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Assessment *for* Graduate Teaching

*Manual*

*v2.0*

A group of people sitting at a table with laptops

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*Developed by*

***The AfGT Consortium***



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# Purpose and Contents of this Guide

This manual contains the task descriptions, tables and assessment rubrics for Element 1 – Element 4 of the A*f*GT. This manual is provided as a resource for pre-service teachers and should be read in conjunction with the **A*f*GT Information Guide (v2.0)**. The content of this manual mirrors the Appendices of the A*f*GT Information Guide (v2.0).

# Section A: Element 1 – Planning for teaching and learning

In this Element, the focus is on the pre-service teacher’s capacity to understand the context of their placement and their ***planning*** for student learning in relation to the specific goal/s of the sequence of lessons, and the ways in which they will judge their impact on student learning. PSTs must pass Element 1 to demonstrate that the Australian Professional Standards for Teachers (AITSL, 2018) are met at Graduate level.

The APST being assessed in Element 1 are: 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4 and 6.3.

ASSESSMENT TASKS & SUB-TASKS OF ELEMENT 1

1. Justify how the learning characteristics of students are factored into planning, incorporating relevant research into how students learn.
2. Justify what the students are ready to learn using assessment data.
3. Justify your intended teaching approaches incorporating your knowledge of research into how students learn. It is not appropriate to use vague, generic statements like “According to research…” without saying what that research is. Instead, be as specific as possible, and say something like “According to research undertaken by Smith, in which they…”. Full citations and referencing details, such as a bibliography or reference list, are required to the conventions of the referencing style used by the Institution.
4. Following the steps below (4a – 4f), outline a sequence of no fewer than 5 and no more than 8 lessons that will be taught:

Justify the overarching goal for the sequence of lessons (1-2 sentences);

Justify how your cumulative sequence of lesson goals that aligns with the overarching goal;

Justify sequenced lesson content (including curriculum links). The links to the curriculum documents should enable a reader to locate the same document to which you are referring.

Justify the teaching strategies selected to challenge diverse learners to achieve the lesson goals;

Justify complementary resources, including Information and Communications Technology (ICT), to engage all students in their learning; and,

Justify strategies to support the safe, responsible and ethical use of resources (including ICTs).

1. Justify the inclusion and/or application of literacy and numeracy teaching strategies to support student learning in your sequence of lessons.
2. Justify how your synthesis of mentor feedback has been incorporated into your lessons.
3. Justify your assessment plan (7a – 7c), which includes formative, diagnostic and summative assessment, opportunities for timely feedback, and assessment moderation.
   * 1. Justify your comprehensive assessment plan to monitor student achievement;
     2. Justify plans for provision of purposeful and timely feedback; and,
     3. Justify how you will incorporate assessment moderation processes.

The focus on Element 1 of the A*f*GT is to plan for teaching occurring during the placement, and how the proposed teaching and learning strategies are intended to challenge and engage diverse learners. When planning the sequence of lessons, it might also be possible to think about when the recordings of the two Key Pedagogical Segments (KPS) for Element 2 are intended to take place. However, this might not be possible until the PST gauges how the students are responding to the planned activities.

As the responses to the COVID-19 pandemic have shown, there are potentially many things that can impose constraints or issues on the planned placement. It is very important that the PST provide as much preliminary information as possible in [Table 1](#_Table_1:_Element) that the assessor will be able to take into consideration when evaluating the submitted assessment task.

## Table 1: Element 1 – Planning for teaching and learning Preliminary Information

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PRELIMINARY INFORMATION**  This tabled information must be completed for Element 1 (but is not included in the word count) | | | | | | | | |
| **INSTITUTION** | Pre-service teacher’s name | Alan Hubbard | | | | Student ID No. | | S326012 |
| Name of Institution | Charles Darwin University | | | | | | |
| Name of course/program | Bachelor of Education (Secondary) | | | | | | |
| Specialisation(s) being taught by the PST | Digital Technologies | | | | Health and Physical Education | | |
| Professional experience | From 10Mar22 to 13May22 | | | | Total days | | 40 |
| **SCHOOL | CENTRE** | Name of School or Centre | Sanderson Middle School | | | | | | |
| School or Centre Website | <https://www.sandersonmiddle.nt.edu.au/> | | | | | | |
| Location   * Education Region * Traditional lands of Indigenous people | Darwin, NT | | | | | | |
| School sector  Centre Municipality | Government | | | | Enrolment | | 340 |
| Relevant characteristics  of school/centre context | Limited emphasis on digital technologies  Limited budget  Yr7 Robotics is a 1term course, whilst yr8 is 1 semester, however is the first year being run. | | | | | | |
| **CLASS** | Name of Mentor Teacher(s) | Mark Renner | | | |  | | |
| Year Level/Class/Group | Yr 7 Robotics/Digital Technologies | | | | | | |
| Student Numbers | Male | **7** | Female | **9** | Non-binary |  | |
| Description of the physical spaces where teaching occurs | DigTech/Robotics classroom has computers along the walls. Approximately 6 computers are Bluetooth enabled which is required to communicate with the LEGO EV3 vehicles.  At the front of the room is the whiteboard/projector which can be connected via HDMI cable.  On one side of the room are windows, which can attract distractions from students outside. On the opposite side are 2 large storage rooms with the LEGO kits and other resources, such as a 3D printer.  Doors to all the classrooms are controlled by a key or FOB, therefore other students/people cannot enter the room without the door opening from inside.  There is approximately 3x15 metres of floor space for students to test EV3 programs on the floor. | | | | | | |
| Outline of any classroom constraints or issues that impacted completion of the AfGT. | EV3 optical sensors can be temperamental, reducing the consistency for execution of the program. For example, a program that works with 1 EV3 may produce different results with another. | | | | | | |

## Table 2: Element 1 – Planning for teaching and learning

**(Approx. 750 words)**

|  |  |
| --- | --- |
| **Who are my students?** | |
| **E1 – (1)**  Justify how the learning characteristics of students are factored into planning, incorporating relevant research into how students learn.  APST 1.1, 1.2, 1.3  Approx. 125 words.  (*Bullet points or prose*) | **Yr7 Students 16 students 7 boys 9 girls. Average attendance is about 90%. 9 Students are Indigenous Australians.**  **4 students identified as Special/Additional Needs**  **8 EAL/D Students**  **Most students scored C or below in all 3 English and Maths strands.**  **Some students have had exposure to Digital Technologies/Robotics however their understanding and knowledge is generally limited. Further, very limited formal data is available regarding Digital Technologies classes, however innate knowledge is used to ensure that lesson planning considers the students’ abilities and knowledge. (Brady & Kennedy, 2012) (Brady & Kennedy, 2013).**  **As this is an elective most students are interested. Some have shown considerable interest and continue to work toward completing various tasks that have been assigned. Whilst some other students are disengaged from the content and required regular check-ins to keep them on task.**  **Some students are low numeracy and literacy, therefore specific measures must be considered to ensure their understanding and retention of information. This will inform the difficulty of the task and the variety of tasks planned, to allow for students to continue beyond their peers and the prescribed content. For example, LEGO Space course. (Foreman & Arthur-Kelly, 2017)**  **Brady, L., & KENNEDY, K. J. (2012). *Assessment and reporting: Celebrating student achievement*. Pearson Education Australia.**  **Brady, L., & Kennedy, K. (2013). *Curriculum construction*. Pearson Higher Education AU.**  **Foreman, P., & Arthur-Kelly, M. (2017). *Inclusion in action*. Cengage AU.** |
| **What are the students ready to learn?** | |
| **E1 – (2)**  Justify what the students are ready to learn using assessment data.  APST 5.4  Approx. 125 words.  (*Bullet points or prose*) | **Students have been working with EV3s in class and Code.org for the past 6 weeks, 3 lessons/week. These lessons are a continuation of the work they have completed thus far. Students have completed some basic EV3 codes to achieve basic tasks, from moving forward a specified distance to using a touch sensor to move around another object.**  **Students have been working to complete a digital presentation about individual/group behaviours and responsibilities around using ICT devices and networks. This reinforces what behaviours are expected of them and others when in the Robotics Lab and whilst using ICT devices.**  **Previous assessment data has been made available from PAT and other reading and numeracy data. Most students in this class are scoring a C Grade, with some scoring D. Therefore, it is pertinent to use language that is appropriate for their level and include numeracy problems that are suitable.**  **Very limited assessment information is available from previous Digital Technologies classes. This is likely due to some primary schools not conducting formal assessment against Digital Technologies. However, innate knowledge of student ability has been developed through observation during the classes and through task completion. This will be critical knowledge for adjustment of any Unit.** |
| **How will I help the students to learn?** | |
| **E1 – (3)**  Justify your intended teaching approaches incorporating your knowledge of research into how students learn.  APST 1.2, 1.3  Approx. 200 words  *(Bullet points or prose*) | **Teacher led discussion will be kept to a minimum, in order to allow students to take ownership of their learning journey. This further encourages problem solving techniques within the individual and groups, through their discovery. (Kalyuga et al., 2010). Some students in this class tend to become disengaged during Teacher led discussion and become disruptive.**  **Students will be given opportunity to explore and test their programming without pressure of assessment. This is done by giving students a list of tasks they need to program the EV3s to complete in their own time and at their own pace. Students that have difficulty with achieving these tasks, due to understanding of the programming language or low literacy or numeracy levels, will be given assistance through individual or group guided confirmation of learning.**  **Further students are placed in pairs, so that they may explore their ideas collaboratively. This lesson sequence is planned to ensure students continue to understand the functions of the EV3 robots and can continue successfully, as individuals (Hattie, 2012).**  **Establish strong early relationships with the students to enhance student outcomes (Hattie, 2012).**  **Sequenced learning goals achieve learning by remaining within the ZPD. The parts of the lessons containing explicit teaching will be kept to a minimum to avoid disengagement by students that have already completed the tasks. (Vygotsky, 1994).**  Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.  Kalyuga, S., Renkl, A., & Paas, F. (2010). Facilitating flexible problem solving: A cognitive load perspective. *Educational Psychology Review*, *22*(2), 175-186.  Vygotsky, L. S. (1994). The development of thinking and concept formation in adolescence. *The Vygotsky reader*, 185-265. |

|  |  |
| --- | --- |
| **E1 – (4)**  Following the steps below (4a-4f), outline a sequence of no fewer than 5 and no more than 8 lessons that will be taught. This tabled information is not included in the word count for Element 1.  Ensure that you address APST 1.5, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4 and 4.5 in your responses. | |
| **E1 – (4a)**  Justify the overarching goal for the sequence of lessons  (1-2 sentences) | **The goal of this lesson sequence is designed to allow students to progress independently and develop problem-solving skills that develop their coding ability, primarily with EV3s.**  **Students will be working to complete interactive feedback-based program for their EV3 robot. Students are required to complete a number of tasks that begin with simple programs with 1 step, to multiple steps that also involve feedback from add-on sensors.** |
| **E1 – (4b)**  Justify how your cumulative sequence of lesson goals aligns with overarching goal. | Lesson 1 Demonstrate and explain the movement forward 1metre then move backward 1m. This is one of the learning stages to progress to later goals, including the extension activity, Space Course.  Lesson 2 Students continue to work independently to complete EV3 tasks. This independent, self-paced work allows students to focus on the programming stage they are ready for, rather than the level that others may be at.  Lesson 3 Students will work through the Code.org program to continue to expand their knowledge of basic programming. This supplementary skill is beneficial to furthering understand of various coding languages and how basic principles apply throughout most of them.  Lesson 4 Demonstrate and explain the movement forward 1metre, turn 180Deg, move forward 1m. This is one of the learning stages to progress to later goals, including the extension activity, Space Course.  Lesson 5 Students continue to work independently to complete EV3 tasks. This independent, self-paced work allows students to focus on the programming stage they are ready for, rather than the level that others may be at. |
| **E1 – (4c)**  Justify sequenced lesson content (including curriculum links). | These lessons are used to confirm knowledge and understanding of the content and progressive tasks. They provide an opportunity for students to check their work, when compared with a teacher’s example, if already completed, or to aid with content knowledge, if they have not yet completed/attempted the tasks.  Lessons 2, 3 and 5 continue to allow students to work collaboratively but mostly independent of the teacher, therefore developing their own problem-solving techniques. This independent progression is critical for students to develop their own processes and ability to work with less assistance.  Content Descriptors and Elaborations.  Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language (ACTDIP030 - Scootle)   * developing and modifying digital solutions by implementing instructions contained in algorithms through programs * programming a robot to recognise objects and to treat them differently, for example choose objects based on colour |
| **E1 – (4d)**  Justify the teaching strategies selected to challenge diverse learners to achieve the lesson goals. | Will use clear demonstration of how attempt, test and modify the digital inputs to the EV3 program. The teacher will demonstrate how students can explore and consider the inputs required to complete task 3. This direct instruction will be limited to the start of the lesson allowing for students to conduct self-guided discovery.  Collaborative work is used to allow students to interact with one another and provide assistance within their own peer group. This allows greater freedom to identify solutions that may not have been identified by the teacher or through the unit.  This strategy will be used so that students are not required to listen to the teacher’s lesson delivery for a full lesson, which is not likely to be successful with this cohort. Further, it allows for the students to conduct a knowledge check, by confirm how another person may complete the tasks.  As many students prefer self-paced learning and self-guided discovery, some of these lessons will begin with self-paced learning, with teacher supervision and assistance when required or requested. |
| **E1 – (4e)**  Justify complementary resources (including ICT) to engage all students in their learning. | Students will be able to see examples of programming the EV3, through physical demonstration. This will also show them how errors are made and corrected iteratively. The projector will be used to support the above examples and show students examples of how to program the EV3 in order to complete the tasks.  The built-in software also gives demonstrations on how to install and program the EV3s.  Students may also use the internet to search for other solutions.  Other programs, e.g. Code.org, allow students to develop coding skills in other platforms/methods. |
| **E1 – (4f)**  Justify strategies to support the safe, responsible and ethical use of resources (including ICTs). | Students have previously been completing Cyber and Digital Technology safety projects to explore and justify safe online and digital technology practices.  Students have been seen to have suitably safe practices to use ICT devices, including the EV3.  EV3s and complete kits are monitored during classes and at the end of each lesson EV3s are returned.  EV3s are numbered and tracked so that students only use their own kits and we can easily identify whose kit is missing, as required. |
| **E1 – (5)**  Justify how the inclusion and/or application of knowledge of literacy and numeracy teaching strategies will support student learning in your sequence of lessons.  APST 2.5  Approx. 50 words  *(Bullet points or prose)* | Some students that have lower literacy and numeracy understanding or knowledge are given explicit instruction to assist with their completion of tasks during lessons. Further, the language during explanations are designed to allow for greater comprehension and a variety of language or terms may be used to extend student’s knowledge toward more complex ideas. |

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| **E1 – (6)**  Justify how your synthesis of mentor feedback has been incorporated into your lessons.  APST 6.3  Approx. 50 words  *(Bullet points)* | **When discussing the student cohort, for this class and others, it was evident that I could not conduct full lessons of explicit instruction or long PowerPoint presentations. Further, students best learnt through their own self-directed learning and exploration. Other required methods for lesson deliver also require clearer instruction to students before beginning lessons.**  **Therefore, I reduced the number and length of instruction that would be delivered to students. This is in an attempt to keep all students engaged with the content and allow students to extend individually, as required.** |
| **How will I know that the students have learned?**  **E1 – (7a - 7c)** Justify your comprehensive assessment plan, including formative, diagnostic and summative assessment, opportunities for timely feedback, and assessment moderation. | |
| **E1 – (7a)**  Justify your comprehensive assessment plan to monitor student achievement.    APST 5.1  Approx. 100 words  (*Bullet points*) | **During each lesson, students will be informally assessed during each lesson by monitoring their progress. This will typically be done individually, however if a number of students are consistently seen to be misunderstand a section, a group discussion may be used to assist and confirm with the whole class. Whilst this may be led by the teacher, students will still be used to explore and lead discussion toward the solution.**  **Further, key teaching points will be demonstrated to ensure all students understand the achievement standard for the various tasks.**  **At the end of this lesson sequence, students will demonstrate their achievement through the application of their programming to achieve the task requirements.** |
| **E1 – (7b)**  Justify plans for provision of purposeful and timely feedback.  APST 5.2  Approx. 50 words  (*Bullet points*) | **Informal feedback will be given on an ad hoc basis during each class to ensure that students understand what stage of learning they are at and where they are heading/need to be.**  **Students will also receive self-directed feedback, through the execution of their programs and achieving the desired outcome, which also provides immediate satisfaction for the student when a task is successfully completed. This will also be observed by the classroom teacher and assistance/feedback can be given as required.**  **Finally, when students have completed the program, the classroom teacher can observe the execution of the program in full and/or check the program through the saved Mindstorm file.** |
| **E1 – (7c)**  Justify how assessment moderation processes will be incorporated.  APST 5.3  Approx. 50 words  (*Bullet points*) | **Assessments are staged so that students will progress to a subsequent and more complex tasks after completing a task that is similar but slightly simpler.**  **For example, the first task is to code the robot to move forward for 1 metre. The second task it to move forward 1 metre then return by 1 metre. The next task is to move forward 1 metre, turn 180deg, the move forward 1 metre.** |

SUBMISSION OF ELEMENT 1

1. Complete all sections of Table 2 to show you have addressed all requirements for Element 1.
2. Table 2 must be submitted to the location specified by the Institution and within the time period set by the Institution.
3. The document must be clearly labelled and saved according to the requirements of the Institution. You will continue adding to this document, which will be finalised after the completion of the professional experience when Elements 1, 2 & 3 is completed.

## Assessment Rubrics for Element 1 – Planning for teaching and learning

1. **Justify how the learning characteristics of students are factored into planning, incorporating relevant research into how students learn.**

|  |  |
| --- | --- |
| **1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.**  **1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.**  **1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.** | |
| **E1 - (1) WHO ARE MY STUDENTS?** | |
| Justifies how the characteristics of students are factored into planning, incorporating research into how students learn | **G+** |
| Describes characteristics of all students in the class, linked to research | **G** |
| States aspects of students’ characteristics | **G-** |
| Insufficient evidence | **U** |

1. **Justify what the students are ready to learn using assessment data.**

|  |  |
| --- | --- |
| **5.4 Demonstrate the capacity to interpret student data to evaluate student learning and modify teaching practice.** | |
| **E1 - (2) EVIDENCE-BASED TEACHING PRACTICE** | |
| Justifies what students are ready to learn using analysis of assessment data | **G+** |
| Describes what students are ready to learn through interpretation of student data | **G** |
| Lists what students are ready to learn, without specific reference to the assessment data | **G-** |
| Insufficient evidence | **U** |

1. **Justify your intended teaching approaches incorporating your knowledge of research into how students learn.**

|  |  |
| --- | --- |
| **1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.**  **1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.** | |
| **E1 - (3) HOW STUDENTS LEARN** | |
| Justifies intended teaching approaches for the class incorporating research into the learning needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds | **G+** |
| Describes intended teaching approaches for the class incorporating research into the learning needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds | **G** |
| Lists intended teaching approaches and research | **G-** |
| Insufficient evidence | **U** |

1. **Following the steps below (4a – 4f), outline a sequence of no fewer than 5 and no more than 8 lessons that will be taught:**
2. **Justify the overarching goal for the sequence of lessons.**

|  |  |
| --- | --- |
| **2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.**  **3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.** | |
| **E1 - (4a) OVERARCHING LEARNING GOAL FOR THE LESSON SEQUENCE** | |
| Justifies overarching learning goal linked to the curriculum to cater for all learners. | **G+** |
| Identifies overarching learning goal to the selected curriculum domain at the year level | **G** |
| Lists learning goal for selected curriculum domain | **G-** |
| Insufficient evidence | **U** |

1. **Justify a cumulative sequence of lesson goals that aligns with overarching goal.**

|  |  |
| --- | --- |
| **2.2 Organise content into an effective learning and teaching sequence.**  **3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.**  **3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.** | |
| **E1 - (4b) LEARNING GOALS OF COMPONENT LESSONS** | |
| Justifies cumulative sequence of lesson goals to provide challenges for diverse learners | **G+** |
| Designs cumulative sequence of lessons with overarching goal | **G** |
| Lists learning goals for each lesson | **G-** |
| Insufficient evidence | **U** |

1. **Justify sequenced lesson content (including curriculum links).**

|  |  |
| --- | --- |
| **2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.**  **2.2 Organise content into an effective learning and teaching sequence.**  **2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.** | |
| **E1 - (4c) DESIGN OF THE SEQUENCED LESSONS** | |
| Justifies a coherent lesson sequence drawing on assessment data with links across relevant curriculum | **G+** |
| Explains a lesson sequence based on assessment data with links to relevant curriculum content | **G** |
| Lists unsequenced lesson content with links to curriculum | **G-** |
| Insufficient evidence | **U** |

1. **Justify the teaching strategies that support differentiation to challenge all learners in the class.**

|  |  |
| --- | --- |
| **1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.**  **2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.**  **3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies**  **3.3 Include a range of teaching strategies.**  **4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.** | |
| **E1 - (4d) TEACHING STRATEGIES** | |
| Justifies a range of inclusive and differentiated teaching strategies to challenge the full range of abilities and learning needs in the class | **G+** |
| Describes a range of inclusive teaching strategies to support all learners to progress in their learning | **G** |
| Lists teaching strategies relevant to the curriculum and lesson goals | **G-** |
| Insufficient evidence | **U** |

1. **Justify complementary resources, including Information and Communications Technology (ICT), to engage all students in their learning.**

|  |  |
| --- | --- |
| **2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.**  **3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.**  **4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.** | |
| **E1 - (4e) RESOURCES (INCLUDING ICT)** | |
| Justifies complementary resources (including ICT) to engage all students in their learning | **G+** |
| Describes a range of resources (including ICT) to engage students | **G** |
| Lists resources including ICT | **G-** |
| Insufficient evidence | **U** |

1. **Justify strategies to support the safe, responsible and ethical use of resources (including ICTs).**

|  |  |
| --- | --- |
| **4.4 Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.**  **4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe responsible and ethical use of ICT in learning and teaching.** | |
| **E1 - (4f) USE OF RESOURCES (including ICT)** | |
| Justifies strategies to support the safe, responsible and ethical use of resources (including ICTs) | **G+** |
| Explains selected strategies to support safe, responsible and ethical use of resources (including ICTs) | **G** |
| Lists safety strategies | **G-** |
| Insufficient evidence | **U** |

1. **Justify how the inclusion and/or application of knowledge of literacy and numeracy teaching strategies will support student learning in your sequence of lessons.**

|  |  |
| --- | --- |
| **2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.** | |
| **E1 - (5) STUDENTS’ LITERACY & NUMERACY KNOWLEDGE & SKILLS** | |
| Justifies how the inclusion and/or application of knowledge of literacy and numeracy teaching strategies will support student learning in the lesson sequence. | **G+** |
| Explains how teaching strategies will be used to develop students’ knowledge and skills of literacy and numeracy in the lesson sequence | **G** |
| Lists teaching strategies that will contribute to students’ knowledge and skills of literacy and numeracy in the lesson sequence | **G-** |
| Insufficient evidence | **U** |

1. **Justify how your synthesis of mentor feedback has been incorporated into your lessons.**

|  |  |
| --- | --- |
| **6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.** | |
| **E1 - (6) RESPONDING TO FEEDBACK** | |
| Justifies improvements to teaching practices based on a synthesis of mentor feedback | **G+** |
| Describes mentor feedback in design of learning sequence | **G** |
| Lists feedback | **G-** |
| Insufficient evidence | **U** |

1. **Justify your assessment plan (7a - 7c), which includes formative, diagnostic and summative assessment, opportunities for timely feedback, and assessment moderation.**
2. **Justify your comprehensive assessment plan to monitor student achievement.**

|  |  |
| --- | --- |
| **5.1 Demonstrate understanding of assessment strategies, including formal and informal, diagnostic, formative and summative approaches to assess student learning.** | |
| **E1 - (7a) ASSESSMENT STRATEGIES TO MONITOR STUDENT ACHIEVEMENT** | |
| Justifies a comprehensive assessment plan which incorporates a range of assessment types and tools | **G+** |
| Explains diagnostic, formative and summative assessment strategies | **G** |
| Lists varied assessment strategies | **G-** |
| Insufficient evidence | **U** |

1. **Justify plans for provision of purposeful and timely feedback.**

|  |  |
| --- | --- |
| **5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.** | |
| **E1 - (7b) STATEGIES FOR PROVIDING FEEDBACK** | |
| Justifies the inclusion of timely and purposeful feedback in a variety of forms. | **G+** |
| Explains strategies for provision of timely and appropriate feedback | **G** |
| Lists types of feedback | **G-** |
| Insufficient evidence | **U** |

1. **Justify how assessment moderation processes will be incorporated.**

|  |  |
| --- | --- |
| **5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.** | |
| **E1 - (7c) MODERATION PROCESSES** | |
| Justifies a range of moderation processes to validate judgements about student learning | **G+** |
| Explains moderation processes to support consistent and comparable judgements of student learning | **G** |
| Lists moderation processes | **G-** |
| Insufficient evidence | **U** |

# Section B: Element 2 – Analysing teaching practice

In this Element, the focus is on the pre-service teacher’s capacity to understand the implications of pedagogical practice on student learning and to demonstrate that they meet the APSTs that relate to pedagogical practice. PSTs will gather data (via video, mentor, student, and peer (if available) feedback), on two Key Pedagogical Segments (KPSs). Each KPS should be a 6 to 10-minute segment of a lesson from the lesson series planned in Element 1. The first KPS should be early in the sequence of lessons; the second should be towards the end of the sequence of lessons. PSTs will be assessed on their analysis of their teaching—not on the video itself—to demonstrate how they considered the complexity and interrelation of learning and teaching, reflected on their learning goals, and the role of professional judgements that have been made in their teaching. PSTs must pass Element 2 to demonstrate that the Australian Professional Standards for Teachers (AITSL, 2018) are met at Graduate level.

The APST being assessed in Element 2 are: 1.1, 1.2, 1.5, 3.1, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 5.4 and 6.3.

To complete Element 2, PSTs will:

1. Video record sections of two learning sequences that have been facilitated by the PST, ensuring compliance with the requirements in the *Procedures and Guidelines for Video recording* that are provided in [Section 3](#_Element_2_only) of the Information Guide.
2. Choose a segment of 6 to 10 minutes in each recording that demonstrate an aspect of their teaching and the students engaged in learning. These segments are referred to as the two Key Pedagogical Segments (KPSs). The recordings should be unedited because they are capturing key moments in the learning and teaching interactions.
3. Seek mentor teacher feedback, student feedback, and peer feedback (if available), for the two KPSs. (The written feedback from the mentor teacher will need to be submitted for each KPS.)

ASSESSMENT TASKS & SUB-TASKS OF ELEMENT 2

1. Analyse the two short lesson segments, referring to particular actions, reflections and feedback that address each of the steps below (1a – 1e). The analysis must evaluate impact on student learning by drawing evidence directly from the video segments.
2. Evaluate how your teaching strategies impact on student learning;
3. Evaluate your organisation of activities and resources;
4. Evaluate your verbal and non-verbal communication for clarity of instruction and impact on student engagement;
5. Appraise your strategies for supporting student wellbeing and safety in the classroom; and,
6. Appraise the challenge for a range of students’ needs, abilities and interests.
7. Evaluate the adjustments you have made to your teaching based on observation, evidence and mentor feedback, synthesising your understanding of research into how students learn.

## Table 3: Element 2 – Analysing teaching practice

**(Approx. 750 words)**

|  |  |
| --- | --- |
| **Analysing my video segments**  **E2 – (1a to 1e)**  Analyse the two short lesson segments, referring to particular actions, reflections and feedback that address each of the steps below (1a-1e). The analysis must evaluate impact on student learning by drawing evidence directly from the video segments.   * Determine what worked well; and * Explain how you know this to be the case   Ensure that you address APST 1.1, 1.5, 3.1, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4. and 5.4 as indicated in your response  Approx. 500 words (*Prose*) | |
| **E2 – (1a)**  Evaluate how your teaching strategies impact on student learning  APST 3.3, 3.6, 5.4  Approx. 100 words (*Prose*) | Both lessons deliberately used Scaffolding to assist students with their completion of the assigned tasks. These tasks were to program an EV3 to: move forward 1m, move forward and back 1m (lesson1), then move forward 1m, turn 180deg and move forward back to the original position (lesson3).  This allowed students that had not yet completed the task to observe the processed involved to test and modify the program, in order to complete that task.  For students that had completed that task, it required them to recall basic inputs and allowed them to observe testing and failure of programming iterations. |
| **E2 – (1b)**  Evaluate your organisation of activities and resources  APST 3.4, 3.6, 4.2  Approx. 100 words (*Prose*) | Use of resources for the activity was sufficient. Overhead projector was used so that students could easily observe the programming that was being used for the tasks.  For the videoed parts of the lessons, individual student workstations were not used so that all students would not be distracted and would observe the lesson. Later in the body of the lesson, students used their computers to complete similar or subsequent tasks.  The EV3 was used in the demonstrations and activities by the teacher initially, then students began programming their own EV3s in pairs. Regular explanation from the teacher and students was shown and used to confirm their understanding what inputs were required on the EV3, particularly in lesson 1, which revised turning on, troubleshooting and connecting the EV3 to a computer.  Areas for improvement/consideration.  A documents camera, which could have displayed the EV3 User Interface, could have been used to show students what buttons were pressed and what displays were shown. However, these students were familiar with the use of the EV3 and the omission of this resource encouraged recollection of functionality. |
| **E2 – (1c)**  Evaluate your verbal and non-verbal communication for clarity of instruction and impact on student engagement  APST 3.5, 4.2  Approx. 100 words (*Prose*) | Through innate knowledge of the class behaviour, learnt through previous lessons and exposure to the class and school culture, students at this school and in this class are often loud and disruptive during learning. Whilst some level of control is maintained, often student participation is built on perceivably disruptive behaviours.  Therefore, my instruction needed to be clear, concise and, most importantly, brief. This did not occur throughout the lesson, however student participation was high. At times, instruction was less direct than would have been preferred, however this did not detract significantly from the lesson.  Regular reminders to particular students were needed to ensure that they did not disrupt others in the class. |
| **E2 – (1d)**  Appraise your strategies for supporting student wellbeing and safety in the classroom  APST 4.3, 4.4  Approx. 100 words (*Prose*) | Redirected students that typically do not engaged to monitor the camera. Whilst this may have restricted their engagement in the lesson content, it engaged them in a task relating to Digital Technologies and allowed other students to participate with less distraction.  I had to specifically manage one students participation, she was very familiar with the solution to the problems being tested in the lesson, therefore could, reasonably easily, recall the solution. This is where I allowed the student to deliberately test incorrect solutions which encouraged her engagement whilst not disadvantaging other students’ learning. I also targeted other students to voice their solutions.  There were limited safety concerns in this class. Students have been respectful of the computer labs, however, on occasion need monitoring and reminding of acceptable behaviours. Also, some students attempted to leave the classroom without shoes. They were asked to wear shoes outside the classroom when getting water, etc. |
| **E2 – (1e)**  Appraise the challenge for a range of students’ needs, abilities and interests  APST 1.1, 1.5, 3.1  Approx. 100 words (*Prose*) | Allowed students to deliberately test programs they knew wouldn’t work. This allowed for better engagement and demonstrated that testing in Digital Technologies, specifically coding, often fails.  I conscientiously allowed students that were less proficient at coding to give instruction for the program inputs and test those solutions to encourage participation at all ability levels. As discussed above, higher ability students were allowed to deliberately allowed to give incorrect input instructions that would fail to encourage participation.  I also demonstrated how I made mistakes when programming the EV3 robots, which shows that all programmers make mistakes, which is an acceptable and necessary part of the process. |
|  | |
| **Adjusting my teaching**  ***Completion of this section requires looking beyond the video segments to the entire sequence of lessons.*** | |
| **E2 – (2)**  Evaluate the adjustments you have made to your teaching based on observation, evidence and mentor feedback, synthesising your understanding of research into how students learn  APST 1.2, 3.6, 6.3  Approx. 250 words (*Prose*) | I have learnt the importance of understanding the breadth of a student’s knowledge beyond the individual curriculum goals, as their understanding, or lack of, can reduce a student’s ability to learn the content in another subject. Through this self-reflection, I have made deliberate actions to consider different methods of explaining teaching points and allowing time in lessons to review various areas of the broader curriculum, as required.  Better understanding of student numeracy and literacy to provide better lesson content. E.g. students did not fully understand degrees in a circle, therefore could not understand the “degrees” input for wheel rotations. Explanation at this time would have  Further, this understanding of student knowledge can be used to enable teaching of numeracy skills within the Digital Technologies/Robotics class and lesson. (ACARA, 2022. Goos et al., 2014)  I have also reflected on how I respond to student errors or misunderstandings. Students have tested my ability to convey explanations, when they have made repeated mistakes in areas, they are already proficient in. Initially, I was confused about how they continued to make these errors, however, upon more deliberate and deeper reflection, and conversation with my mentor, I understood that my explanations were based on incorrect presumptions about assumed knowledge. During this period, I re-evaluated my teaching method and lesson structure to reinforce and reteach requisite skills and knowledge so that students could progress. (Vygotsky, 1994).  Further, I continue to seek additional support and opportunities to consolidate a greater understanding of general student knowledge at each year level, according to the Australian Curriculum and within the school’s educational, cultural and social contexts. |
| **Supplementary information (not included in word count)** | |
| ***Video submission:*** Insert the filenames of the two recordings and password, if necessary, to enable your assessor to view your recordings. | Recording 1 filename:  Lesson 1 Segment.mp4  Recording 2 filename:  Lesson 2 Segment.mp4 |
| ***Feedback:*** Insert the filenames of the document containing the written feedback you have received from your mentor teacher. | Feedback filename:  Element 2 Mentor Feedback Form.doc |

SUBMISSION OF ELEMENT 2

1. Upload or submit the video recordings in the manner and location specified by the Institution.
2. Return to the same document in which Table 2 was saved and use Table 3 to complete the commentary requirements for that element. When completing Table 3, the focus is on the two KPSs that have been recorded. It would be useful if you were to identify the segment of the video under discussion (e.g., 3:37-4.25).
3. Upload a document to the location specified by the Institution with the written feedback from your mentor teacher. This could be as a scanned document or as a Word document. *This is an additional and separate document to Table 3.*

## Assessment Rubrics for Element 2 – Analysing teaching practice

## 

1. **Analyse the two short lesson segments, referring to particular actions, reflections and feedback that address each of the steps below (1a – 1e). The analysis must evaluate impact on student learning by drawing evidence directly from the video segments.**
2. **Evaluate how your teaching strategies impact on student learning.**

|  |  |
| --- | --- |
| **3.3 Include a range of teaching strategies.**  **3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.**  **5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.** | |
| **E2 - (1a) TEACHING STRATEGIES** | |
| Evaluates teaching strategies for impact on student achievement across the full range of abilities | **G+** |
| Explains teaching strategies for broad impact on student achievement | **G** |
| Lists teaching strategies related to student achievement | **G-** |
| Insufficient evidence | **U** |

1. **Evaluate your organisation of activities and resources.**

|  |  |
| --- | --- |
| **3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.**  **3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.**  **4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.** | |
| **E2 - (1b) ORGANISATION OF ACTIVITIES AND RESOURCES** | |
| Evaluates the organisation of activities and resources using evidence | **G+** |
| Explains arrangement of classroom activities | **G** |
| Lists classroom activities | **G-** |
| Insufficient evidence | **U** |

1. **Evaluate your verbal and non-verbal communication for clarity of instruction and impact on student engagement.**

|  |  |
| --- | --- |
| **3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.**  **4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.** | |
| **E2 - (1c) CLARITY OF VERBAL AND NON-VERBAL COMMUNICATION** | |
| Evaluates how verbal and non-verbal communication enhances student engagement | **G+** |
| Describes verbal and non-verbal communication for impact | **G** |
| Lists verbal and non-verbal communication used | **G-** |
| Insufficient evidence | **U** |

1. **Appraise your strategies for supporting student wellbeing and safety in the classroom.**

|  |  |
| --- | --- |
| **4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.**  **4.4 Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.** | |
| **E2 - (1d) STUDENT WELLBEING AND SAFETY** | |
| Appraises strategies for managing behaviour, supporting student wellbeing and ensuring safety. | **G+** |
| Describes strategies used to support student wellbeing and safety within school and system requirements | **G** |
| Lists strategies that support student wellbeing and safety | **G-** |
| Insufficient evidence | **U** |

1. **Appraise the extent to which teaching strategies supported students with diverse learning needs, abilities and interests to meet their learning goals.**

|  |  |
| --- | --- |
| **1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.**  **1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.**  **3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.** | |
| **E2 - 1(e) STUDENTS BEING CHALLENGED BY THE LEARNING ACTIVITIES** | |
| Appraises the challenge of differentiated learning goals and teaching strategies for all learners | **G+** |
| Describes how teaching strategies supported the learning of a diverse range of learners | **G** |
| States the effectiveness of teaching strategies | **G-** |
| Insufficient evidence | **U** |

1. **Evaluate the adjustments you have made to your teaching based on observation, evidence and mentor feedback, synthesising your understanding of research into how students learn**

**Evaluate adjustments to teaching based on observation, evidence and feedback**

|  |  |
| --- | --- |
| **3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.**  **6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.** | |
| **E2 - (2) MODIFYING TEACHING PRACTICE** | |
| Evaluates adjustments to teaching using synthesis of observations/evidence/feedback | **G+** |
| Describes adjustments to teaching using observation/evidence/feedback | **G** |
| States adjustments to teaching | **G-** |
| Insufficient evidence | **U** |

**Synthesise research into how students learn to justify adjustments to teaching**

|  |  |
| --- | --- |
| **1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.**  **3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.** | |
| **E2 - (2) USING RESEARCH EVIDENCE** | |
| Synthesises research into how students learn to justify adjustments to teaching practice | **G+** |
| Describes adjustments to teaching to research into how students learn | **G** |
| Lists research about how students learn | **G-** |
| Insufficient evidence | **U** |

# Section C: Element 3 – Assessing for impact on student learning

In this Element, the focus is on the pre-service teacher’s capacity to implement a targeted ***summative assessment task*** as part of the cyclic process of collecting and analysing evidence of what students know, understand and can do. Pre-service teachers will determine the extent to which all students in the class have been able to achieve the overarching learning goals for the sequence of lessons. PSTs must pass Element 3 to demonstrate that the *Australian Professional Standards for Teachers* (AITSL, 2018) are met at Graduate level.

The APST being assessed in Element 3 are: 1.2, 1.5, 3.6, 5.1, 5.2, 5.3, and 5.4.

ASSESSMENT TASKS & SUB-TASKS OF ELEMENT 3

1. Produce a data display that supports rigorous interpretation of whole class responses to the summative assessment task;
2. Critically analyse the assessment data collected from the whole class and discuss the findings considering aspects such as distribution of scores, patterns, trends and unexpected results;
3. Justify the (de-identified) written feedback provided to selected students about their learning and next steps, using critical analysis of the assessment data;
4. Evaluate the effectiveness of the assessment strategies used, supporting the evaluation with your understanding of research into how students learn;
5. Evaluate the efficacy of the assessment moderation processes undertaken to determine student attainment; and,
6. Justify the next steps for teaching the class as a whole, using the evaluation of assessment data and understanding of research into how students learn.

As the timing of placements will not always coincide with the end of a term or end of a unit or subject that the students are studying, for the purposes of the A*f*GT, the summative assessments will be considered to be the assessment/s conducted by the PST at the conclusion of the sequence of lessons.

Remember that students’ work samples constitute data, and the use of these data must comply with the *AfGT Privacy Statement.* Please refer to Section 6 of the Information Guide.

## Table 4: Element 3 – Assessing for impact on student learning

**(Approx. 900 words)**

|  |  |
| --- | --- |
| **What impact did my teaching have on student learning?** | |
| **E3 – (1)**  Justify a data display that supports rigorous interpretation of whole class responses to the summative assessment task and learning goal(s).  **E3 – (2)**  Critically analyse the assessment data collected from the whole class and discuss the findings considering aspects such as distribution of scores, patterns, trends and unexpected results.  APST 5.4  Approx. 150 words  (*Bullet points or prose)* | The table shows the grades given to students for each assessment item/method. It also shows the grades or scores for NAPLAN, PAT and previous grades in relevant subjects, if available. It also shows the overall grade given to the student for the completion of the subject.  Table below displays the completion of Code.org of each student. Students were expected to be able to complete up to lesson 6, however, this was dependent on other factors, such as absence, numeracy/literacy ability or EAL/D. Some students failed to complete a reasonable number of lessons, due to their lack of engagement with the content, whilst teachers made numerous efforts to re-engage those students and assist them with the content.  As this assessment was done during class time and regular discussion was conducted with class peers and the teacher, no assessment results or submissions were unexpected. This is also generally consistent with the attendance, numeracy and literacy rates of the students. |
| **E3 – (3)**  Justify the (de-identified) written feedback provided to selected students about their learning and next steps, using critical analysis of the assessment data.  APST 5.2, 5.4  Approx. 450 words (150 words for each student - including analysis and feedback)  (*Bullet points or prose*) | Student 2 analysis of achievement:  Student’s high attendance and literacy and numeracy scores determined that they had the time and the ability to complete the tasks with some scaffolding and teacher assistance/guidance. This was evident in their completion of all (Digital Safety, CODE.org and EV3 tasks) assignments in this unit.  Feedback to Student 2:  Generally worked well in classes. Behaviour management was only required on a limited number of occasions.  Work produced in the Safety Assignment was to a satisfactory standard.  Provided sufficient points to achieve the assessment standard and success criteria.  Some errors in grammar, however, didn’t significantly detract from the presentation.  Next steps: provide more detail about why these practices need to be observed and how they can affect you and others.  Justification of feedback:  This student shows the potential for more critical thinking and analysis of the Safety Assessment. Their PAT Reading scale, supported by innate knowledge through interactions, demonstrate that the student has the potential to extend themselves.  This feedback intends to provide that prompt, which may lead them to further, self-guided investigation. |
| Student 3 analysis of achievement:  This student had excellent attendance therefore achievement of learning was unaffected through this student’s absences, from events such as COVID19, etc.  Achievements in other areas of Digital Technologies/Robotics:  Participation in EV3 tasks was limited and due to partner and other student assistance, this student achieved more tasks than they would have individually or with another, less capable, student.  This student produced a satisfactory Digital Safety Assessment presentation, which met all the success criteria and learning goals.  Feedback to Student 3:  Safety Assignment submission met the requirements of the assessment checklist. The required number of discussion points were met.  More detailed explanation of the discussion points would have enhanced the presentation. Also, check grammar and spelling.  This was a good presentation and by adding and improving to this work, you will be able to achieve Above Satisfactory easily.  Justification of feedback:  This student’s low English literacy adds a significant barrier to their learning. Therefore, it was important to ensure that the feedback focused on how it was done well and where to improve.  Development of English literacy in this subject is not a priority, however, necessary to full comprehend all of the content. This student is able to access all of the content, however, may encounter difficulty if this subject is selected in future years. |
| Student 9 analysis of achievement:  Student 9 conducted individual research beyond the scope of what was explicitly taught in class. This was then articulated in their assessment submission and provided greater analysis of the information than was expected. Titles, text and images were all poignant and relevant to the subject area.  Feedback to Student 9:  This was a very good submission. The PowerPoint met all of the assessment criteria/checklist and the text/paragraphs added detail and context to the slides. Images used were relevant. Further many of the discussion points were identified during individual research adding to the breadth of the submission.  Justification of feedback:  This student generally is very quiet and is has high attendance. Literacy skills are above average, for this class. The student still required some assistance during classes to guide their discovery, however, generally was able to work independent of the teacher.  It is expected that this student will select Digital Technologies in 2023; this feedback is intended to encourage their continuation and curiosity for future study. |
| **E3 – (4)**  Evaluate the effectiveness of the assessment strategies used, supported by your understanding of research into how students learn  APST 1.2, 3.6, 5.1  Approx. 100 words  (*Bullet points or prose*) | This assessment provided students the option to select a wide range of media to complete the task. This assessment type allows students to submit word documents, PowerPoints, comic strips, video, etc. Whilst all the students, in this selection, submitted PowerPoints, some other students did choose other varieties of media for their assessment task.  This selection allows students to choose a method that they prefer, therefore allowing them to engage more deeply with the content without added pressure of the assessment format.  This assessment was effective at ensuring the students were able to meet the achievement standards, with and without scaffolding, however did not allow greater opportunity to extend. Extension was not required for this class, however, the assessment may need to be modified for other class cohorts. (*Dixson & Worrell, 2016).* |
| **E3 – (5)**  Evaluate the efficacy of the assessment moderation processes undertaken to determine student attainment.  APST 5.3  Approx. 100 words  (*Bullet points or prose*) | A-E Grades and “Above, At or Below Expectation” judgements were discussed between the mentor teacher and myself to determine which students were awarded which grade based on their assignment, task and classroom performance.  This was also moderated by considering their attendance. Due to COVID-19 absences, class disruptions and other factors, some students were absent more than others. This was strongly considered when awarding grades. For example, a student that had significant absences, had also completed as much or more classwork than students with no or few absences. Therefore, this student’s grade was increased.  Further reference to NTBOS A-E grading guide and School policy/direction was used to assist in determining grades.  [**https://www.NTBOS\_Curriculum\_Pedagogy\_Assessment\_Reporting.pdf**](https://www.NTBOS_Curriculum_Pedagogy_Assessment_Reporting.pdf) |
| **What are these learners ready to learn next?**  In this section, you may need to imagine that you will be continuing to teach this class | |
| **E3 – (6)**  Justify the next steps for teaching the class as a whole, using the evaluation of assessment data and understanding of research into how students learn  APST 1.2, 1.5, 5.4  Approx. 100 words  (*Bullet points or prose*) | At this stage of learning, students begin a different, unrelated elective. However, may select Digital Technologies and Robotics in year 8. Therefore, there may be significant knowledge loss when they potential return to this subject in year 8, which may impede their ability to develop higher order cognitive assessment skills. (D'Eon, 2006. Darling-Hammond et al., 2013).  The students in this class, will likely continue with EV3 programs and Code.org from where they finished, to allow more seamless continuation of the curriculum. However, the other assessments will be in a similar format to the Digital Safety Assessment and will require deeper analysis. (*Gavin et al., 2008)*  For the students that were at a D grade upon completion of this subject, they may need additional literacy guidance and assistance, or scaffolding to guide their assessment submissions to assist in their learning. (Clarke & Pittaway, 2014. Foreman & Arthur-Kelly, 2017). |

|  |  |
| --- | --- |
| **Supplementary information**  **(not included in word count)** | |
| 1. Data Display: Insert the filename of the data display (table/chart/graph) for the whole class. | Whole Class Data Display filename:  Element 3 Assessment Data.xlsx |
| 1. Assessment Responses to the three students: Insert the filename of the de-identified images/scans of the work submitted by the three selected students. | Scanned De-identified Work Samples filename:  Student 2 Assessment Sample.pptx  Student 3 Assessment Sample.pptx  Student 9 Assessment Sample.pptx |

|  |
| --- |
| **Reference list all elements (not included in word count)**  *Australian Curriculum, Assessment and Reporting Authority. (2022). General capabilities in the Australian Curriculum. Retrieved May 12, 2022, from*  *<http://www.australiancurriculum.edu.au>*  Clarke, M., & Pittaway, S. (2014). *Becoming a Teacher: Knowledge, Skills and Issues*. Pearson Higher Education AU.  D'Eon, M. F. (2006). Knowledge loss of medical students on first year basic science courses at the University of Saskatchewan. *BMC medical education*, *6*(1), 1-6.  *Dixson, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. Theory into practice, 55(2), 153-159.*  Foreman, P., & Arthur-Kelly, M. (2017). *Inclusion in action*. Cengage AU.  *Gavin T.L. Brown & Gerrit H.F. Hirschfeld (2008) Students’ conceptions of assessment: Links to outcomes, Assessment in Education: Principles, Policy & Practice, 15:1, 3-17, DOI: 10.1080/09695940701876003*  Goos, M., Geiger, V., & Dole, S. (2014). Transforming professional practice in numeracy teaching. In *Transforming Mathematics Instruction* (pp. 81-102). Springer, Cham.  Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.  Darling-Hammond, L., Herman, J., Pellegrino, J., Abedi, J., Aber, J. L., Baker, E., ... & Steele, C. M. (2013). Criteria for high-quality assessment. Stanford Center for Opportunity Policy in Education, 2, 171-192.  Kalyuga, S., Renkl, A., & Paas, F. (2010). Facilitating flexible problem solving: A cognitive load perspective. *Educational Psychology Review*, *22*(2), 175-186.  Northern Territory Board of Studies (NTBOS). (n.d.), NTBOS Policy and Guidelines. <https://education.nt.gov.au/ntbos-policies-and-guidelines>  Vygotsky, L. S. (1994). The development of thinking and concept formation in adolescence. *The Vygotsky reader*, 185-265. |

SUBMISSION OF ELEMENT 3

1. Upload a document that includes the data display to the location specified by the Institution. *This is an additional and separate document to Table 4.*
2. Upload de-identified images/scans of the assessment and the subsequent feedback that has been provided to the three selected students. (This could be one file with three images/scans included OR three separate images/scans but must be readable by the assessor.) *This is an additional and separate document/s to Table 4.*
3. Use Table 4 to complete the commentary requirements for Element 3.

## Assessment Rubrics for Element 3 – Assessing for impact on student learning

1. **Justify a data display that supports rigorous interpretation of whole class responses to the summative assessment task and learning goal(s).**

|  |  |
| --- | --- |
| **5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.** | |
| **E3 - (1) DATA DISPLAY** | |
| Justifies data display for rigorous interpretation of individual and class learning growth. | **G+** |
| Describes data display for inclusive analysis of results in relation to the learning goal(s) | **G** |
| Lists summative data | **G-** |
| Insufficient evidence | **U** |

1. **Critically analyse the summative assessment data collected from the whole class and discuss the findings considering aspects such as distribution of scores, patterns, trends and unexpected results.**

|  |  |
| --- | --- |
| **5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.** | |
| **E3 - (2) ANALYSIS OF SUMMATIVE DATA (Whole Class)** | |
| Critically analyses student assessment data for patterns, trends, and unexpected results | **G+** |
| Interprets summative data for student achievement of overarching learning goals | **G** |
| Displays data | **G-** |
| Insufficient evidence | **U** |

1. **Justify the (de-identified) written feedback provided to selected students about their learning and next steps, using critical analysis of the summative assessment data.**

|  |  |
| --- | --- |
| **5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.**  **5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.** | |
| **E3 - (3) ANALYSIS OF SUMMATIVE DATA (Selected Students)** | |
| Justifies feedback in terms of ability to direct future learning | **G+** |
| Describes assessment data to provide feedback to selected students about next steps for learning | **G** |
| Lists feedback to selected students | **G-** |
| Insufficient evidence | **U** |

1. **Evaluate the effectiveness of the assessment strategies used, supported by your understanding of research into how students learn.**

|  |  |
| --- | --- |
| **1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.**  **3.6 Demonstrate knowledge of strategies that can be used to evaluate teaching programs to improve student learning.**  **5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.** | |
| **E3 - (4) EFFECTIVENESS OF ASSESSMENT PROCESSES** | |
| Evaluates assessment strategies through a synthesis of research | **G+** |
| Describes assessment strategies linked to research | **G** |
| Lists assessment strategies | **G-** |
| Insufficient evidence | **U** |

1. **Evaluate the efficacy of the assessment moderation processes undertaken to determine student attainment.**

|  |  |
| --- | --- |
| **5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.** | |
| **E3 - (5) EFFICACY OF ASSESSMENT MODERATION PROCESSES** | |
| Evaluates the efficacy of assessment moderation processes | **G+** |
| Describes assessment moderation processes for consistent and comparable judgements of student learning | **G** |
| States assessment moderation processes undertaken | **G-** |
| Insufficient evidence | **U** |

1. **Justify the next steps for teaching the class as a whole, using the evaluation of assessment data and understanding of research into how students learn.**

|  |  |
| --- | --- |
| **1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.**  **1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.**  **5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.** | |
| **E3 - (6) NEXT STEPS IN LEARNING** |  |
| Justifies plans for differentiated teaching with reference to evaluation of assessment data and research | **G+** |
| Explains approaches to differentiated teaching with reference to assessment data and research | **G** |
| States approaches for future teaching | **G-** |
| Insufficient evidence | **U** |

# Section D: Element 4 – Expanding practice (situational judgements)

In Element 4 of the A*f*GT, which is the A*f*GT component that will be completed online, you will be provided with a link to an online survey tool known as Qualtrics. When you open it, you will see that you have four scenarios (or situations) that educators may face during their teaching career. Each will be accompanied by a list of four options (A to D) and a prompt that requires you to make a judgement about the scenario or situation. The wording of the prompt is: “Which option would you choose? Justify your decision. (100 to 150 words)”. An assessment rubric will accompany each scenario.

PSTs must pass Element 4 to demonstrate that the *Australian Professional Standards for Teachers* (AITSL, 2018) are met at Graduate level.

The APST being assessed in Element 4 are: 1.4, 1.6, 2.4 and 4.3.

ASSESSMENT TASKS & SUB-TASKS OF ELEMENT 4

1. You will work through four different scenarios provided via a link to an online survey that will be sent to you;
2. Please only click the link when you are ready to begin (after you first click the link, it will automatically submit after 24 hours);
3. Select your institution and insert your student number as prompted;
4. Read the scenario carefully;
5. Choose one of the options, A to D, for each scenario and then justify your decision. (Your responses can be in either bullet points or prose. The indicative word count for each justification is between 100 and 150 words);
6. Save your work by clicking the ‘Next’ button and follow the prompts to submit your responses; and
7. Once all four questions are completed, a confirmation email message will be sent to your student email address.

There are no tables associated with Element 4, as this element is completed by following the link to an online questionnaire and answering the questions within the survey tool. The assessment rubric for Element 4 will be circulated along with the scenarios.

# Section E: Matrix of APST assessed in the elements of the A*f*GT

The matrix provided below displays which APST (Graduate level) are assessed by each of the elements of the A*f*GT.

| **GRADUATE LEVEL STANDARD DESCRIPTOR**  Australian Professional Standards for Teachers (APST) | **ELEMENT**  **1**  Planning for Teaching and Learning | **ELEMENT 2** Analysing Teaching Practice | **ELEMENT**  **3**  Assessing for Impact on Student Learning | **ELEMENT**  **4**  Expanding Practice (Situational Judgement) | Assessed elsewhere in the course of study | Total per  APST |
| --- | --- | --- | --- | --- | --- | --- |
| * 1. Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | \* | \* |  |  |  | 2 |
| * 1. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | \*\* | \* | \*\* |  |  | 5 |
| * 1. Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | \*\* |  |  |  |  | 2 |
| * 1. 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. |  |  |  | \* |  | 1 |
| * 1. Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. | \* | \* | \* |  |  | 3 |
| * 1. Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. |  |  |  | \* |  | 1 |
| * 1. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | \*\* |  |  |  |  | 2 |
| * 1. Organise content into an effective learning and teaching sequence. | \*\* |  |  |  |  | 2 |
| * 1. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | \*\* |  |  |  |  | 2 |
| * 1. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. |  |  |  | \* |  | 1 |
| * 1. Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | \* |  |  |  |  | 1 |
| * 1. Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | \* |  |  |  |  | 1 |
| * 1. Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | \*\* | \* |  |  |  | 3 |
| * 1. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | \*\* |  |  |  |  | 2 |
| * 1. Include a range of teaching strategies. | \* | \* |  |  |  | 2 |
| * 1. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | \* | \* |  |  |  | 2 |
| * 1. Demonstrate a range of verbal and non­verbal communication strategies to support student engagement. |  | \* |  |  |  | 1 |
| * 1. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. |  | \*\*\* | \* |  |  | 4 |
| * 1. Describe a broad range of strategies for involving parents/carers in the educative process. |  |  |  |  | \* | 1 |
| * 1. Identify strategies to support inclusive student participation and engagement in classroom activities. | \*\* |  |  |  |  | 2 |
| * 1. Demonstrate the capacity to organise classroom activities and provide clear directions. |  | \*\* |  |  |  | 2 |
| * 1. Demonstrate knowledge of practical approaches to manage challenging behaviour. |  | \* |  | \* |  | 2 |
| * 1. Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements. | \* | \* |  |  |  | 2 |
| * 1. 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. | \* |  |  |  |  | 1 |
| * 1. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | \* |  | \* |  |  | 2 |
| * 1. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. | \* |  | \* |  |  | 2 |
| * 1. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. | \* |  | \* |  |  | 2 |
| * 1. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | \* | \* | \*\*\* |  |  | 5 |
| * 1. 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. |  |  |  |  | \* | 1 |
| * 1. Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. |  |  |  |  | \* | 1 |
| * 1. Understand the relevant and appropriate sources of professional learning for teachers. |  |  |  |  | \* | 1 |
| * 1. Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | \* | \* |  |  |  | 2 |
| * 1. Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. |  |  |  |  | \* | 1 |
| * 1. Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. |  |  |  |  | \* | 1 |
| * 1. Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. |  |  |  |  | \* | 1 |
| * 1. Understand strategies for working effectively, sensitively and confidentially with parents/carers. |  |  |  |  | \* | 1 |
| * 1. Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice. |  |  |  |  | \* | 1 |