



TAPP Project | Phase 2

Management Committee meeting

NOTES

Wednesday 30 May 2018, 1.00pm – 2.00pm

Mac. Robertson Girls' High School (350-370 Kings Way)

In Attendance: Teresa Angelico, Jim Tangas, Melody Anderson, Daniela Acquaro, Toni Meath, Kerry Smyth, Robert Corr, Chevelle Alderton, Davide Lombardi, Tasha Brown-Paquier, Sarah Mooney, Katie Mooney, Declan Gleeson (DET), Michelle Connell (DET), Gemma Barry

Agenda items

1. Approve Minutes from 21 March

- Tasha Paquier endorsed minutes, seconded by Melody Anderson.
- Actions were addressed as complete.
- Albert Park College volunteered to host Meeting 4 at new campus.

2. Welcome to DET TAPP staff (Michelle Connell and Declan Gleeson)

- Michelle commended the groups progress and work towards the 10 objectives. Michelle highlighted that they were in attendance to listen as well as answer any questions. Particular interests of the DET included the mentor online training, selection of Mentor Teachers and sustainability plans for the future.
- *Will there be a TAPP Phase 3?* There is still a potential pool of funding up until 2021 (one more round of Implementation Plans) however the DET is looking into what a wider partnership strategy may look like (separate but complementary to the TAPP project) with ongoing research and development in this space. Future strategies around better understanding the success indicators of mature partnerships are currently at the scoping stage but these cannot be further elaborated on at this point in time.
- A TAPP portal has been flagged as important and is currently being finalised. More information from DET will follow.
- It is hoped that a similar forum to this year's TAPP forum will be run next year. Confirmation will follow.

3. Report on Workshop 1

- Workshop 1 reflected on TAPP Phase 1 and focused on leveraging off the AfGT (Assessment for Graduate Teachers) resource that has been developed. MGSE is implementing the first trial of the AfGT this year, which will be assessed in the professional practice subjects. This will mostly affect schools involved in the third round of placements (Clinical Teaching Practice 3).

- The TAPP classroom observation rubric was largely informed by the AfGT as this assessment is something Teacher Candidates (TCs) need to build towards and should not be treated separately.
- Discussion around TCs ability to differentiate (especially in their placement) led to agreement on adding a differentiation module to the series of online professional learning modules for mentor teachers.

ACTION: TA to follow up on development of further online modules.

4. Update on Assessment for Graduate Teachers (AfGT)

- Kambrya College reported that implementation for CTP3 Secondary TCs seemed to run smoothly – having elements built in earlier for TCs and Mentor teachers will only improve this process. It was flagged that prior assessments should be realigned.
- The Primary program did implement a very similar task a few years ago so this has mostly been a smooth transition.
- There was an issue with permission slips having to be followed up on due to ethics approval being delayed. MGSE identified that an improved communication plan was required and advised other Universities that were later in implementing the AfGT.
- It was commented that the task is quite straightforward and similar to the CPE. While there was a level of adjustment required with the introduction of the CPE, students and staff adapted to the new task and the same is expected with the introduction of the AfGT.
- Feedback on the rubrics is encouraged as these were designed without having any student exemplars.
- It was agreed that an overview page should be included for TCs and schools.
- TCs have been able to see the value of the task but need further scaffolding in the lead up.

5. Report on Online Mentor Modules

a. Mentor Teacher numbers

- 23 TAPP Mentor teachers have so far registered for the online mentor modules with approximately half completing.
- The need for having sessions was confirmed from an administration perspective. These dates were based around term dates. It was commented that being open during the school holidays was helpful and the resource did not take 10 hours to complete.
- It was clarified that the word documents were not intended to be submitted, this is your own reflection on learning. This can possibly be made clearer.
- Staff questioned if expressions of interest from Mentor Teachers could be flagged at a Principal and administrative school level.
ACTION: GB to follow up on the staff enrolment process.
- It was questioned if schools would receive a reminder if they don't invoice.
ACTION: GB to follow up on reminder invoices being sent later in the year.
- The modules can be promoted to the whole school community, specifically to those looking to mentor in the future.

b. Teacher Candidate placement numbers

- Not discussed

6. Report on TAPP website – www.education.unimelb.edu.au/community/teaching-academies-for-professional-practice-project

7. Administration of funding

- See above

8. Other Business