

TEACHING PERFORMANCE ASSESSMENT

**FINAL YEAR PROFESSIONAL
EXPERIENCE**

2021

**Handbook for Primary
and Secondary
Preservice Teachers**

From AITSL

In a teaching performance assessment (TPA), pre-service teacher illustrates their skills, knowledge and practices through evidence of their performance aligned to the APST: Graduate Teacher Standards. 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 (p.1)..

Retrieved -https://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/tpa/tpa-fact-sheet.pdf?sfvrsn=1410cb3c_6

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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 professional experience placement. The activities are designed to authentically assess readiness for beginning teaching. The evidence gathered from the six TPA activities can also be used for an ePortfolio which is part of the Capstone topic (EDUC 4820/9401) assessment.

The Six Activities

1. Self-assess and plan your professional learning
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.

Success Criteria

- Demonstrate teaching competency in relation to the Australian Professional Standards for Teachers at the Graduate Level
- 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.

Table 1 - Overview of the six assessment activities and the evidence to be collected.

Activities 1 & 2 will be completed during the professional experience planning days		
Evidence to be collected		
Activity 1. Self-assess and Plan your Professional Learning	Activity 2. Investigate the Context for Learning	
<p>Journal Critical reflective entries that identify and plan your professional learning needs</p> <p>Professional learning plan Goal Setting Planner to create a succinct plan</p>	<p>Journal Entries that identify the site/classroom context and demonstrate understanding of your students, how they learn and your use of assessment data to inform planning</p> <p>Baseline Data Classroom standardised, diagnostic, continuous, observational and/or curriculum-based assessment data</p> <p>Case Study Information Collect and consider specific demographic and baseline academic and engagement data about two students. One student has minimal learning adjustments**, the other has specific learning requirements or considerations (Connected to Activity 5, presented in Activity 6 and used in EPortfolio). **Inclusive and special education PST, please see personalized instructions for you, if you are teaching in a specialised setting</p>	
Activities 3, 4 & 5 will be completed during the professional experience 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
<ol style="list-style-type: none">Unit plan and 3-5 sequential lesson plansDifferentiated tasksPre-assessment or observational dataClass learning goals and intended outcomesUse of educational adjustments	<ol style="list-style-type: none">Video analysis of your teachingConstructive feedback from your Mentors/University LiaisonObservation data about use of ICT and managing challenging behaviourUse of ICT and other resourcesUse of varied communication strategiesAnnotated lesson plan	<ol style="list-style-type: none">Analysis of whole class student assessment dataReflections on the use of data and assessment to inform practice.Feedback from students and provided to studentsRecords of student learning and documentation for reporting to parents/carersIn-depth analysis of assessment data - case study students
Activity 6 will be completed after the professional experience block		
Activity 6: Critical Reflection of your teaching and your impact on student learning		
Evidence to be collected		
A PowerPoint presentation which brings together evidence from TPA Activities 1 to 5 addressing the criteria in presentation rubric (see page 31). This activity will be conducted and assessed at Flinders University.		

JOURNAL

You are required to keep a *reflective journal* for the duration of your placement, including planning days. The journal can be in digital or hard copy form. There are Discussion Prompts for each TPA activity which will guide your journal responses. You may also reflect on lessons taught and other aspects of your teaching practice.

Discussion Prompts:

- What did you plan to teach and why?
- What worked? What did not work? For whom? Why?
- What evidence supports your perceptions?
- What feedback did you receive and how will you respond to this feedback?
- How will you change or adapt your next lesson based on your knowledge of research, reflections and feedback?

Share your journal entries with your Mentor Teacher each week and with your University Liaison when they visit.

IMPORTANT: Journaling is an effective tool for guiding critical reflection about your teaching practice and for supporting the development of a personal theory of teaching. It can provide evidence of your professional development and growth over time, and help you make sense of the connections between theory and practice. While there is no 'right way' to journal, it is important that you **explore and analyse** your observations and experiences and **not just describe them**, to help you develop deeper understandings.

ASSESSMENT

Activity 1 will be completed before or during your planning days. Your University Liaison will assess the quality of your evidence.

Activity 2 will be completed during your planning days [^]. Your University Liaison will assess the quality of your evidence.

Activities 3, 4 and 5 will be completed in stages, during your block placement. Your Mentor Teacher will assess the quality of your evidence which also includes your classroom teaching practice.

Activity 6 will be completed after placement at Flinders University. An academic panel will assess the quality of your evidence.

Rubrics are provided for each activity. These indicate, in consistent ways, what is expected of you. Your teacher mentor, University Liaison, and academic panel will use these to assess the quality of your **evidence** and where applicable, **teaching skill and practice**.

Activities	Aim to complete by:	Assessed By	Submit on FLO
Activity 1	Final planning day	University Liaison	No later than two weeks after the final placement ends
Activity 2	Final planning day	University Liaison	No later than two weeks after the final placement ends
Activity 3	End of week 3 of block placement	Mentor Teacher	No later than two weeks after the final placement ends
Activity 4	End of week 4 of block placement	Mentor Teacher	No later than two weeks after the final placement ends
Activity 5	End of week 5 of block placement	Mentor Teacher	No later than two weeks after the final placement ends
Activity 6	Up to three weeks after your final day of teaching	University Panel	No later than three weeks after final the placement ends or as advised

[^] This timeline is suggested for PST who are completing a *standard* (40 days) metropolitan or country block placement. Dates to be adjusted accordingly, for those on internships or completing the extended 10-week placement.

To pass the final placement, pre-service teachers must demonstrate achievement at the *Graduate Standard level* or *Towards Proficient level* for all TPA activities and submit these activities on FLO by the deadlines above.

EVIDENCE

Evidence is authentic, reliable, and valid information that can be used to support a conclusion, claim or decision. Evidence is directly observable and includes artefacts of practice, actions, and products of learning.

For the TPA, you are required to systematically gather and curate artefacts and products of learning that demonstrate your learning and the effectiveness of your teaching skill and practice across your placement.

Evidence will assist you to:

- Appraise your impact on student learning, wellbeing, and engagement
- Identify your successes and areas for growth
- Seek feedback and collaborate with colleagues to inform and improve your practice
- Plan for and engage in effective professional learning, relevant to your needs
- Discern how effectively you are demonstrating the planning, teaching, assessing, review cycle.

What evidence do I provide?

Table 1 details the **minimum evidence** to be collected and **Table 2** provides examples of **further evidence** that can be collected, if desired, to highlight your practice.

Please note: Preservice teachers are advised to meet privacy and confidentiality requirements when collecting evidence. This means you need to ensure you de-identify all evidence such as removing the names of students and parents/carers, the name of the school, teachers, and staff in your **evidence**.

Table 2 – Further Evidence

Category	Examples of Evidence
Teaching and learning programs	Evaluation of teaching and learning programs; annotated individual student learning programs.
Resources	Classroom displays, Assistive Technologies.
Classroom observations	Lesson observation notes; video clips of practice; notes of observations of other teachers' practice.
Reflection and feedback	Your reflections on your practice; notes and feedback received from students and parent/carers; student survey data; student conference notes; performance review feedback from peers and/or supervisors.
Student assessment and learning	Assessment plans; assessment strategies; assessment records, student self/peer assessment feedback; deidentified samples of student work; feedback provided by you to students; assessment tasks and criteria; reflections on the use of data and assessment to inform practice.
Collaboration and communication	Records of professional conversations and meetings; co-constructed resources with colleagues; team meeting notes; records of engaging with parents/carers and the community.
Professional learning	Examples of engagement in professional learning; evaluation of your professional learning; action research; professional learning provided for colleagues.
Other	Annotated school policies; variations to school routines; risk assessments.

Adapted from AITSL. (n. d.). Demonstrating impact. Retrieved from <https://www.aitsl.edu.au/teach/improve-practice/reflect-on-practice/learning-from-practice-workbooks>

DETAILED ASSESSMENT ACTIVITIES

ACTIVITY 1. Self-assess and plan your professional learning.

PURPOSE

To identify and plan your professional learning to achieve *Graduate Standard level or higher* in all focus

ACTIVITY 1

Complete parts 1-3 during your planning days and part 4 during your teaching block.

1. Use the Goal Setting planner tool, to **document** the evidence you have for each focus area and **record** the types of evidence you will need to gather to attain the Graduate level for **all** focus areas by the time you graduate. <https://media.edufolios.org/uploads/sites/118/2016/09/Planner-for-AITSL-Graduate-Standards.pdf>
2. Next, **create** a succinct professional learning plan which makes explicit:
 1. The professional learning goals that you can achieve by the end of the placement block.
 2. The strategies and resources you will use to achieve your professional learning goals.
 3. The evidence you will gather and how you will demonstrate if you are making progress.
3. **Share** your Goal Setting Planner evidence and draft *professional learning plan* with your mentor for early feedback during your planning days. Adjust if necessary and create your final plan.
4. **Share** your final plan with your University Liaison at the start of your block placement and **reflect on** your progress intermittently across your placement.

Rubrics: Activity 1

Assessed by the University Liaison

In awarding Emerging, Graduate or Towards Proficient, assessors apply 'on balance' judgement

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
Domain 3 Professional Engagement 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	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 level using the Goal setting planner	Produces evidence obtained and needed to achieve Graduate standard for all focus areas using the goal setting planner Creates a succinct professional learning plan	Use the Australian Professional Standards for Teachers and advice from colleagues to accurately identify and plan professional learning needs
FOCUS AREA 6.2 Understand the relevant and appropriate sources of professional learning for teachers	Attends staff and curriculum meetings Seeks opportunity within the school for professional learning Identifies sources of professional learning to improve teacher practice	Contributes to staff and curriculum meetings where appropriate Participates in professional teams to gather knowledge and practice related to some identified professional learning needs Identifies ways professional learning has improved their practice	Participation in learning to update knowledge and practice, targeted to professional learning needs and school and/or system priorities Discusses ways professional learning has improved and refined their practice

ACTIVITY 2. Investigate Context for Learning

PURPOSE

To identify who the students are in your class and their learning requirements.

To understand how classrooms/schools/community context will influence your planning and teaching.

ACTIVITY 2: Recommended word count - 500 words

Part A

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 around the teaching profession.
2. **Locate** available *whole of class* student assessment data and **analyse** to inform your planning. This might be diagnostic assessment data such as Pat M, Pat R, Running records, and so on. It might be curriculum-based assessment data that shows how the class has achieved/performed in academic content. It might be observational data which shows what the students know and can do in particular domains.
3. **Document** your analysis in your journal and reveal your insights about what the students *know and can do* as a basis for thoughtful planning, teaching and student learning. The Discussion Prompts below may be useful to guide this investigation.

Part B

Case Study Information (To be assessed in Activity 5 and Activity 6)

In activity 6, you are required to show your impact on student learning in various ways. One important way is an evaluation of your teaching effectiveness at the individual student level. To help you gather the evidence you need, you are required to undertake a *case study* on two students in your class. The following provides advice on how to select the students and what information you should gather.

Start now

Instructions:

- **Select** two students for close examination. Student 1** is an individual in your class who does not appear to require specific educational adjustments, supports or considerations to participate and engage

meaningfully in the learning program. Student 2 is an individual who requires specific educational adjustments, supports or considerations. While not a requirement, it may be prudent to select a learner (Student 2) whose background or reason for requiring a particular consideration is an area where you have an identified *evidence* gap in teaching knowledge (see your goal planner). For example, teaching a student living with disabilities, gifted and talented learner, Aboriginal and Torres Strait Islander student, culturally and linguistically diverse learner, student who is gender diverse, or a student who is affected by trauma etc.

- **Ensure Student 1 and Student 2 are in the same class, and, in the class where you will be delivering your unit and lesson sequence for Activity 3.** **For PST teaching in specialised settings such as special schools, disability units or district special classes, student 1 will be an individual in your class who requires fewer complex adjustments to access and participate in the curriculum on the same basis than student 2.
- Gather relevant assessment data on both students during your planning days. For example, current literacy & numeracy achievement data, observational data, content knowledge and skill plus anything else that seems pertinent to the individuals- discuss with your Mentor Teacher if you are not sure.
- 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 *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: CASE STUDY IS NOT ASSESSED IN ACTIVITY TWO

Aim to have all data required for Part A and Part B completed 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. It will also enable you to assess and evaluate your impact on student learning, over time (assessed in activities 5 and 6). Lastly, make sure you regularly document student progress and outcomes (for both part A and B) and the insights you are gaining about successful teaching, in your journal.

DISCUSSION PROMPTS

Classroom Context

- How many students are in your class?
- What is the ratio of boys/girls 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 Lessons

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

Rubrics: Activity 2

Assessed by the University Liaison

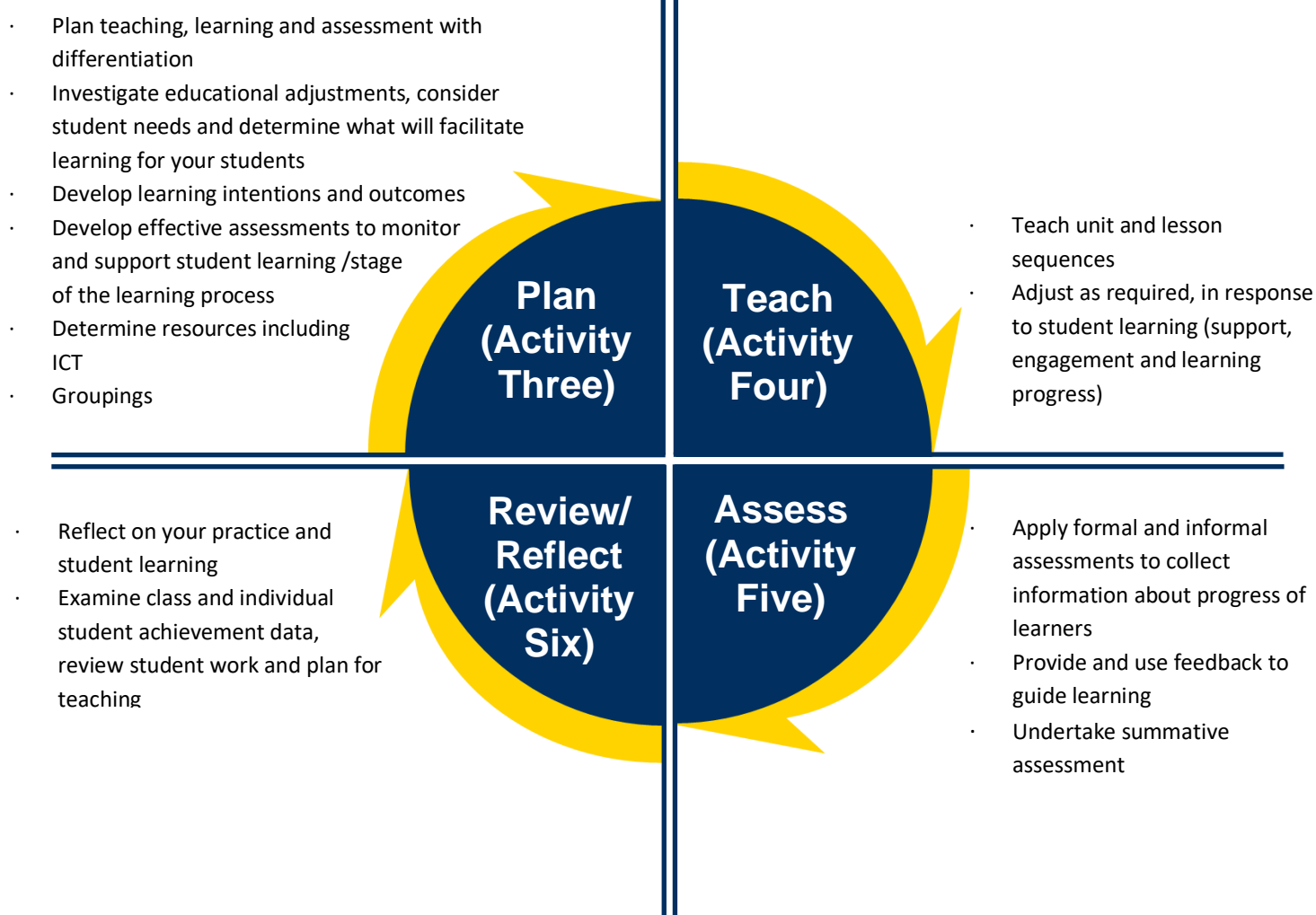
In awarding Emerging, Graduate or Towards Proficient, assessors apply 'on balance' judgement

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
Domain 2 Professional Practice 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	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
Domain 3 Professional Engagement 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	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

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.

The **Teaching Performance Assessment** requires that you collect evidence of your ability to implement the full cycle of teaching practice: Plan, Teach, Assess, Review/Reflect. The model below represents this organisational flow and has been designed to help you make sense of the cycle and the TPA.



ACTIVITY 3. Plan for Learning and Assessment

PURPOSE

To demonstrate your ability to design unit and lesson plans, with a focus on specific and differentiated student learning outcomes. To demonstrate your ability to organise content

ACTIVITY 3: Recommended word count - 500 words

1. Using your knowledge of your students and how they learn, **develop a comprehensive unit plan** and **design** at least three sequential, **differentiated lessons plans**/tasks that demonstrates consideration of planning, teaching and assessment for diverse learners. 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. Record suggestions and improvement feedback on your unit and lesson plans.
2. **Critically analyse** your teaching plan (unit and lessons) and Mentor Teacher improvement feedback, to demonstrate your understanding of the students and the curriculum to plan for and implement effective teaching and learning for the entire class.
3. **Document** your analysis and insights in your journal.
4. **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 that you have this 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 via <https://www.decd.sa.gov.au/teaching/teaching-effective-learning>; Universal Design for Learning, Differentiated instruction (Tomlinson, 2019) 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?

Student Assessment

- When and how you will 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?

Rubrics: Activity 3.

Assessed by the Mentor

In awarding Emerging, Graduate or Towards Proficient, assessors apply 'on balance' judgement

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
Domain 1 Professional Knowledge 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	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 backgrounds <i>May depend on placement context and opportunity.</i>	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

<p>FOCUS AREA 1.5</p> <p>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</p>	<p>Seeks guidance and help in differentiating teaching strategies to meet the specific learning needs of the students in a particular class.</p> <p>Develops lessons that include some resources to meet the learning needs of individual students or groups of students</p>	<p>Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff</p> <p>Develops teaching and learning programs and/or lesson plans with a variety of differentiated teaching, learning tasks and resources</p> <p>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</p>	<p>Develops teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities</p>
<p>FOCUS AREA 1.6</p> <p>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</p>	<p>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.</p> <p>Is aware of legislation about students with disabilities in Australian schools.</p>	<p>Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that support participation and learning for students with disability.</p> <p>Complies with disability legislative requirements</p> <p>Promotes a respectful and inclusive classroom environment where all students are valued and provided with equitable access to learning opportunities</p>	<p>Designs and implements teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements</p>
<p>Domain 1 Professional Knowledge</p> <p>Standard 2: Know the content and how to teach it</p> <p>FOCUS AREA 2.1</p> <p>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p>	<p>Applies and adapts teaching strategies appropriate to the curriculum content.</p> <p>Is aware of teaching and learning strategies to engage learners with teaching area content</p>	<p>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</p> <p>Uses strategies and activities that engage learners with teaching area content</p>	<p>Applies knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities</p>
<p>FOCUS AREA 2.2</p> <p>Organise content into an effective learning and teaching sequence</p>	<p>With minimal mentor support, is able to organise and deliver content within a coherent, sequenced teaching and learning program</p> <p>Sequences individual lessons logically</p>	<p>Develops logical unit and lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content</p> <p>Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students</p>	<p>Organises content into coherent, well-sequenced learning and teaching programs</p>
<p>FOCUS AREA 2.3</p> <p>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</p>	<p>Attempts to plan learning sequences as an integral component of the teaching, assessing and reporting cycle</p> <p>Uses the school program as a basis for designing lesson plans and assessment of learning</p>	<p>Develops learning sequences that demonstrate clear understanding of students, the curriculum, subject content and of the teaching, assessing and reporting cycle</p> <p>Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes</p>	<p>Designs and implements learning and teaching programs using knowledge of curriculum, assessment and reporting requirements</p>

<p>FOCUS AREA 2.4</p> <p>Demonstrate broad knowledge, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p>	<p>Looks for opportunities to include notions of Indigenous culture and reconciliation between Indigenous and non-Indigenous Australian into teaching plans and teaching content</p> <p>Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions</p>	<p>Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p> <p>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</p>	<p>Provides opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p>
<p>FOCUS AREA 2.5</p> <p>Know and understand literacy and numeracy teaching strategies and their application in teaching areas</p>	<p>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.</p>	<p>Develops lesson plans that indicate knowledge and understanding of teaching strategies to support students' literacy and/or numeracy achievement</p> <p>Works collaboratively, when given the opportunity, with support teachers, to meet students' literacy and/or numeracy needs</p>	<p>Applies knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement</p>
<p>FOCUS AREA 2.6</p> <p>Implement teaching strategies for (ICT) to expand curriculum learning opportunities for students</p>	<p>Incorporates ICT resources into lessons to enhance learning across the curriculum and for developing ICT literacy and etiquette</p> <p>Is aware of subject/ learning area/ stage appropriate software</p>	<p>Develops teaching and learning lesson plans/ programs that link to curriculum outcomes/objectives taking into account available resources, with a broad range of ICT teaching and learning activities</p> <p>Utilises range of subject/ learning area/ stage appropriate software</p>	<p>Uses effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful</p>
<p>Domain 2 Professional Practice</p> <p>Standard 3- Plan for and implement effective teaching and learning</p> <p>FOCUS AREA 3.1</p> <p>Set learning goals that provide achievable challenges for students of varying abilities and characteristics</p>	<p>Establishes learning goals in lesson plans that provide achievable challenge for some students</p>	<p>Develops teaching and learning programs and/ or lesson plans with explicit, challenging and achievable learning goals for all students</p> <p>Differentiates curriculum in lesson plans</p> <p>Knows when students have or have not attained a learning goal</p>	<p>Sets explicit, challenging and achievable learning goals for all students</p>
<p>FOCUS AREA 3.2</p> <p>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p>	<p>Able to plan effective lesson sequences with respect to curriculum content and the specific learning needs of students in the class, based on evidence</p> <p>Is aware of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire</p>	<p>Develops lesson plans that display content knowledge, suitable teaching strategies, flexibility, logic, sequencing and variety in activities and resources</p> <p>Utilises the host school's resources to plan appropriate lessons</p> <p>Reflects with supervising teacher on lesson/unit delivery and data collected to enhance student learning</p> <p>Draws upon previous lesson delivery and data collected to sequence relevant, engaging and significant learning experiences</p>	<p>Plans well-structured learning and teaching programs or lesson sequences that engage students and promote learning</p>

<p>FOCUS AREA 3.7</p> <p>Describes a broad range of strategies for involving parents/carers in the educative processes</p>	<p>Communicates appropriately with parents/carers</p> <p>Consults with Mentor Teacher in order to understand school-home connections (e.g. the school homework policy)</p> <p>Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities</p>	<p>Interacts professionally and respectfully with parents/carers</p> <p>Connects school learning to the home context</p> <p>Draws on resources within the community to enhance lesson/unit content</p> <p>Follows established structures in the school to encourage parents/carers to be involved in school or classroom activities</p>	<p>Plans for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning</p>
<p>Domain 2 Professional Practice Standard 4 - Create and maintain supporting and safe learning environments</p> <p>FOCUS AREA 4.4</p> <p>Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p>	<p>Discusses specific requirements and strategies for ensuring student safety</p> <p>Knows school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for wellbeing</p>	<p>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, child protection</p> <p>Demonstrates the management of student behaviour and safety in accordance with mandatory policies</p>	<p>Ensures students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements</p>
<p>FOCUS AREA 4.5</p> <p>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</p>	<p>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)</p>	<p>Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning</p> <p>Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law</p> <p>Models responsible and ethical use of ICT</p> <p>Responds appropriately when there is evidence of unethical student use of ICT</p>	<p>Incorporates strategies to promote the safe, responsible and ethical use of ICT in learning and teaching</p>

Activity 4. Teach and Manage Student Learning

PURPOSE

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

ACTIVITY 4: Recommended Word Count – 500 words

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.
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.
5. Using some of the insights and feedback from dot point 4, adjust your **upcoming lesson plans** and **annotate** to demonstrate modifications you want to make to the learning activities or design, to better address the learning needs of students.

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

- Does the video show that you extended students' knowledge and skills and engaged them in learning relevant key concepts? How?
- Did the structure and content of the lesson facilitate student learning and engagement?

- In the video, what range of resources and strategies did you demonstrate that addressed the needs of the whole class and the specific needs of individual students? Discuss use of ICT
- What verbal and nonverbal 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 were your responses to student questions and comments used to expand and enhance curriculum learning opportunities?
- What practical approaches did you use to address and manage challenging student behaviour? Were your fair and ethical and how do you know?
- In the video, what strategies did you attempt to apply to evaluate and adapt teaching programs and practice to improve student learning?
- Discuss what you learned about your (a) planning, (b) teaching, (c) behaviour support (d) ability to evaluate and adapt your teaching program to improve student learning. What worked well and what will you work on in the future?

Rubrics: Activity 4

Assessed by the Mentor

In awarding Emerging, Graduate or Towards Proficient, assessors apply 'on balance' judgement

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
Domain 2 Professional Practice Standard 3 - Plan for and implement effective teaching and learning 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, 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 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
Domain 2 Professional Practice 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	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

<p>FOCUS AREA 4.2</p> <p>Demonstrate the capacity to organise classroom activities and provide clear directions</p>	<p>Trials and reflects upon the implementation of classroom management strategies including providing clear directions and expectations</p> <p>Initiates some classroom routines to create focused and safe classrooms</p>	<p>Implements clear expectations, protocols and/or rules and consequences.</p> <p>Employs classroom routines consistently to maximise student learning</p> <p>Delivers lessons that are paced and sequenced to meet the needs of the students</p>	<p>Establishes and maintains orderly and workable routines to create an environment where student time is spent on learning tasks</p>
<p>FOCUS AREA 4.3</p> <p>Demonstrate knowledge of practical approaches to manage challenging behaviour</p>	<p>Attempts to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students</p> <p>Applies a range of practical strategies to manage challenging behaviour</p> <p>Discusses school discipline and welfare policies and attempts to apply processes.</p>	<p>Develops learning activities and uses teaching strategies that motivate, refocus and engage students at the class and individual level</p> <p>Discusses situations that trigger challenging behaviour and offers varied approaches to managing the classroom and individuals</p> <p>Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context</p> <p>Implements school discipline and welfare policies, including school's referral process</p>	<p>Manages challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully</p>
<p>Domain 3 Professional Engagement</p> <p>Standard 6 - Engage in professional learning</p> <p>FOCUS AREA 6.3</p> <p>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</p>	<p>Receives constructive feedback in a positive and professional manner</p> <p>Able to set short-term teaching goals in discussion with the Mentor Teacher to improve teaching practice</p> <p>Attempts to apply mentor or liaison feedback to improve teaching practices</p>	<p>Receives constructive feedback in a positive and professional manner, and acts upon it promptly</p> <p>Sets realistic short and long-term goals based on feedback with the Mentor Teacher</p> <p>Analyses the extent to which they have achieved their learning goals</p>	<p>Contributes to collegial discussions and applies constructive feedback from colleagues to improve professional knowledge and practice</p>

Activity 5. Assess, Provide Feedback & Report Student Learning

PURPOSE

To demonstrate how you assess, provide feedback and report student learning needs through the analysis of work samples

ACTIVITY 5: Recommended Word count - 300 words

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 for your -case study students from **Activity 2**. To do this, review your baseline data (gathered in activity two), 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

Rubrics: Activity 5

Assessed by the Mentor

In awarding Emerging, Graduate or Towards Proficient, assessors apply 'on balance' judgement

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
Domain 2 Professional Practice 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	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
Domain 2 Professional Practice 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	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 and 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

<p>FOCUS AREA 5.4 – Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</p>	<p>Considers the types of evidence required to effectively evaluate student learning</p> <p>Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher</p> <p>Analyses samples of student work to identify learning need</p>	<p>Evaluates lessons and modifies lesson plans based on evidence gathered through assessment tasks</p> <p>Explains how assessment data has been applied to planning and teaching practice</p> <p>Analyses student assessment data and identifies strengths and weaknesses in students understanding of core concepts in learning areas</p> <p>Identifies interventions and modifications to teaching practice as a result of analysis of assessment data</p>	<p>Uses student assessment data to analyse and evaluate student understanding of subject/ content, identifying interventions and modifying teaching practice</p>
<p>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</p>	<p>Discusses student achievement with the Mentor Teacher</p> <p>Familiarises self with the school's reporting procedures and policies</p>	<p>Collects organises and stores assessment data consistent with school policies and procedures</p> <p>Records evidence gathered through assessment activities</p> <p>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</p>	<p>Reports clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records</p>

ACTIVITY 6. Your learning and impact on students' learning

PURPOSE

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

ACTIVITY 6: 12-15-minute oral presentation supported through PowerPoint

You are required to **present** a 12-15-minute oral presentation that showcases **with evidence**, your impact on students' learning. 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 case study students. *Include the pre (Activity 2 and 3) and post (Activity 5) assessment data and share understandings gained. Explain how you supported student learning, what theoretical (Standard 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
- Share your plan for ongoing professional learning. *Explain how your participation in professional learning raised student achievement levels and describe your ongoing plans (Standard 6.4)*
- Share ways you participated with school staff, external professionals and community representatives in a range of activities during placement [Example: Standard 7.4](#).
- Strategies you used to involve and communicate with parents/ carers. [Example: Standard 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 have you engaged in professional learning during the placement and how you 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.

Rubrics: Activity 6

Assessed by the Academic Panel

In awarding Emerging, Graduate or Towards Proficient, assessors apply 'on balance' judgement

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/site 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/site data including to location, SES, specific policies, diversity of student cohort, unique characteristic of site and how the context influences planning for learning including connection with school priorities and/or special programs	Comprehensive data on school/site placement included, links to location, SES, specific policies, diversity of student cohort, unique characteristic of site 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 (site 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 or 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

Graduate Standards assessed in Activity 6

Domain 1 Professional Knowledge 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
Domain 3 Professional Engagement Standard 6: Engage in professional learning FOCUS AREA 6.4- Demonstrate understanding of the rationale for continued professional learning and the implications for improved student learning.
Domain 3 Professional Engagement 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

Acknowledgement

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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 destroyed.
- Pre-service teachers are ONLY to use a site 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 YOUR ACADEMIC COORDINATOR

Jennifer Frances

Primary Academic Coordinator

Email: jennifer.frances@flinders.edu.au

Jackie Thomson

MSS Academic Coordinator

Email: jackie.thomson@flinders.edu.au

APPENDIX 2: FU_TPA COMPONENT 1: MAPPING TO THE GRADUATE TEACHER STANDARDS

Primary and Secondary Programs

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 & 6.2	
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 6.4	Focus Area 7.3 & 7.4

