

# Final Professional Experience Immersion Practicum Handbook 2019



including  
**Graduate Teacher Performance Assessment  
(GTPA)**

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## Introduction

This Professional Experience Immersion Practicum is the final school placement in Bachelor of the Education Programs, including Birth–Year 6, Primary, Primary and Secondary (P-10), the Joint Degrees and the Bachelor of Health and Physical Education Program. Pre-service teachers (PSTs) complete both ‘non-assessed’ days and ‘assessed’ days in this fourth year Immersion Practicum.

In order to graduate, PSTs are required to complete a teaching performance assessment in the final year of their initial teacher education program. As part of the Immersion Practicum, PSTs will gather the evidence required to complete the Practice Tasks of the Graduate Teacher Performance Assessment and participate in a Round Table Conference post placement.

Pre-service teachers commence this practicum on the **first day of Term 1** of the school calendar, wherever possible, and immerse themselves in the whole school experience throughout the school year.

## Rationale for an Immersion Practicum

Given that teacher quality is the most influential variable when predicting student outcomes (Hattie, 2011), it is important that PSTs have the opportunity to be exposed to a range of experiences that help them build towards being ‘classroom ready’. In addition to developing PSTs’ knowledge and practice with a specific focus on student learning, there is a need for a planned induction into the profession.

The Immersion approach aims to achieve an effective balance between theoretical and practical components of pre-service teacher education through developing professional learning communities. PSTs work alongside a Mentor Teacher (MT) or a group of Mentors and receive ongoing Standards-based feedback. The collaborative partnerships that are generally involved in extended placements have been recognised as highly effective in creating high quality graduate teachers (e.g. Mule, 2005; Sudeck, Doolittle, & Rattigan, 2008; Vaughn, Didelot, & Frampton, 2003; Watson, et al., 2006). Research suggests that PSTs who undertake an extended immersed experience in a school community for an entire year develop confidence, professionalism and are more prepared to commence teaching their own class the following year (Fetherston, 2009; Hall, 2012).

Throughout this Immersion Practicum, the PST will be involved in inquiry learning and sustained and ongoing reflection about practice during their involvement with the school. Within this model, a key focus is on transforming one’s self, rather than being transformed by others or attempting to change others. Through working within one school and being in regular contact with their mentor teacher and class over the year before commencing the assessed practicum period, the PST will acquire a solid foundation to become a member of the teaching profession.

## Aims of the Immersion Practicum

- To connect theory with practice in order to provide a strong basis for ongoing professional learning and to support sharing of insights from school-based experiences in professional conversations;
- To enable examination and critique of the depth, complexity and constraints of school environments through observation and participation in curricular and extra-curricular activities in a school setting and through teaching and reflecting on learning;
- To provide an opportunity to demonstrate understanding of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level) through setting learning goals and documenting evidence of each of these components;
- To provide for articulation and exploration of questions arising from observations in the learning setting and from professional reading, research and practice;
- To support collaboration and effective communication with students, MTs and other professionals, colleagues and parents;
- To enable the planning, delivery and evaluation of lessons and units of work to; (a) meet the Graduate Teacher Performance Assessment and (b) ensure that student learning is clearly conceptualised and organised.

# Meeting Graduate Teacher Standards with Evidence

In line with current requirements for graduation, it is vital that there is a shared understanding about the expectations of pre-service teachers and the assessment of their teaching practice by MTs. To fulfil graduation requirements, the following assessments and processes will support the collection of evidence through the assessed days of the Immersion Practicum, with the non-assessed days providing valuable context for these explorations.

## 1. Inclusion of the Graduate Teacher Performance Assessment (GTPA)

In addition to building upon their Portfolios, PSTs are expected to gather a range of evidence against the Graduate Teacher Standards as part of their teaching expectations and through set tasks within the Graduate Teacher Performance Assessment (GTPA). These tasks identify specific evidence to be completed and how the artefacts collected are linked to the final assessment.

Some templates are provided to assist PSTs and MTs in the collecting of evidence related to planning, teaching and reflection. The following can be downloaded from the **Professional Experience Moodle shell**:

- Class Orientation Template – Part 1: Tuning into a classroom; Part 2: Planning for student outcomes
- Lesson Plan Template
- Mentor Teacher Feedback on PST Teaching Template

These will be provided via email to all PSTs on Immersion Practicum.

## 2. Round Table Conference

The Graduate Teacher Performance Assessment will be evaluated through professional dialogue at a Round Table Conference day early in term 4. On this day, PSTs and FedUni Mentors (UM) will meet to engage in a Graduate Teacher Standards professional dialogue, to which relevant school personnel will also be invited. These professional dialogues occur after the completion of the 'Assessed days'.

During these professional conversations, PSTs will be expected to present evidence/artefacts from their professional placement to support their contention that they have met the graduate level APSTs and are 'classroom ready'.

## 3. Assessment Grade for Professional Experience

The assessment grade of the final Professional Experience Course undertaken by the PST is calculated from three components:

1. **Performance against the Australian Professional Standards for Teachers** – this is assessed by the MT who uses **Form A** - Professional Experience Assessment Report to assess the PST's performance against the graduate standard of the Australian Professional Standards for Teachers; this occurs at the end of the PST's assessed block placement.
2. **GTPA** – post placement, the PST submits evidence in **Form B**- Professional Experience Graduate Teacher Performance Assessment and **Form C** Professional Experience Reflective Self-Evaluation Report; the PST uses the evidence submitted in Form B and Form C at the Round Table Conference in professional dialogue with other PSTs and UMs with school personnel being invited to participate. FedUni is responsible for moderating assessment of the PST's performance in the dialogue along with the evidence presented.
3. **Completion of the required number of assessed days' placement** – to pass the final Professional Experience Course, the PST must complete the required number of assessed days as well as passing the above two assessments.

# Roles and Expectations

## The role of the School and Mentor Teacher (MT)

The school and the MT play an important role in the development of the pre-service teacher (PST). Final year PSTs require room to negotiate their role, to learn from their mistakes, form relationships, reflect on their practice and come to know the work of teachers and the ecosystem of schools. Schools and MTs will need to negotiate with their allocated PSTs the schedule of non-assessed days throughout the year. The minimum number of days varies depending on the program being undertaken as indicated in the Mandatory Attendance Requirements section below.

This negotiation will need to reflect not only the PST's university schedules such as class time and examinations, but also take into consideration the school's schedule of camps, assessment, and reporting. The Record of Negotiated Non-Assessed Dates and Tasks/Activities (template on page 12 and also on [Professional Experience Moodle](#)) should be completed by week 3 of the school year.

Throughout the inquiry and critical reflection process, the PST will require guidance and encouragement to focus on responding to student needs and to evaluate the impact they have on student learning. MTs will support PSTs to continue developing as thinkers who continuously reflect on their practice. It is important that MTs provide scaffolded opportunities for PSTs to recognise for themselves their developing skills, competencies, inter-relationships and their need to make their own educational judgements as they move from semi-dependence to independence and interdependence. Within this opportunity, there should be a strong focus on *induction* into the profession, *collegial and supportive interactions*, *involvement* with the diversity of school programs and activities, and *contributions* to the school community.

## The role of the Pre-Service Teacher (PST)

PSTs are expected to immerse themselves fully in the practicum experience. Rather than being a stand-alone practicum, this is meant to provide PSTs with an experience of being a fully-functioning staff member of a school through an ongoing involvement in the school community for a whole year. PSTs are required to complete the fully supervised (Assessed) days of placement as well as non-assessed days to obtain maximum benefit. Each semester, PSTs will be required to explore and progressively build up evidence of learning to be saved in their Portfolios.

## Mandatory Attendance Requirements

### Assessed Days

Completion of the block of fully-supervised (assessed) professional placement days in Term 3. At the conclusion of these scheduled days, PST's work is assessed by the MT against the Australian Professional Standards for Teachers (APST) in Form A – Professional Experience Assessment Report. PSTs also complete Forms B and C.

### Negotiated 'Non-Assessed' days

Depending on the program being undertaken, PST and schools need to negotiate a minimum of between 10 -- 20 days to be completed throughout the school year, although predominantly in Semester 1. These are considered 'Non-Assessed days' and should be used for extra teaching opportunities, involvement in extra-curricular activities such as camps, excursions, professional development and other opportunities to assist them with to meet the Graduate level of the APSTs. The finalised Non-Assessed Professional Experience Dates 2019 form should be uploaded to InPlace by the middle of February (see page 13 of this document). The minimum number of assessed days per program are indicated below:

Program Code	Final Year Professional Experience Course/s	Assessed Days	Minimum Number of Non Assessed Days
TG5	EDECE3020 <i>Note PSTs also complete EDECE3005 (20 days) in EC setting</i>	20	15
TZ5 / TJ5 / TX5	EEBED4104	30	20
Joint Degrees	EEDDE3103 and EEDDE4104	50	10
HaPE	EDBPE4000	40	15

## Assessment Requirements of the Immersion Practicum

There are three FedUni assessment forms associated with the Immersion Practicum:

- **Form A: Professional Experience Assessment Report**

For the scheduled 'assessed' Professional Experience block, the MT teacher will complete Form A to assess and provide feedback to the pre-service teacher about how he/she is demonstrating competency against the Graduate level Australian Professional Standards for Teachers.

Note that the MT must not email the completed Form A to Professional Experience office until it has been sighted by their PST.

- **Form B: Graduate Teacher Performance Assessment (GTPA)**

This assessment task is designed to reflect the integrated planning, teaching and assessing cycle of practice. Underpinning the design of the GTPA is that teaching is routinely individual practice or collaborative practice occurring in teams. The tasks related to the five Practices in the GTPA are designed to help develop appropriate and sufficient evidence of the PST's teaching and its impact on students' learning.

PSTs will complete tasks related to the five Practices as part of this Professional Experience Course.

- **Form C: Reflective Self-Evaluation Report**

An important step in learning is self-reflection (on, in and for action). PSTs should complete Form C at the midpoint of the scheduled 'assessed' block to provide a direction for the remainder of the year.

### Uploading forms to InPlace

- Completed Forms A, B and C are to be uploaded by the PST to In Place by the commencement of the school Term 4.

It is the responsibility of the PST to provide copies of all forms to the MT at the start of the year.

### Completion and submission of Professional Experience Form A, B & C

MTs are responsible for completing and submitting Form A via email to the [Professional Experience Team](#)

PSTs must also complete Form B and Form C which are assessed by FedUni UMs.

It is a requirement that all three reports are uploaded by the PST to InPlace, with Form A Report also being returned by the MT via email to the Professional Experience Team at [Professional Experience Team](#)

See page 9 on [Assessment Reports A, B and C](#).

### GTPA Portfolio

It is a requirement that all PSTs complete their GTPA Portfolio using the template on Mahara.

## Payment of Mentor Teachers for Supervision

Mentor teachers are paid for the supervised (assessed) professional placement days only.

There is no payment associated with 'Non-assessed' days undertaken by PSTs.

# Assessed and Non-Assessed Days– Expectations and Assessment Requirements

## Semester 1 (Term 1 & 2 of the School Calendar)

Term 1	Day Type	Expectations	Assessment Requirements
The PST is expected to be available for non-assessed days from the first week of the school year.	Negotiated (5 - 8 days) Non-Assessed - aim to attend a Pupil-Free Day at start of school year	<p>This is an invaluable opportunity for the PST to observe how the school year begins and to become orientated to the school, classroom, community, staffing arrangements and documentation.</p> <p>The PST may attend staff planning days, professional development sessions, assist with classroom setup before students arrive, assist with initial testing of students and generally observe how the school year begins. These initial days are vital to becoming a fully-functioning member of the school staff and community.</p> <p><b>Expectations:</b> Observations and collection of data regarding how experienced teachers prepare the first week of teaching.</p> <p><b>Artefact:</b> Completed professional profile and philosophy, introductory task related to the context of your placement on Mahara.</p>	<p>Read this Immersion Practicum Handbook 2019 in full.</p> <p>Complete the Orientation templates (Part 1 and 2) ready for FedUni seminar sessions.</p> <p>Complete in PST Portfolio on Mahara,</p> <ul style="list-style-type: none"> <li>• your professional profile and philosophy,</li> <li>• introductory task related to the context of your placement.</li> </ul>
Term 2	Day Type	Expectations	Assessment Requirements
One day a week where possible as a continuation to Term 1	Negotiated - Non-Assessed (2 – 8 days)	<p>It is anticipated that PSTs (except EC PSTs) will continue Non-Assessed days in schools during Term 2.</p> <p>These can be in the placement classroom or other classrooms could be visited to observe assessment requirements and the development of classroom routines, practices and culture.</p> <p><b>Expectations:</b> Team teaching with mentor teacher and involvement in school activities.</p> <p><b>Artefacts:</b> Observation notes related to formative and summative assessment practices.</p>	<p>Begin to investigate the task related to Practice 1 'Profile of system data and classroom evidence collection and use'.</p> <p>PSTs also to begin addressing Form B and Form C</p>

## Semester 2 (Term 3 & 4 of the School Calendar)

Term 3	Day Type	Expectations	Assessment Requirements
<p><b>Assessed block</b> (20 - 40 days) beginning week 1 of Term 3 (As per Professional Experience Schedule and dependent upon Program)</p>	Fully Supervised - Assessed	<p>Supervised planning, teaching, and assessment of whole class and of three focus students.</p> <p><b>Expectations:</b> PSTs will be assuming a role similar to that of beginning teachers, including taking full responsibility for the planning, teaching and assessment of a class.</p> <p>PSTs should reflect and document the tasks outlined in the 'GTPA Pre Service Teacher Booklet' and Mahara GTPA template – upload responses to Mahara.</p> <p><b>Artefacts:</b> All lesson plans and material associated with the Graduate Teacher Performance Assessment.</p>	<p><b>MT:</b> Form A</p> <p><b>PST:</b> Forms B &amp; C</p> <p>Tasks relating to GTPA Practices 1 – 5</p>
Term 4	Day Type	Expectations	Assessment Requirements
<p>One day a week where negotiate. Note: availability may be impacted by academic priorities at FedUni.</p>	Negotiated - Non-Assessed	<p>PSTs may continue non-assessed days in schools during the remainder of the year.</p> <p><b>Expectations:</b> To be negotiated.</p> <p><b>Artefacts:</b> All documentation for assessment to be completed.</p>	GTPA Maraha template completed and participation in Round Table Conference

## Student at Risk Process (StAR)

University staff and MTs play a vital role in early identification if, and when, a PST experiences difficulties with the placement or with the mentoring relationship.

If a student is considered at risk of failing the placement for placement-related or other reasons, it is vital that early identification occurs so that the PST's circumstances may be assessed and appropriate steps taken.

If the issue is related to placement, a StAR Learning Support Program which identifies the issues and actions to address these, will be developed in collaboration between the UM, MT and the PST. A referral to the relevant FedUni support service will be made, if appropriate, in situations where the issue is not related to the placement.

If a MT has any concerns regarding their PST, contact should be made the UM or Professional Experience Team (email: [Professional Experience Team](#)) as soon as possible.

## The Graduate Teacher Performance Assessment

The Graduate Teacher Performance Assessment is a culminating assessment of the PST's final year teaching performance and is designed to enable PSTs to demonstrate achievement of the Graduate Level of the Australian Professional Standards for Teachers. The GTPA comprises the following five Practice Tasks:



## Practice 1 Collecting and interpreting a range of data and evidence to inform your planning and teaching in your placement class

Due: October 11, 2019

You are required to collect and interpret a range of data types for your assigned 'assessed placement block' class; you will focus on whole class set data eg Numeracy interview.

Refer to the [Victorian Department of Education and Training's Assessment Resources](#) for useful ideas.

You will use the data to determine student learning needs and next-step teaching. This is preliminary to adapting, transforming and improving your teaching practices to meet specific learning needs across the full range of abilities. The focus throughout the task is on your own critical inquiry into learning, teaching and assessment, placing the student at the centre of the process.

The data you select might include:

- Records and observation of classroom talk and patterns of interaction
- Records of main points learned, obtained from consultations with individual students, teachers and/or paraprofessionals
- Your own focused analysis of work samples
- Earlier teacher assessments, both for formative and summative purposes, and standardised test data at class level.

Some of the data could be collected during early observation in the professional experience, while other data may be provided by the supervising teacher or curriculum leader.

You are also required to choose 3 focus students who represent the full range of achievement for that class (above/at/below).

Your artefact/evidence will show how your data collection informed and enabled you to adjust your planning and teaching throughout your placement, for the whole class as well as the focus students. You should be able to describe the decisions and actions you took to design and differentiate the learning experiences.

Refer to the GTPA Instructions for PSTs for more detail [Professional Experience Moodle](#) for more detail.

## Practice 2: Teaching and Learning

Due: October 11, 2019

You are required to teach your learning sequence/s from planning based on your data collection and analysis.

You should be able to outline the decisions and actions made by you through reference to research, curriculum and current policy documents.

Your artefact/evidence will include why you selected specific teaching strategies, your understanding of the students' prior learning, examples of 'in the moment' teaching strategies, as well as resources.

Refer to the GTPA Instructions for PSTs on the [Professional Experience Moodle](#) for more detail.

## Practice 3: Assessing, feedback and professional judgement

Due: October 11, 2019

You are required to complete Attachment 3 (in your GTPA resources on Moodle) 'Evidence of Moderation practice' by assessing what students learned and what you taught over the 'assessed' placement block. To complete this document, you will be involved in formative and summative assessment as well as moderation practices.

Assessment is to occur for the whole class but you are also to select and annotate work samples from your focus students of the completed assessment that you have marked and graded. The assessment samples are to be de-identified. Examples of these achievement levels can be found on the [DET website](#) or on the [ACARA website](#).

Moderation is a practice that supports teachers to make consistent and comparable judgements of student learning.

Your work samples must be annotated to show application of the assessment criteria and how you have provided feedback to the students on the strengths of their performance and areas for improvement.

Refer to the GTPA Instructions for PSTs on the [Professional Experience Moodle](#) for more detail.

#### Practice 4: Reflecting on teaching

Due: October 11, 2019

You are required to reflect upon the effectiveness of your teaching and assessment, taking into consideration the changes you made to both as a result of data collection, and your next-step teaching decisions.

This reflection will be supported by various artefacts that you have annotated to show your thoughts and decisions.

Refer to the GTPA Instructions for PSTs on the [Professional Experience Moodle](#) for more detail.

#### Practice 5: Appraising impact of teaching

Due: October 11, 2019

Through a presentation of two scenarios, you will illustrate your practise of teaching and decision making during your 'assessed' placement block. One scenario will focus on your whole class teaching and learning; the second scenario will focus on how you specifically met identified learning needs.

Your evidence should include collected data which shows theory-practice connections, choice of resources, issues/challenges dealt with, and your impact.

It will also include work samples to support your own appraisal decisions.

Refer to the GTPA Instructions for PSTs on the [Professional Experience Moodle](#) for more detail.

### References

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## Record of Negotiated Non-Assessed Dates and Tasks/Activities Template

Outline details regarding the range of learning opportunities that will occur at the school and time commitment anticipated. This document will assist with planning your total time commitment at the school, helping to prevent **over-commitment**.

PST is to negotiate with their Immersion Placement school 10 – 20 non-assessed days (depending on program undertaken) to complete the table below; once signed - to scan and upload to InPlace no later than **17 February 2019**.

<b>School Name</b>				
	Name	ID / Position	Signature	Date
<b>Pre-Service Teacher</b>				
<b>School Representative</b>				

Day	Negotiated Date	Negotiated tasks / activities
1		
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