

# Assessment for Graduate Teaching (AfGT) Information Sheet for School Mentors



The Assessment for Graduate Teaching (AfGT) is a Teaching Performance Assessment (TPA) which has been mandated by the Federal Government which required universities (with the support of AITSL) to develop an instrument to reliably assess pre-service teachers' (PSTs) readiness to teach and meet the Australian Professional Standards for Teachers at a Graduate level.

Federation University is working with a consortium of eight universities, including the University of Melbourne, Victoria University, Charles Sturt University, the University of Sydney and the University of Western Australia. Together we developed the AfGT and meet regularly to ensure consistent implementation and moderation.

*In their final placement, the PST must show readiness to teach by passing the final school placement **and** by passing the AfGT. Placement is assessed by School Mentors and the AfGT is assessed by University Mentors and moderated by the AfGT Consortium of Universities.*

## **Key Features of the AfGT:**

- The task requires PSTs to demonstrate their planning, teaching and assessment skills during a sequence of 5-8 lessons involving the same group of school students.
- PSTs must be able to describe the students in the selected class and the factors that may affect their learning in this context.
- PSTs must:
  - document their lesson goals and justify their teaching approaches and selection of resources based on their knowledge of students' backgrounds and readiness to learn;
  - collect and synthesise mentor feedback;
  - develop an assessment plan, including formative and summative assessment approaches as well as moderation.
- PSTs must film two teaching segments (of 6-10 minutes in length) during lessons at the beginning and towards the end of the sequence. They use the footage to analyse and reflect on teaching and learning interactions, how they adjust their teaching approaches, and the impact on students' learning. The footage is only seen by the University Mentor for assessment purposes, and is then destroyed.
- PSTs must implement a summative assessment task and, through the collection and analysis of data, make judgements about what students know and can do. Then PSTs are required to:
  - determine whether the students have met the learning goals;
  - demonstrate the ability to provide feedback to three selected students in the class;
  - justify the possible next steps in teaching based on their analysis of assessment data.

School Mentors should familiarise themselves with information about their role on page 18 of the *AfGT Information Guide* which has been sent to Professional Experience Coordinators in schools.

## **In summary, in relation to the AfGT, the School Mentor will:**

- assist the PST to gain the relevant permission from principals, students and parents/carers for collecting information and filming in the classroom;
- assist the PST to incorporate the AfGT into the final teaching placement;
- provide regular feedback to the PST and facilitate a Mid-cycle Review;

and, if necessary,

- seek assistance from the University Mentor or the relevant Master of Teaching Program Leader.

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