

The criteria specifications are to be read in conjunction with the document *Professional judgement in the GTPA*.

| PLANNING                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collect, interpret and use a variety of student data for diagnostic, formative and summative purposes.                                                                                                                                                                                                                                                                                                           |
| Establish students' current level of performance, desired level of performance, and readiness for learning.                                                                                                                                                                                                                                                                                                      |
| Use the official curriculum and other relevant materials to plan connected teaching and learning sequences.                                                                                                                                                                                                                                                                                                      |
| Identify opportunities for explicit teaching of general capabilities including literacy and numeracy in the curriculum.                                                                                                                                                                                                                                                                                          |
| TEACHING                                                                                                                                                                                                                                                                                                                                                                                                         |
| Employ a range of suitably challenging and engaging teaching and learning strategies that connect to and build on students' prior learning.                                                                                                                                                                                                                                                                      |
| Provide differentiated teaching and learning opportunities.                                                                                                                                                                                                                                                                                                                                                      |
| Teach general capabilities, including literacy and numeracy, required for student success in learning.                                                                                                                                                                                                                                                                                                           |
| Make suitable adjustments to teaching based on ongoing student data gathering and analysis.                                                                                                                                                                                                                                                                                                                      |
| ASSESSING                                                                                                                                                                                                                                                                                                                                                                                                        |
| Select and use a variety of assessment tools and practices, addressing fitness for purpose and principles of inclusion.                                                                                                                                                                                                                                                                                          |
| Provide feedback to learners to inform student self-assessment, goal setting, and to progress learning.                                                                                                                                                                                                                                                                                                          |
| Make judgements of the quality of student work with reference to curriculum and achievement standards.                                                                                                                                                                                                                                                                                                           |
| Engage in moderation of student work.                                                                                                                                                                                                                                                                                                                                                                            |
| REFLECTING                                                                                                                                                                                                                                                                                                                                                                                                       |
| Describe and analyse the scope and sufficiency of initial and ongoing data choices for identifying students' learning needs and informing next-step teaching.                                                                                                                                                                                                                                                    |
| Identify and describe differences between planned and enacted teaching, and related pedagogical reasoning.                                                                                                                                                                                                                                                                                                       |
| Discuss how evidence of learning was used to monitor student progress and to modify teaching and assessment strategies.                                                                                                                                                                                                                                                                                          |
| Identify and justify future teaching and assessment practices in relation to relevant research and policy.                                                                                                                                                                                                                                                                                                       |
| APPRAISING                                                                                                                                                                                                                                                                                                                                                                                                       |
| Through two scenarios:                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Connect theory, enacted practice and the curated body of evidence to: <ul style="list-style-type: none"> <li>- evaluate the effectiveness of teaching, and</li> <li>- demonstrate its impact on student learning.</li> </ul> </li> <li>• Examine and discuss how teaching decisions were effective or not effective in progressing student learning and why.</li> </ul> |

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