



Trade to Teach

Internship Program

Gradual Release Indicators 2025 v2.0

Intern name

T2T Gradual Release Indicators

This document is an integral part of the Trade to Teach Internship Program (T2T Program). The T2T Gradual Release Indicators (T2T GRI) have been developed for use by relevant Queensland higher education institutions (HEIs) and T2T host schools in assessing T2T interns only.

The goal of this document is to measure the standard that has been achieved by a T2T intern during their T2T internship by comparing their progress against the Australian Professional Standards for Teachers [graduate career stage](#) (Graduate APSTs).

The GRIs should be used to guide reflective conversations between the T2T school ST and the T2T intern **from early in the internship**, regarding progress against the GRIs, and development opportunities. This progress can be captured in the GRI template at regular intervals.

The T2T GRI template (see pages 8-15 of this document) is to be fully completed near the end of the second Term of the first year of the T2T internship to determine the T2T intern's suitability to teach without full supervision. It will then continue to be utilised throughout the internship, until the T2T GRI benchmark has been met.

For the purpose of this document the Term full supervision means that a T2T intern will not be responsible for a class independent of the Trade to Teach host school Supervising Teacher (T2T school ST), and that the T2T intern will work fully supervised with the T2T school ST in the classroom. T2T interns must be fully supervised for a minimum of two terms at the commencement of their internship.

In order to teach without full supervision during the T2T internship the T2T intern must achieve a *graduate level on-balance* result in all sections of the GRI.

A *graduate level on balance* result would be achieved when the T2T intern is assessed against the GRI at the Graduate Level (G) or Exceeding level (E) for 50% of the GRI, with the remaining GRI being assessed as at, not below, the Developing towards graduate level (D).

That is, the T2T intern must meet at least 50 per cent of the descriptors in each section at Graduate level or above, and the remainder not below Developing level, for the T2T host school to reduce the level of supervision provided to the T2T intern.

A T2T intern is required to be fully supervised during Terms 1 and 2 of the first year of their T2T internship and will remain fully supervised until a *graduate level on balance* GRI assessment against each section has been achieved.

However, on-going appropriate supervision, mentoring and support for the T2T intern will continue throughout the internship, regardless of when the T2T intern meets the T2T GRI *graduate level on balance* benchmark. This is expected, as the T2T intern will require ongoing mentoring and professional support to ensure that all aspects of their work are developing towards the *graduate* or *exceeding* level throughout the internship.

If the T2T intern does not achieve the T2T GRI *graduate level on balance* benchmark in each section, they are required to remain fully supervised until this benchmark has been met. At a minimum, the T2T intern will be formally assessed using this document once a Term, excluding the first Term of the internship, until the GRI *graduate level on balance* benchmark is met for each section.

T2T interns should only be teaching in subject areas that have been agreed to under the condition of their Permission to Teach (PTT).

The T2T intern will continue to be supported for the entirety of the T2T internship through the Intern Annual Capability Development Plan (Intern ACDP) and professional development will be tailored to support the needs of each T2T intern.

The completed and signed T2T GRI template is to be sent to the T2T project team (tradetoteach@qed.qld.gov.au) between weeks 8-10 of Term 2 of the first internship year, and at every attempt thereafter. The T2T project team will review the GRI assessment and provide written advice to the host school and the T2T intern as to whether the T2T intern is able to teach independently. The T2T intern must not teach independently until the host school and T2T intern have received this advice.

Example only

Section 3:

Managing effectively – create safe and supportive learning environments

This is an example of a T2T intern's assessment of section 3 of the T2T GRI: Managing effectively – create safe and supportive learning environments. As the T2T intern has achieved *graduate level on balance* (50%+) of the descriptors for section 3 at level G or above, and the

remainder not below level D, they have met the T2T GRI benchmark for this section. The T2T intern must meet the T2T GRI benchmark for all sections for the T2T host school to reduce the level of supervision provided to the T2T intern.

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	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total		0	1	2	0
Has the T2T intern met the 50% on balance benchmark for Section 3: Managing effectively?		Yes	<input checked="" type="radio"/>	No	<input type="radio"/>

T2T Program GRI are required by:

- **The Queensland Department of Education (the employer)**
to inform whether a T2T intern reaches a *graduate level on balance* T2T GRI assessment.
- **The T2T project mentor**
to inform whether a T2T intern is on track to reach a *graduate level on balance* T2T GRI assessment and to identify areas for support and professional development.
- **The T2T intern (employee)**
to inform the T2T intern as to how they are tracking and enable the gradual release from full supervision of the T2T intern so they can teach independently for some periods during the remainder of their T2T internship.
- **The T2T host school - principal, T2T school ST and mentor teacher (T2T school MT)**
to inform the T2T intern's gradual release from full supervision to teach independently during their T2T internship, and/or identify areas for ongoing supervision and/or mentoring, and professional development.
- **The HEI (HEI liaison)**
to assist with moderation of the gradual release of the T2T intern to teach unsupervised during their T2T internship, and to identify areas for professional development or support.



T2T school STs are to:

- make judgements using the Graduate APST descriptors
- understand the Graduate APST descriptors and how these are applied in the T2T internship
- understand that the achievement of a *graduate level on-balance* T2T GRI assessment leads to the gradual release of the T2T intern to teach more independently for the duration of the T2T internship, and that on-going support will continue for the T2T intern
- discuss and capture progress against the GRIs with the T2T intern regularly from early in the internship, in preparation for the assessment against the GRIs near the end of Term 2
- complete the T2T GRI template during the T2T internship at the T2T host school. Where a T2T intern does not achieve the benchmark, the T2T school ST should assess and moderate the T2T intern's achievement of the T2T GRI at a minimum of once a Term until achieved. The T2T intern may not teach independently until the benchmark has been met.
- initiate the moderation process with principal or site coordinators, T2T school MT, and HEI liaison by the end of the second Term of the T2T internship, and for every attempt thereafter
- undertake any required subsequent assessment of T2T GRI using the moderation process
- understand that the moderation requires the agreement of all parties that a valid assessment of the T2T intern's knowledge, practice, engagement and skills has been made. The APST descriptor reference numbers have been provided linking further information and [illustrations of practice](#).

T2T host schools are to:

- understand that the achievement of a *graduate level on balance* T2T GRI assessment leads to the gradual release of the T2T intern to teach more independently for the duration of the T2T internship, but that on-going support and professional development will continue to be given to the T2T intern
- provide appropriate timetabling, supervision, mentoring, support and access to professional development to assist the T2T intern in meeting the GRI benchmarks and successful completion of the T2T internship.

In the T2T GRI, the Graduate APSTs have been grouped to assist the T2T school STs observation and assessment of the T2T intern. All sections are weighted evenly. Some descriptors are dependent on context so may not be assessable for all T2T intern's during their T2T internship. A single piece of evidence may address multiple descriptors, including those in several sections of this form.

T2T school STs, mentors, and HEIs are encouraged to use this document as a basis for formative assessment to guide the performance development of the T2T intern during their T2T internship.

Assessment decisions

When assessing using the T2T GRIs, the T2T school ST and T2T school MT should take into consideration how the practical aspects of the initial teacher education (ITE) program and, where possible, the theoretical aspects have been demonstrated in the T2T host school context during the T2T internship. The T2T GRIs should be used both formatively, to

guide discussions for the Intern ACDP, and summatively, to inform their gradual release to teach independently during their T2T internship. *Please note*, it is a requirement of the T2T Program that a T2T intern is fully supervised during Terms 1 and 2 of the first internship year, regardless of whether they meet the T2T GRI benchmark prior to this.

Assessment ratings	
Exceeding graduate level (E)	Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the graduate career stage.
Graduate level (G)	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the graduate career stage.
Developing towards graduate level (D)	Awareness of the descriptors at the APST graduate career stage but demonstrates inconsistent knowledge, practice and engagement at this level.
Below graduate level (B)	Little or no evidence of knowledge, practice and engagement or awareness that meet the descriptors at the APST graduate career stage.

From Queensland Professional Experience Reporting Framework: Final professional experience recommendations, p.3, Queensland Department of Education.

Formative assessment of the T2T intern

During the T2T internship, the T2T school ST should provide constructive feedback on the T2T intern's performance in relation to the T2T GRI. The T2T GRI should be used *formatively* to guide discussions between the T2T intern, T2T school ST, T2T school MT, and HEI liaison.

The Intern ACDP is a supporting document that should be used to assist the professional development of the T2T intern in relation to the Graduate APSTs and throughout the entire internship.

In particular, where a T2T intern's assessment rating is below B or D for any Graduate APSTs, the Intern ACDP template may be used to support the T2T intern to develop the skills required. It is important to note that the ACDP is designed to support the intern's professional growth and as a tool for professional goal setting and reflection, rather than as a monitoring mechanism.

At the beginning of the T2T internship, it is recommended that the T2T school ST and T2T intern use previous Professional Experience (PEX) reports to identify areas of strength and areas for development. ITE course progression, including which courses have been completed and are due to be completed during the T2T internship should also form part of these discussions. The Intern ACDP should be used to guide the professional development of the T2T intern and uploaded to MyHR.

Summative assessment of the T2T intern

When assessing whether a T2T intern may be gradually released from full supervision to teach independently during their T2T internship, it is necessary for their evidence and practice to demonstrate that they are, at a minimum, achieving *on-balance* level G or E, with the remaining at, not below, level D on each section of the T2T GRI. This is the benchmark set by the T2T Program to teach independently during their T2T internship at their T2T host school, only in teaching areas under the condition of their PTT. That is, the T2T intern must meet at least 50% of the descriptors in each section at G or above, and the remainder not below D.

HEI templates/guides can be used by the T2T intern to keep records of teaching observations, reflective questions and mentoring discussions, and use as evidence in being assessed against the T2T GRIs.

The T2T GRIs are assessed early in the program, that is after one year into the undergraduate ITE program and the first two Terms of the T2T internship. Since this is early in the internship, the evidence and practice should demonstrate engagement with the APSTs with the T2T interns progressing towards achievement across the course of the internship.

Examples of engagement and achievement with the standards can be found in the Queensland College of Teacher's (QCT) [Evidence guide for supervising teachers](#). It is not until the T2T intern's final PEX placement at the end of the ITE program, that their evidence and practice should fully demonstrate achievement of all of the Graduate APSTs. However, it is the requirement of the T2T Program that T2T interns will have demonstrated *on balance* achievement of the Graduate APSTs prior to teaching independently. This is an important consideration to note in the assessment of the T2T GRI. See the table below to understand the distinction between the two.

Comparison of expectations

Engagement	Achievement
Successful demonstration of engagement with a Graduate standard – the T2T intern:	Successful demonstration of achievement of a Graduate standard – the T2T intern:
<ul style="list-style-type: none"> • with some advice and support is able to link/ design/ source ... • is usually able to ... • is aware of, understands ... • has some capacity ... • is often prepared to ... • initiates some ... 	<ul style="list-style-type: none"> • is independently able to link/design/source... • is consistently able to... • is fully aware of, applies... • actively seeks... • participates fully ... • frequently initiates ...

Adapted from Evidence guide for teachers supervising professional experience placements in Queensland schools, p. 7, Queensland College of Teachers

Does not meet the required standard

If, by the end of Term 2 of the T2T internship, the T2T intern has met the T2T GRI benchmark they will be able to teach independently during their T2T internship in their teaching areas as per the conditions of their PTT. As a condition of the T2T Program, a T2T intern may not teach independently prior to the end of Term 2 of their first internship year. As of Term 3 of that year, they may not teach independently unless they have met the T2T GRI benchmark.

If not met, it is expected that another attempt be made at meeting the GRI benchmark each term thereafter until met. This attempt can be made any time throughout the term.

The T2T intern must meet the GRI on balance benchmark by the end of the first year of the internship.

HEI at risk process

It is important that an *at risk* T2T intern is identified early by their host school and the T2T project mentor and HEI are notified to escalate *at risk* support processes. Using the T2T GRI formatively from the beginning of the T2T internship to guide conversations between T2T project mentor, T2T school ST, T2T school MT, and HEI liaisons to assist in identification of an *at risk* T2T intern.

Each HEI participating in the T2T Program have their own *at risk* processes. Please refer to the relevant HEI handbook for further information related to academic concerns.

If the intern is not fulfilling the intern roles and responsibilities, please refer to the T2T Intern At Risk process in Appendix 2 of the T2T Guidelines..



Flowchart of GRI process

1

T2T school ST(s) completes the GRI template (all sections) and comments and signs the document.



2

The T2T school MT reviews the GRI assessment and comments, and checks the 'on-balance' assessment, moderates with the T2T school ST and signs the document.



3

The principal or site coordinator reviews the GRI assessment and comments, and checks the 'on-balance' assessment, has any necessary discussion with T2T school ST and T2T school MT and signs the document.



4

The HEI liaison and principal or site coordinator discuss the 'on-balance' assessment and moderate the GRI. T2T school ST may be involved to assist discussions.



5

The GRI is finalised and signed by the HEI liaison.



6

The GRI is shared with the T2T intern, the T2T intern signs the GRI and submits to the T2T project team.



7

The T2T project team reviews the submission and notifies the host school of the outcome.



Note: The first attempt at meeting the 'on-balance' GRI benchmark is due to the T2T project team no later than the final week of Term 2.

Gradual Release Indicator assessment

This page is to be completed by the T2T intern.

T2T intern's name	
Dates of internship commencement	
Host school/s name	
Host school/s address	
Number of days taught	
Learning phase	(e.g. years 7, 8, 9, 10, 11, 12)
Teaching subjects	(e.g. junior secondary Materials and Technology, senior Furnishing Skills, senior Industrial Graphics Skills)
Class size	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					
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.

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					
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.

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					
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.

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					
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.

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					
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.

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.	APST 1.2
Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	APST 6.1
Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	APST 6.2
Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	APST 6.4

Section 7:

Overall comments

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

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	
Signature	Date
Other T2T school supervising teacher's name, if applicable	
Signature	Date
T2T school mentor teacher (moderator)	
Signature	Date
Principal or site coordinator (moderator)	
Signature	Date
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
Office use only. Acknowledged and reviewed by T2T project team.	
Signature	Date

Trade to Teach project team

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