

PROGRESS UPDATE

The Graduate Teacher Performance Assessment (GTPA) as a pre-condition for strengthening public confidence in graduating teachers

The GTPA is a robust summative assessment of the teaching competence of preservice teachers. It assesses readiness to enter the classroom and is essential as part of a move to focus attention on the quality and impact of initial teacher education.

The GTPA was the subject of a large-scale Trial in 2017 involving 13 Higher Education Institutions (HEIs) across 6 states and territories. The instrument was officially validated and endorsed by AITSL's National Expert Panel in January 2018. Part of the Trial was the complex task of assuring the validity of the instrument and reliability of the scoring rubric.

7,000+

preservice teachers will have completed the GTPA at the end of 2018



An Advisory Board 2018-2021 with peak government and industry representation provides guidance to the GTPA



The GTPA is a culminating authentic summative assessment. As an integrated assessment, the GTPA connects the initial teacher education (ITE) program and the professional experience, and in so doing connects research, theory and practice. The GTPA provides an avenue through which preservice teachers can demonstrate their ability to engage with the full cycle of teaching practice during a professional experience placement. As part of the GTPA, preservice teachers interpret a range of data of learning, using it to inform their planning, teaching, assessing, and reflecting practices. Through this lens, they also identify how they need to modify their teaching and assessment practices according to their students' specific learning needs. The GTPA has at its centre point student learning, drawing out the critical inquiry eye of the preservice teacher through using data to inform, drive and evaluate their teaching practices.



38 teaching areas have been the focus of GTPA submissions

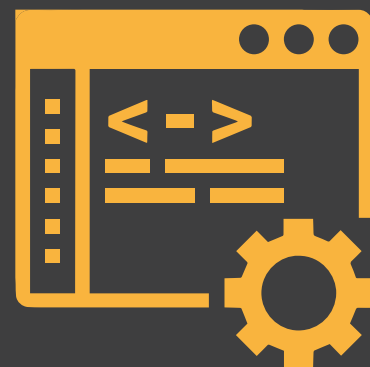
Ancient History | Biology | Business |
 Business & Economics | Business Management |
 Business Studies | Chemistry | Design & Technologies |
 Digital Technologies | Drama | English |
 English as an Additional Language or Dialect |
 English Communication | Food Technology |
 General Mathematics | Geography | Graphics | HASS | Health & Physical Education | History |
 Home Economics | Hospitality Studies | Humanities | Indonesian |
 Industrial Technology | Japanese | Literacy & Numeracy | Mathematical Methods | Mathematics
 | Mathematics A | Modern History | Music | Physics | Psychology | Religious Education |
 Road Safety | Science | Visual Arts

across **21** initial teacher education programs

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|----------------------------------------------------------------------|-------------------------------------------------------------|
| Bachelor of Arts/Bachelor of Education (Primary) | Bachelor of Primary education |
| Bachelor of Arts/Bachelor of Education (Primary/
Early Childhood) | Bachelor of Secondary Education |
| Bachelor of Arts/Bachelor of Education (Secondary) | Bachelor of Teaching (Primary) |
| Bachelor of Education (Early Childhood and Primary) | Bachelor of Teaching (Secondary) |
| Bachelor of Education (Early Childhood) | Bachelor of Teaching/Bachelor of Arts |
| Bachelor of Education (Health & Physical Education) | Bachelor of Technology/Bachelor of Education
(Secondary) |
| Bachelor of Education (Middle Years Schooling) | Bachelor Primary Education |
| Bachelor of Education (Primary) | Master of Teaching |
| Bachelor of Education (Secondary) | Master of Teaching (Primary) |
| Bachelor of Health, Sport & Physical Education
(Honours) | Master of Teaching (Secondary) |
| | Master of Teaching and Learning (Primary) |

2018 R&D

built an online cross-institutional
moderation platform



GTPA Advisory Board 2018-2021:

Australian Children's Education and Care Quality Authority
Australian Education Union
Australian Government Department of Education and Training
Australian Institute for Teaching and School Leadership
Australian Primary Principals Association
Australian Secondary Principals' Association
Independent Education Union of Australia, Queensland and Northern Territory
Queensland Catholic Education Commission
Queensland College of Teachers
Queensland Department of Education and Training
Queensland Teachers' Union
Teacher Registration Board, Northern Territory

The Standards & Moderation Project:

GTPA has established a rigorous and sustainable approach to cross-institutional moderation. The HEI GTPA Collective undertook scoring and moderation activities during October and November (online and in-person). These two stages of research were undertaken to monitor the application of the standard (meets at the minimum). Cross-institutional moderation and benchmarking serves to build public confidence that graduates are being assessed to the same high standard.



Expert Panel

met on 8 & 9 November to set the
standard during 2018 implementation

graduatetpa.com.au



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