and address, in **integrated** ways, the criteria below:

- **Describe** your teaching context and implications for planning for learning.

- **Reflect on** your teaching practice and the impact on student learning outcomes.

- **Present** your findings and learnings about the two **case study** students. **Include evidence from Activities two, three and five** showing relevant assessment data and share the understandings you gained. Explain how you supported student learning, what theoretical (focus area 1.2) and practice knowledge you drew from; provide evidence (artefacts) of your success in fostering strong learning for these students.

- **Describe and analyse** your teaching and assessment practices in general, using artefacts and other evidence of learning outcomes.

- **Describe** how you worked collaboratively with colleagues as part of a team and/or incorporated professional learning into subsequent lesson plans and teaching (focus areas 6.2 and 6.3).

- **Explain** how your participation in professional learning raised student achievement levels and describe your plans to develop professionally (focus area 6.4).

- **Share** ways you participated with school staff, external professionals and community representatives in a range of activities during placement. Example: focus area 7.4

- **Describe** strategies you used to involve and communicate with parents/ carers. Example: focus area 7.3.

To help you achieve the above, **review and reflect** on your achievement of your professional development goals aligned with the Australian Professional Standards for Teachers identified in **Activity 1**. Consider how you engaged in professional learning during the placement and intend to continue your professional growth. Then, **deliberate** on your knowledge, understanding and implementation of **the** *planning, teaching, assessing and review /reflect cycle* and how this has supported you to improve student achievement.

Activity 6 Assessment

Go to Appendix 3 to view the rubric for this activity

To successfully complete Activity 6 PSTs must demonstrate Achievement of the Graduate Standard or higher for all five focus areas.

APSTs UNDER REVIEW
Standard 1- Know students and how they learn **FOCUS AREA 1.2** Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
Standard 6 – Engage in professional learning **FOCUS AREA 6.2** Understand the relevant and appropriate sources of professional learning for teachers
FOCUS AREA 6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning
Standard 7 – Engage professionally with colleagues, parents/carers and the community **FOCUS AREA 7.3** Understand strategies for working effectively, sensitively and confidentially with parents/carers
FOCUS AREA 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice

Acknowledgements

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APPENDIX 1: Video Recording Permission Form

Flinders University

College of Education, Psychology and Social Work

I ....

Principal of...

(address):...

give consent to allow Flinders University initial teacher education preservice teachers to video record their own teaching while on professional experience in my school.

I understand that:

- The purpose of the video recording is to allow the preservice teachers to capture 10 minutes of their teaching for the purpose of reflection and improvement on their practice.

- The video recording will be used as part of their assessment task, will not be seen by anyone other than their assessor and after their assessment task has been completed the video file of their teaching will be deleted.

- Pre-service teachers are ONLY to use a school device to video record their practice. They must not use a personal device.

- Students will be de-identified.

Signature: .... Date: ....

PLEASE RETURN SIGNED FORM TO: …

[please identify the person at the school who will receive this form. This will most likely be the School Coordinator of Professional Experience].

FOR MORE INFORMATION OR IF YOU HAVE QUESTIONS, PLEASE CONTACT
Jackie Thomson
Director Professional Experience
Email: jackie.thomson@flinders.edu.au

APPENDIX 2:
SUMMARY OF THE GRADUATE TEACHER STANDARDS BY ACTIVITY

Activity	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
Activity 1: Self-assess and Plan your Professional Learning						Focus Area 6.1	
Activity 2: Investigate the Context for Learning					Focus Area 5.4		Focus Area 7.1 & 7.2
Activity 3: Plan for Learning and Assessment	Focus Areas 1.1, 1.3, 1.4, 1.5 & 1.6	Focus Areas 2.1, 2.2, 2.3, 2.4, 2.5 & 2.6	Focus Areas 3.1 ,3.2, & 3.7	Focus Areas 4.4 & 4.5			
Activity 4: Teach and Manage Student Learning			Focus Areas 3.3, 3.4, & 3.5	Focus Areas 4.1, 4.2 & 4.3		Focus Area 6.3	
Activity 5: Assess, Provide Feedback and Report on Student Learning			Focus Area 3.6		Focus Areas 5.1, 5.2, 5.3, 5.4 & 5.5		
Activity 6: Reflect on and Communicate your Learning and Your Impact on Students' Learning	Focus Area 1.2					Focus Areas 6.2 & 6.4	Focus Area 7.3 & 7.4

APPENDIX 3: ASSESSMENT RUBRICS

The assessment rubrics below, describe the performance criterion for each focus area. University Liaisons and Mentor Teachers use these descriptors to interpret and support their judgement when determining the quality of your evidence for each activity.

Rubric for Activity 1   Assessed by the University Liaison

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
FOCUS AREA 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs	→ Identifies some professional learning needs using the Australian Professional Standards for Teachers Pre-service Teacher Developmental Continuum → Engages in self-reflection to produce some evidence obtained and needed for achievement at the GRADUATE Standard using the Goal setting planner → Needs Liaison support to determine or justify decisions	→ Produces evidence obtained and needed to achieve Graduate standard for all focus areas using the goal setting planner → Creates a succinct professional learning plan (PLP) from areas on planner that are not yet at Graduate standard. → Can justify PLP decisions based on goal setting planner information	Use the Australian Professional Standards for Teachers and has advice from colleagues to accurately identify, plan and justify professional learning needs.

Rubrics for Activity 2   Assessed by the University Liaison

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
FOCUS AREA 5.4- Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	→ Identifies the types of assessment evidence required to effectively evaluate student learning → With assistance from the Mentor Teacher is able to modify lesson plans based on evidence gathered through assessment tasks and reflects upon implication for practice.	→ Analyses student assessment data and identifies strengths and needs in students' understanding of core concepts in learning areas → Identifies interventions and modifications to teaching practice as a result of analysis of assessment data → Evaluates lessons and modifies lesson plans based on evidence gathered through assessment tasks → Explains how assessment data has been applied to planning and teaching practice	Uses student assessment data to analyse and evaluate student understanding of subject/ content, identifying interventions and modifying teaching practice
FOCUS AREA 7.1 - Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	→ Is aware of the ethical expectations of the teaching profession when making decisions. → Communicates effectively with colleagues, and other members of the School community	→ Demonstrates knowledge of the relevant codes of ethics that underpin the educational context → Reflects critically on personal and professional practice → Communicates effectively and interacts professionally with colleagues and other members of the School community	Meets codes of ethics and conduct established by regulatory authorities, systems and schools
FOCUS AREA 7.2 - Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to School stage	→ Seeks out relevant legislative, administrative and organisational policies and processes, particularly when planning student activities. → Can explain mandatory reporting requirements	→ Seeks clarification and complies with legislative, School and system policies, procedures and processes, including those related to discipline and welfare → Follows mandatory reporting requirements	Understands the implications of and complies with relevant legislative, administrative, organisational and professional requirements, policies and processes

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
FOCUS AREA 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	→ Is aware that physical, social and intellectual development and characteristics of students may affect learning and attempts to apply this understanding when planning for and facilitating learning → In planning uses some resources to address knowledge of students' physical, social and intellectual development and characteristics to improve student learning	→ Identifies students' specific physical, social and intellectual learning needs → Communicates and interacts in ways appropriate to students' development stages → Considers and makes appropriate modifications to delivery and learning environment → Uses a variety of resources to account for the learning needs and interests of students → Plans differentiated tasks for students based on readiness, interest or learning profile	Strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning
FOCUS AREA 1.3 Demonstrate knowledge and understanding of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	→ Begins to plan for teaching strategies, that will meet the need of students with diverse linguistic, cultural, religious and socio-economic backgrounds. → Is aware that schools have programs and policies relating to inclusivity → Displays cultural sensitivity	→ Consistently, plans for teaching strategies that are responsive to the diversity of all students within the classroom → Makes explicit connections between aspects of the lesson and student's own contexts → Uses School policies relating to inclusivity to engage students from diverse backgrounds → Uses culturally sensitive resources, language and strategies in teaching practice	Designs and implements teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
FOCUS AREA 1.4 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 background	→ Can discuss the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and attempts to address such issues when planning for engagement and learning. → Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds	→ Selects strategies to engage students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement → Integrates culturally sensitive resources, language and strategies in teaching practice → Seeks advice, assistance and guidance from persons such as Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities where possible → If applicable, participates in fieldwork or community activities to further develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	Designs and implements effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students
FOCUS AREA 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	→ Seeks guidance and help in differentiating teaching strategies to meet the specific learning needs of the students in a particular Class. → Develops lessons that include some resources to meet the learning needs of individual students or groups of students	→ Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff → Develops teaching and learning programs and/or lesson plans with a variety of differentiated teaching, learning tasks and resources → Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the assessed learning needs of individual students and groups of students	Develops teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities
FOCUS AREA 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	→ Seeks advice and support to select teaching strategies and learning experiences that support the participation and learning of students with disability in a particular Class → Is aware of legislation about students with disabilities in Australian schools.	→ Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that support participation and learning for students with disability. → Complies with disability legislative requirements → Promotes a respectful and inclusive classroom environment where all students are valued and provided with equitable access to learning opportunities	Designs and implements teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements
FOCUS AREA 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	→ Clearly articulates and accurately explains the content of the lesson → Applies and adapts teaching strategies appropriate to the curriculum content → Is aware of teaching and learning strategies to engage learners with teaching area content	→ Demonstrates appropriate knowledge of the central concepts of learning areas/subject(s) through lesson planning, explanation and linking of content and outcomes to curriculum documents → Uses strategies and activities that engage learners with teaching area content	Applies knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities

FOCUS AREA 2.2 Organise content into an effective learning and teaching sequence	→ With minimal Mentor Teacher support, is able to organise and deliver content within a coherent, sequenced teaching and learning program → Sequences individual lessons logically	→ Develops logical unit and lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content → Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students	Organises content into coherent, well- sequenced learning and teaching programs
FOCUS AREA 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lessons	→ Attempts to plan learning sequences as an integral component of the teaching, assessing and reporting cycle → Uses the School program as a basis for designing lesson plans and assessment of learning	→ Develops learning sequences that demonstrate clear understanding of students, the curriculum, subject content and of the teaching, assessing and reporting cycle → Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes	Designs and implements learning and teaching programs using knowledge of curriculum, assessment and reporting requirements
FOCUS AREA 2.4 Demonstrate broad knowledge, understanding of and respect for Aboriginal and Torres Strait Islander. histories, cultures and languages	→ Looks for opportunities to include notions of Indigenous culture and reconciliation between Indigenous and non-Indigenous Australian into teaching plans and teaching content → Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions	→ Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages → Seeks advice, assistance and guidance from persons such as supervisors, colleagues, Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities, Counsellors and other relevant professionals	Provides opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
FOCUS AREA 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas	→ Selects teaching strategies that enhance literacy and numeracy development across teaching areas and begins to use incidental 'teachable moments' as opportunities to further enhance students' literacy and numeracy.	→ Develops lesson plans that indicate knowledge and understanding of teaching strategies to support students' literacy and/or numeracy achievement → Works collaboratively, when given the opportunity, with support teachers, to meet students' literacy and/or numeracy needs	Applies knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement
FOCUS AREA 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	→ Incorporates ICT resources into lessons to enhance learning across the curriculum and for developing ICT literacy and etiquette → Is aware of subject/ learning area/ stage appropriate software	→ Develops teaching and learning lesson plans that link to curriculum outcomes/objectives taking into account available resources, with a broad range of ICT teaching and learning activities → Utilises range of subject/ learning area/ stage appropriate software	Uses effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful
FOCUS AREA 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics	→ Establishes learning goals in lesson plans that provide achievable challenge for some students	→ Develops teaching and learning programs and/ or lesson plans with explicit, challenging and achievable learning goals for all students → Differentiates curriculum in lesson plans → Knows when students have or have not attained a learning goal	Sets explicit, challenging and achievable learning goals for all students
FOCUS AREA 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	→ Able to plan effective lesson sequences with respect to curriculum content and the specific learning needs of students in the Class, based on evidence → Is aware of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire	→ Develops lesson plans that display content knowledge, suitable teaching strategies, flexibility, logic, sequencing and variety in activities and resources → Utilises the host School's resources to plan appropriate lessons → Reflects with supervising teacher on lesson/unit delivery and data collected to enhance student learning → Draws upon previous lesson delivery and data collected to sequence relevant, engaging and significant learning experiences	Plans well-structured learning and teaching programs or lesson sequences that engage students and promote learning
FOCUS AREA 3.7 Describes a broad range of strategies for involving parents/carers in the educative processes	→ Communicates appropriately with parents/carers → Consults with Mentor Teacher in order to understand School-home connections (e.g., the School homework policy → Explores established structures in the School to encourage parents/carers to be involved in School or classroom activities	→ Interacts professionally and respectfully with parents/carers → Connects School learning to the home context → Draws on resources within the community to → enhance lesson/unit content → Follows established structures in the School to encourage parents/carers to be involved in School or classroom activities	Plans for appropriate and contextually relevant opportunities for parents/carers to be involved in their students' learning

FOCUS AREA 4.4 Describe strategies that support students' wellbeing and safety working within School and/or system, curriculum, and legislative requirements.	→ Discusses specific requirements and strategies for ensuring student safety → Knows school, system, curriculum, and legislative requirements and is increasingly able to maintain student safety and support for wellbeing	→ Discusses and applies specific requirements, including planning that supports School policies including, for example, student safety, welfare, risk management, code of conduct, duty of care, student protection → Demonstrates the management of student behaviour and safety in accordance with mandatory policies	Ensures students' wellbeing and safety within School by implementing School and/or system, curriculum, and legislative requirements
FOCUS AREA 4.5 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	→ Discusses strategies which promote safe, responsible, and ethical use of ICT in teaching and learning (e.g., cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law)	→ Designs lessons that include explicit teaching and learning strategies to promote safe, responsible, and ethical use of ICT in teaching and learning → Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law → Models the safe, responsible and ethical use of ICT → Responds appropriately when there is evidence of unethical student use of ICT	Incorporates strategies to promote the safe, responsible, and ethical use of ICT in learning and teaching

Rubrics for Activity 4 Assessed by Mentor Teacher

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
FOCUS AREA 3.3 Include a range of teaching strategies	→ Plans and incorporates a range of teaching strategies into teaching and learning programs → Initiates a basic range of teaching to engage learners	→ Draws upon pedagogical knowledge to adapt, improvise, and inform selection of strategies for the teaching of content and outcomes, as well as Class management → Has a repertoire of teaching strategies to engage learners	Selects and uses relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
FOCUS AREA 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning	→ Shows knowledge of a range of appropriate materials and resources and a capacity to incorporate these into teaching practice to engage and enhance students' learning → With advice and support from Mentor Teacher, selects appropriate resources including ICT resources to ensure accurate content is presented in lessons	→ Uses a range of appropriate and engaging materials and resources → Uses a variety of technologies to engage students → Selects or develops engaging resources appropriate to student developmental levels → Identifies and accesses a range of curriculum support materials	Selects and/or creates and uses a range of resources, including ICT, to engage students in their learning
FOCUS AREA 3.5 Demonstrate a range of verbal and non- verbal communication strategies to support student engagement	→ Uses oral and written communication skills, including the promotion of standard Australian English → With Mentor Teacher support, uses appropriate vocabulary to develop conceptual understanding → Uses some nonverbal forms of communication to intentionally support student engagement	→ Uses effective oral and written communication skills, including the promotion of standard Australian English → Effectively uses vocabulary and metalanguage to develop conceptual understanding → Employs a range of questioning techniques to elicit understanding → Consistently responds to students in an inclusive manner → Uses voice effectively → Uses a range of nonverbal forms of communication to support engagement	Uses effective verbal and non-verbal communication strategies to support student understanding, participation, engagement, and achievement
FOCUS AREA 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	→ Is aware of some strategies that create safe learning environments for all students → Identifies and plan inclusive activities to engage and promote student participation	→ Contributes to an inclusive classroom where all students are acknowledged as individuals → Models an enthusiastic and positive attitude towards teaching and learning → Uses a range of effective strategies for ensuring students' access to, participation and engagement in learning → Acknowledges students' contributions and allows students to respond appropriately	Establishes and implements inclusive and positive interactions to engage and support all students in classroom activities
FOCUS AREA 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions	→ Trials and reflects upon the implementation of classroom management strategies including providing clear directions and expectations → Initiates some classroom routines to create focused and safe classrooms	→ Implements clear expectations, protocols and/or rules and consequences. → Employs classroom routines consistently to maximise student learning → Delivers lessons that are paced and sequenced to meet the needs of the students	Establishes and maintains orderly and workable routines to create an environment where student time is spent on learning tasks

FOCUS AREA 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour	→ Attempts to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students → Applies a range of practical strategies to manage challenging behaviour → Discusses School discipline and welfare policies and attempts to apply processes.	→ Develops learning activities and uses teaching strategies that motivate, refocus and engage students at the Class and individual level → Discusses situations that trigger challenging behaviour and offers varied approaches to managing the classroom and individuals → Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context Implements School discipline and welfare policies, including School's referral process	Manages challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully
FOCUS AREA 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	→ Receives constructive feedback in a positive and professional manner → Able to set short-term teaching goals in discussion with the Mentor Teacher to improve teaching practice → Attempts to apply Mentor Teacher or University Liaison feedback to improve teaching practices	→ Receives constructive feedback in a positive and professional manner, and acts upon it promptly → Sets realistic short and long-term goals based on feedback with the Mentor Teacher → Analyses the extent to which they have achieved their learning goals	Contributes to collegial discussions and applies constructive feedback from colleagues to improve professional knowledge and practice

Rubrics for Activity 5   Assessed by Mentor Teacher

APST	Emerging (Standard not met)	Gradua te (Standard met)	Towards Proficient (Exceeded Standard)
FOCUS AREA 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	→ Access assessment data in consultation with the Mentor Teacher → Reflects on lessons to inform future planning and to improve pedagogy	→ Uses assessment data to inform and/or modify lessons/unit plans → Reflects on lessons to inform future planning and improve pedagogy	Evaluates personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning
FOCUS AREA 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	→ Trials and reflects upon a variety of assessment strategies after the Mentor Teacher → Records and uses assessment information informally (e.g., observations of student learning and/or work samples) to monitor student learning	→ Designs and uses a variety of formative and summative assessment activities to monitor student learning → Analyses student work samples for diagnostic information to inform differentiation and future assessment strategies and tasks	Develops, selects and uses informal and formal, diagnostic, formative and summative assessment strategies to assess student learning
FOCUS AREA 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	→ Provides feedback to students about their learning progress → Provides appropriate encouragement to students	→ Builds appropriate reinforcement and feedback into lesson plans → Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting) → Provides students with opportunities to reflect and comment on their work	Provides timely, effective and appropriate feedback to students about their achievement relative to their learning goals
FOCUS AREA 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	→ Collaborates in producing assessment plans, tasks, marking criteria → Seeks information from supervising teacher about School or system assessment & moderation policies	→ Understands the process of moderation and the principle of ensuring consistent teacher judgement → Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the School or system policy for the moderation of assessment activities → Engages in moderation of assessment	Understands and participates in assessment moderation activities to support consistent and comparable judgements of student learning
FOCUS AREA 5.4 – Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	→ Considers the types of evidence required to effectively evaluate student learning → Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher → Analyses samples of student work to identify learning need	→ Evaluates lessons and modifies lesson plans based on evidence gathered through assessment tasks → Explains how assessment data has been applied to planning and teaching practice → Analyses student assessment data and identifies strengths and weaknesses in students understanding of core concepts in learning areas → Identifies interventions and modifications to teaching practice as a result of analysis of assessment data	Uses student assessment data to analyse and evaluate student understanding of subject/ content, identifying interventions and modifying teaching practice
FOCUS AREA 5.5 - 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	→ Discusses student achievement with the Mentor Teacher → Familiarises self with the School's reporting procedures and polices	→ Collects organises and stores assessment data consistent with School policies and procedures → Records evidence gathered through assessment activities → Prepares reports identifying the strengths and needs of students and identifying future opportunities for improvement of each student, that could be used for parent/carer interviews	Reports clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records

Rubric for Activity 6   Assessed by Academic Panel

Criteria	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
1. Describe teaching context and implications for planning for learning	Insufficient evidence of engagement with school/School data, policies, understanding of student cohort and school priorities and special programs. Insufficient evidence on link contextual information to teaching and learning plans.	Refers to school/School data including to location, SES, specific policies, diversity of student cohort, unique characteristic of School and how the context influences planning for learning including connection with school priorities and/or special programs	Comprehensive data on school/School placement included links to location, SES, specific policies, diversity of student cohort, unique characteristic of School and how the context influences planning for learning including connection with school priorities and/or special programs. Connects with research on impact on context on learning
2. Present an overview of case study students and implications for teaching and learning plans	Present some data on two case study students but insufficient detail provided and/or limited evidence of how this knowledge has been of influence in designing personalised learning plans	Detailed understanding of two case study students including baseline data; identifies strengths and capacities and learning needs connecting these to personalised learning plans	Comprehensive understanding of two case study students including use of baseline data (School or self-generated), summarises clearly strengths, capacities, interests and specific learning needs for each student and how this knowledge connects specifically to personalised learning plans context on learning
3. Describe and analyse teaching and assessment practices using artefacts and evidence of learning outcomes	Limited description of the teaching /learning/assessment cycle employed with student group including case study students and the impact of own teaching on student engagement and learning outcomes. Insufficient detail of artefacts used in the teaching/ learning/assessment cycle. Limited linking to the APST focus areas.	Detailed description of the teaching/learning/ assessment cycle employed with student group including case study students and with some reference to the impact of own teaching on student engagement and learning outcomes. Links specifically to artefacts of relevance including teaching/ learning activities, and assessment tasks/processes with connection to APST focus areas	Very clear, precise and extensive description of the teaching/ learning/assessment cycle employed with student group including case study students and the impact of own teaching on student engagement and learning outcomes. Links specifically to artefacts of relevance including teaching/ learning activities, and assessment tasks/processes with specific connection to APST focus areas
4. Reflect on own teaching practices and impact of teaching and assessment practice on student learning outcomes	Minimal evidence of quality reflection on impact of own planning, teaching and assessment on student learning outcomes. Lack of awareness of factors of influence on overall professional experience outcomes.	Sound level of reflection on the impact of own planning, teaching and assessment on student learning outcomes, links to factor of influence on overall professional experience outcomes	Sophisticated level of reflection on the impact of planning, teaching and assessment on student learning outcomes, awareness of factors of influence on outcomes and personal learning and subsequent actions. Reflections are linked to relevant research/literature. Evidence of feedback from Mentor Teacher or University Liaison and action taken (e.g., connected to plans for future learning)
5. Present a plan for ongoing professional learning	Limited evidence of a plan for future professional learning, not connected to specific focus areas or linked to outcomes recent professional experience reflections	Provides a plan for improving own teaching practice with connections to specific focus areas and some strategies for achieving plan.	Comprehensive attention to future plans for professional learning, connection to specific focus areas and clear strategies to achieve intended plans with reference to evidence-informed practices and high-quality professional learning models.
6. Communicate ability to meet the TPA requirements and readiness for transition to the profession	Presentation lacks clarity and connection between information presented and/or required information is missing. Presentation lacking in professionalism, e.g., clarity of spoken language and basic communication skills	Presentation is generally well structured with evidence of analysis of teaching, learning and reporting. Sound communication skills. Presentation indicates readiness for transition to the profession.	Presentation is well structured with evidence of efficacy in analysis of teaching, learning and reporting. High quality communications skills. Presentation indicates readiness for transition to the profession and obvious engagement with research/literature on evidence-informed practices