

## TRANSITION PLAN GUIDELINES (QLD) – Generic text

**NOTE: Make sure that you read all the requirements for each section of the Transition Plan template. These examples do not necessarily cover all elements.**

### Acceptable generic text to be included for Program Standard 1.2 depending on context

[Name of institution] is currently trialling the LSIA/QCT Graduate Teacher Performance Assessment (GTPA) task comprising four components designed to enable preservice teachers in their final professional experience to demonstrate their ability to engage with the full cycle of teaching practice – planning, teaching, assessing and reflecting. The GTPA offers a set of clear, measurable and justifiable achievement criteria, as well as appropriate processes to ensure consistent decision-making through intra- and inter-institutional moderation opportunities.

In 2017 the GTPA is being implemented in the following programs. [Add details of where the GTPA has been placed in the program structure for each of the accredited programs requiring a transition plan].

It is intended that at the end of the trial, the final agreed version of the GTPA will be mandatory for all ITE programs offered by [institution] in 2018.

**NOTE:** Institutions not engaged in the GTPA trial in 2017 or not intending to implement the GTPA in 2018, must provide a task description and detailed response to items 1-4 for any alternate teaching performance assessment proposed.

### Acceptable generic text to be included for Program Standard 4.4 (a) depending on specialisation selected

[Name of institution] has selected [subject/curriculum area] as a specialisation in the [program name]. This is in response to [provide justification as per following example].

#### Example only

[Name of institution] has selected [subject/curriculum area] as a specialisation in the [program name]. This is in response to education focus areas identified in *Advancing education - An action plan for education in Queensland*

(<http://advancingeducation.qld.gov.au/SiteCollectionDocuments/Advancing-education-booklet.pdf>)

- Innovating the teaching of science, technology, engineering and mathematics - every state school has access to specialist science, technology, engineering and mathematics (STEM) teachers
- Globally connected students through languages and culture - expanding the study of cultures and languages from Prep to Year 12 in state schools with a focus on Asian languages
- Embedding digital literacy - every state school offers the Digital Technologies curriculum, including coding and robotics
- Celebrating and valuing Aboriginal and Torres Strait Islander cultures and languages – improving learning outcomes for Aboriginal and Torres Strait Islander students to match the achievement of all students

- Embedding international perspectives to learning across the curriculum - promoting schools to offer immersion and bilingual programs
- Focussing on student needs - building the capability of teachers to support students with disability

### Acceptable generic text to be included for Program Standard 5.1

At the macro level [name of institution] is a signatory to a *Professional Experience Partnership Agreement* established between the state and non-state schooling sectors and the institution. The partnership agreement supports the professional experiences of preservice teachers, and makes explicit the shared expectations and responsibilities of both schooling sectors and higher education providers. All schools are encouraged to accept requests for professional experience placements from ITE providers who have entered into an agreement. The agreement seeks to:

- foster collaboration, innovation and a focus on continuous improvement
- ensure preservice teachers have access to high quality professional experiences that build upon the professional studies component of their initial teacher education program
- ensure the *Professional Experience Reporting Framework* is adopted by the institutions and across all schooling sectors.

At the micro level [name of institution] is implementing the Queensland [\*Professional Experience Reporting Framework\*](#). [Name of institution] provides additional information to partner schools, including contacts for day-to-day administration of the arrangement through its [professional experience handbook/guidelines/website] [Provide applicable links or attachments]

[Institution name] is a member of the Queensland Consortium for Professional Experiences in Pre-service Teacher Education (QCPEPTE) which aims to work proactively to secure appropriate professional experience opportunities for preservice teachers in Queensland and foster the collaboration of stakeholders to address issues (<https://sites.google.com/site/eduplaceqld/>).