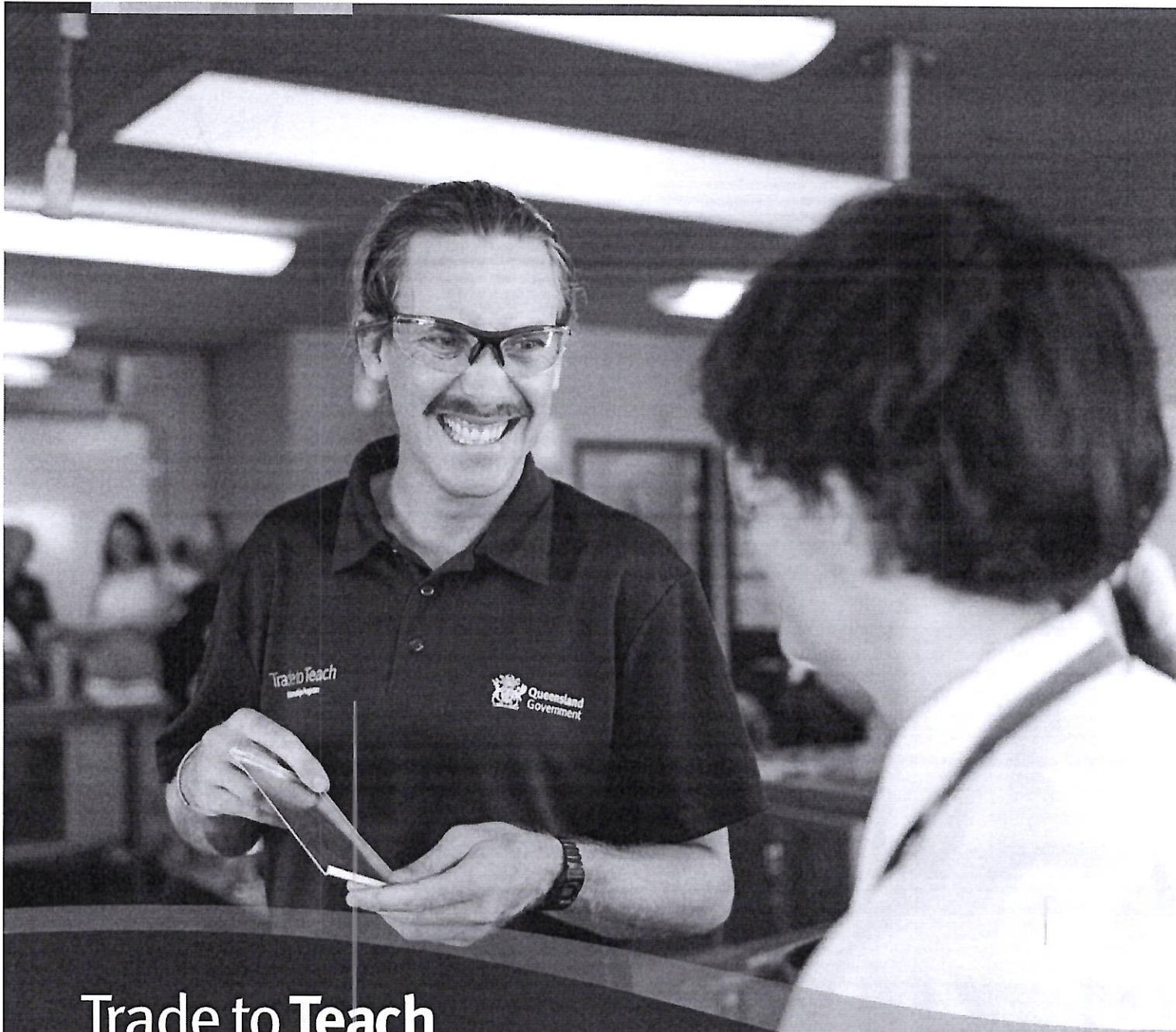




Trade to Teach

Internship Program

Gradual Release Indicators 2025

v2.0

Intern name

STEVEN MONCRIEFF SN. 12263006



Gradual Release Indicator assessment

This page is to be completed by the T2T intern.

T2T intern's name Steven Moncrieff

Dates of internship commencement 22/1/25

Host school/s name Earnshaw State College

Host school/s address Cnr Earnshaw and, Tufnell Rd, Banyo QLD 4014

Number of days taught

Learning phase 7, 9, 11
(e.g. years 7, 8, 9, 10, 11, 12)

Teaching subjects GRAPHICS, WOOD & METALWORK
(e.g. junior secondary Materials and Technology, senior Furnishing Skills, senior Industrial Graphics Skills)

Class size 16-20
Number of students in T2T intern supervised class(es)

Section 1:

Planning effectively – preparation for teaching

Examples of evidence

Artefacts that have been modified by the T2T intern to suit the needs of the class such as:

- unit/lesson plans and resources
- school and system documents.

Documented feedback and evaluation of planning that reflects:

- curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies
- the T2T intern's written reflections.

The T2T intern must meet 50% of the descriptors in each section at G or above, and the remainder not below D.
Below graduate level (B), developing towards graduate level (D), graduate level (G), exceeding graduate level (E)

Descriptor	APST	B	D	G	E
Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	☐	☐	☒	☐
Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	☐	☐	☒	☐
Specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5	☐	☐	☒	☐
Content selection and organisation Organise content into an effective learning and teaching sequence	APST 2.2	☐	☐	☒	☐
Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	☐	☐	☒	☐
Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	☐	☐	☒	☐
Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	☐	☐	☒	☐
Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	☐	☐	☒	☐
Strategies to support full participation of students with disability Please leave blank, and do not include in total, if unable to assess in the T2T host school context. Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	APST 1.6	☐	☐	☒	☐
Total		☐	☐	9	☐
Has the T2T intern met the 50% on balance benchmark for Section 1: Planning effectively?		Yes	☒	No	☐

Please provide comments about knowledge, practice and engagement of the T2T intern in relation to this section. Comments are required particularly if *below graduate level* or *developing towards graduate level* has been identified for any of the descriptors.

Steven has provided at a Graduate level, evidence of effective planning.

Section 2:

Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A T2T school ST's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The T2T intern's reflections and application of T2T school ST feedback.

The T2T Intern must meet 50% of the descriptors in each section at G or above, and the remainder not below D.
Below graduate level (B), developing towards graduate level (D), graduate level (G), exceeding graduate level (E)

Descriptor	APST	B	D	G	E
Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	☐	☐	☒	☐
Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	☐	☐	☒	☐
Use teaching strategies Include a range of teaching strategies.	APST 3.3	☐	☐	☒	☐
Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	☐	☐	☒	☐
Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	☐	☐	☒	☐
Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	☐	☐	☒	☐
Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	☐	☐	☒	☐
Strategies for teaching Aboriginal and Torres Strait Islander students Please leave blank, and do not include in total, if unable to assess in the T2T host school context. 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.	APST 1.4	☐	☐	☒	☐
Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Please leave blank, and do not include in total, if unable to assess in the T2T host school context. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	☐	☐	☒	☐
Engage parents / carers in the educative process Please leave blank, and do not include in total, if unable to assess in the T2T host school context. Describe a broad range of strategies for involving parents/carers in the educative process.	APST 3.7	☐	☐	☒	☐
Total		☐	☐	10	☐
Has the T2T intern met the 50% on balance benchmark for Section 2: Teaching effectively?	Yes	☒	No	☐	

Please provide comments about knowledge, practice and engagement of the T2T intern in relation to this section. Comments are required particularly if *below graduate level* or *developing towards graduate level* has been identified for any of the descriptors.

Observations have been made of Steven displaying effective teaching strategies at a Graduate level.

Section 3:

Managing effectively – create safe and supportive learning environments

Examples of evidence

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plans, and individual student behaviour plans.
- A T2T school ST's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and records of professional conversations.
- The T2T intern's written reflections and application of T2T school ST feedback.

The T2T intern must meet 50% of the descriptors in each section at G or above, and the remainder not below D.
Below graduate level (B), developing towards graduate level (D), graduate level (G), exceeding graduate level (E)

Descriptor	APST	B	D	G	E
Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	☐	☐	☒	☐
Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	☐	☐	☒	☐
Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	☐	☐	☒	☐
Total		☐	☐	3	☐
Has the T2T intern met the 50% on balance benchmark for Section 3: Managing effectively?		Yes	☒	No	☐

Please provide comments about knowledge, practice and engagement of the T2T intern in relation to this section. Comments are required particularly if *below graduate level* or *developing towards graduate level* has been identified for any of the descriptors.

Steven has managed effectively the classes he has been assigned to. He has, at Graduate level, provided a safe and supportive learning environment for our students.

Section 4:

Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A T2T school ST's observation notes including comments on formal and informal feedback, questioning techniques and assessment.
- The T2T intern's written reflections and application of T2T school ST feedback.

The T2T intern must meet 50% of the descriptors in each section at G or above, and the remainder not below D.
Below graduate level (B), developing towards graduate level (D), graduate level (G), exceeding graduate level (E)

Descriptor	APST	B	D	G	E
Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	☐	☐	☒	☐
Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	☐	☐	☒	☐
Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	☐	☐	☒	☐
Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	☐	☐	☒	☐
Report on student achievement 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.	APST 5.5	☐	☐	☒	☐
Total		☐	☐	4	☐
Has the T2T intern met the 50% on balance benchmark for Section 4: Assessing and recording learning?		Yes	☒	No	☐

Please provide comments about knowledge, practice and engagement of the T2T intern in relation to this section. Comments are required particularly if *below graduate level* or *developing towards graduate level* has been identified for any of the descriptors.

Steven has developed appropriate processes relating to interpreting and making judgments regarding assessment.

Section 5: Professional conduct

The T2T Intern must meet 50% of the descriptors in each section at G or above, and the remainder not below D.
Below graduate level (B), developing towards graduate level (D), graduate level (G), exceeding graduate level (E)

Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents.
- A T2T school ST's observations including comments and adherence to legislative requirements.
- Documentation of participation in school activities including duties, staff meetings and professional development
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff and external professionals.

Descriptor	APST	B	D	G	E
Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☒	☐
Use ICT safely, responsibly and ethically 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.	APST 4.5	☐	☐	☐	☒
Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	☐	☐	☐	☒
Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	☐	☐	☐	☒
Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	☐	☐	☐	☒
Engage with the parents/carers Please leave blank, and do not include in total, if unable to assess in the T2T host school context. Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	☐	☐	☒	☐
Total		☐	☐	2	4
Has the T2T intern met the 50% on balance benchmark for Section 5: Professional conduct?	Yes	☒	No	☐	

Please provide comments about knowledge, practice and engagement of the T2T intern in relation to this section. Comments are required particularly if *below graduate level* or *developing towards graduate level* has been identified for any of the descriptors.

Steven has demonstrated professional conduct beyond his teaching exposure.

Section 6: Excluded descriptors

All descriptors can be assessed in a professional setting, however to focus the T2T internship the following four descriptors will be assessed in coursework and do not require assessment in the T2T GRI.

Descriptor	APST
Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<u>APST 1.2</u>
Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	<u>APST 6.1</u>
Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	<u>APST 6.2</u>
Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<u>APST 6.4</u>

Section 7: Overall comments

Please use this space to describe the T2T intern's overall strengths and areas for development. Comments are mandatory.

Steven has adapted to Earnshaw State College and gained the respect of admin, teachers and students with his enthusiasm and positive approach to teaching.

Over the course of his time, he's shown good progress and is growing into a confident and capable teacher. His lessons are well-planned and engaging, and he has managed his classrooms with calmness and consistency.

Steven has built strong relationships with his students and created a welcoming and supportive learning environment. He has showed flexibility in his teaching, adjusting his approach to suit different learning styles and needs. He is always open to feedback and uses it to keep improving his practice.

Steven also converses and works well with other staff members where his genuine care for his students has stood out.

Overall, Steven's has achieved a good standard of practise. He has everything he requires to make a positive impact in the classroom.

Section 8: Signatories and Moderators

Each of the signatories must retain a copy of this report for their records. Please identify who has moderated the assessment of the T2T intern. Moderation may be completed through classroom visit/s or as a panel discussing the evidence and awareness demonstrated by the T2T intern.

Email the completed GRI assessment to the T2T project team at tradetoteach@qed.qld.gov.au in Week 9 of Term 2. The T2T intern and host schools must wait for confirmation from the T2T project team before teaching independently (without full supervision).

T2T school supervising
teacher's name

JONATHAN CHAPMAN

Signature



Date

17-6-25

Other T2T school supervising
teacher's name, if applicable

G. PADGET

Signature



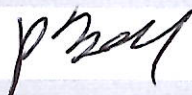
Date

17-6-25

T2T school mentor
teacher (moderator)

Pascale Bates

Signature



Date

23.06.25

Principal or site
coordinator (moderator)

KAREN MCKINNON

Signature



Date

24-6-25

Name of HEI

Name of HEI liaison (moderator)

Signature

Date

Name of the T2T intern

The T2T intern's signature indicates
they have signed this completed report.

Signature



Date

18/6/25

Office use only.

Acknowledged and reviewed by T2T project team.

Signature

Date