

# **Guidelines for the accreditation of initial teacher education programs in Australia**

## Acknowledgement of Country

The Australian Institute for Teaching and School Leadership (AITSL) acknowledges the traditional custodians of the land, sea country and waterways from across Australia. We honour and pay our respects to their Elders past, present and emerging.

AITSL has worked closely with key education stakeholders in the revision of the *Guidelines for the accreditation of initial teacher education programs in Australia* (Accreditation Guidelines). The revised Accreditation Guidelines were developed with expert input from experienced accreditation panellists and representatives of the teacher regulatory authorities. Thank you to all those who participated in the development of the revised Accreditation Guidelines.

Please cite this publication as:

Australian Institute for Teaching and School Leadership 2020, *Guidelines for the accreditation of initial teacher education programs in Australia*, AITSL, Melbourne.

ISBN 978-1-925192-69-8

First published 2016

Revised 2020

© 2020 Australian Institute for Teaching and School Leadership Limited (AITSL). AITSL owns the copyright in this publication. This publication or any part of it may be used freely only for non-profit education purposes provided the source is clearly acknowledged. The publication may not be sold or used for any other commercial purpose.

Other than permitted above or by the Copyright Act 1968 (Commonwealth), no part of this publication may be reproduced, stored, published, performed, communicated or adapted, regardless of the form or means (electronic or otherwise), without prior written permission of the copyright owner.

Address inquiries regarding copyright to:

AITSL, PO Box 299, Collins Street West, VIC 8007, Australia

AITSL was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

# Contents

<b>1</b>	<b>Introduction</b>	<b>3</b>
	National Program Standards	3
	Overview of the accreditation process	3
	The Accreditation Guidelines	3
	The structure of the Accreditation Guidelines	5
	Templates	6
	Framework to support the accreditation of initial teacher education	7
<b>2</b>	<b>National accreditation procedures</b>	<b>8</b>
	Accreditation – stages one and two	8
	Preparing an application for accreditation – stages one and two	8
	Preparing an application for accreditation – stage one	9
	Preparing an application for accreditation – stage two	10
<b>3</b>	<b>National accreditation process</b>	<b>15</b>
	Submitting an application for accreditation – stages one and two	15
	Accreditation of programs delivered across jurisdictions – additional requirements	16
	Assessment and outcome of an application for accreditation	17
	Program changes	19
	Accreditation panels	19
	Program reporting to the Authority (annual reporting)	21
	The national accreditation process quality framework	22
<b>4</b>	<b>Program Standard 1 – Program outcomes</b>	<b>24</b>
	Program Standard 1.1	24
	Program Standard 1.2	26
	Program Standard 1.3	27
	Program Standard 1.4	29
<b>5</b>	<b>Program Standard 2 – Program development, design and delivery</b>	<b>31</b>
	Program Standard 2.1	31
	Program Standard 2.2	33
	Program Standard 2.3	35
<b>6</b>	<b>Program Standard 3 – Program entry</b>	<b>37</b>
	Additional information – Program Standard 3	37
	Program Standard 3.1	38
	Program Standard 3.2	40
	Program Standard 3.3	42
	Program Standard 3.4	43
	Program Standard 3.5	45
	Program Standard 3.6	47
	Program Standard 3.7	49
<b>7</b>	<b>Program Standard 4 – Program structure and content</b>	<b>50</b>
	Program Standard 4.1	50

Program Standard 4.2 .....	52
Schedule 1 for Program Standard 4.2 .....	53
Program Standard 4.3 .....	55
Program Standard 4.4 .....	57
<b>8 Program Standard 5 – Professional experience .....</b>	<b>59</b>
Program Standard 5.1 .....	59
Program Standard 5.2 .....	61
Program Standard 5.3 .....	63
Program Standard 5.4 .....	64
Program Standard 5.5 .....	66
<b>9 Program Standard 6 – Program evaluation, reporting and improvement .....</b>	<b>68</b>
Program Standard 6.1 .....	68
Program Standard 6.2 .....	70
Program Standard 6.3 .....	73
Program Standard 6.4 .....	75
<b>10 Template 1 – Application cover sheet .....</b>	<b>76</b>
<b>11 Template 2 – Program Standards Matrix .....</b>	<b>78</b>
Purpose of the template .....	78
Completion and use of the template.....	78
<b>12 Program Standards Matrix .....</b>	<b>80</b>
<b>13 Template 3 – Graduate Teacher Standards Matrix .....</b>	<b>91</b>
Purpose of the template .....	91
Completion and use of the template.....	91
Evidence required to support completion of the template .....	92
<b>14 Graduate Teacher Standards Matrix .....</b>	<b>94</b>
<b>15 Graduate Teacher Standards Map .....</b>	<b>106</b>
<b>16 Template 4 – Plan for demonstrating impact .....</b>	<b>107</b>
Purpose of the template .....	107
Completion and use of the template.....	107
Introduction to context .....	110
Impact statements .....	111
Data framework table .....	113
<b>17 Template 5 – Stage two report.....</b>	<b>115</b>
Purpose of the template .....	115
Completion and use of the template.....	116
Introduction to context .....	119
Performance of the program – pre-service teachers.....	120
Performance of the program – graduate outcomes .....	121
Performance of the program – other program improvements .....	122
Additional information .....	123
Conclusion.....	124
<b>18 Glossary .....</b>	<b>125</b>

# Introduction

## National Program Standards

**The *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (Standards and Procedures) underpins the accreditation of all initial teacher education (ITE) programs in Australia. ITE programs are required to meet all six Program Standards that are set out in the Standards and Procedures.**

The Standards and Procedures were initially developed in 2011 by the Australian Institute for Teaching and School Leadership (AITSL) in collaboration with key ITE and education stakeholders. The Standards and Procedures were revised in 2015 in response to the recommendations of the Teacher Education Ministerial Advisory Group (TEMAG). Additional amendments to the Standards and Procedures were endorsed by the Education Council in 2018. These amendments further strengthened three key areas in the accreditation system: quality assurance, teaching performance assessments (TPA) and evidence of impact. In addition, they required all jurisdictions to publish a summary of each ITE accreditation decision. Further amendments were made in 2019 to incorporate requirements related to early reading instruction, including the teaching of phonics.

## Overview of the accreditation process

Teacher regulatory authorities (Authorities) in each state and territory are responsible for accrediting ITE programs and for convening accreditation panels, composed of trained panellists, to assess each application.

Accreditation of programs is cyclical, with accreditation periods not exceeding five years and undertaken in two stages. Stage one includes a plan from the ITE provider about how a program will meet each of the Program Standards and how the providers will demonstrate impact. Stage two focusses on the interpretation of the evidence that providers collect on the impact of the program, to support ongoing program improvement and quality assurance.

**Flexibility, diversity and innovation** are key principles underpinning the accreditation process. Providers are encouraged to be innovative in the delivery of programs to meet the diverse needs of pre-service teachers and the profession. The Standards and Procedures and the *Guidelines for the accreditation of initial teacher education programs in Australia* (Accreditation Guidelines) are therefore not intended to constrain the ability of providers to be innovative or to regulate their provision of higher education.

## The Accreditation Guidelines

The Accreditation Guidelines were first developed in 2016 to support the implementation of the revised 2015 Standards and Procedures. They are primarily designed to promote consistent assessment and rigour in the accreditation process by supporting:

- Authorities undertaking the national accreditation process as set out in the Standards and Procedures
- ITE providers preparing and submitting applications for accreditation
- accreditation panels making informed professional judgements about the evidence provided in applications for accreditation.

The Accreditation Guidelines are part of a suite of materials to support the accreditation of programs.



See also 'Framework to support the accreditation of initial teacher education', p. 7.

## Revisions to the Accreditation Guidelines

Following the 2018 and 2019 amendments to the Standards and Procedures, AITSL collaborated with stakeholders from each jurisdiction to undertake national standard-setting workshops and quality assurance activities to support consistency and continuous improvement of the accreditation decision-making process.

The qualitative and quantitative feedback gathered through the workshops was used to develop this revised version of the Accreditation Guidelines. The revised Accreditation Guidelines will now be used in panel training and for the assessment of applications for accreditation.

## Assessment criteria for Graduate Teacher Standards 1.4 & 2.4

The development of the Assessment criteria for *Graduate Teacher Standards 1.4 & 2.4* was a key part of the 2015 *National Aboriginal and Torres Strait Islander Education Strategy* (the Strategy), which set out jurisdictional and national priorities to advance Aboriginal and Torres Strait Islander education outcomes. The criteria support the development of a culturally competent teaching workforce who can deliver learning that incorporates Aboriginal and Torres Strait Islander perspectives.

Through the Strategy, the Education Council tasked AITSL with leading the:









- development of assessment criteria (for providers and panels) for Graduate Teacher Standards 1.4 and 2.4
- provision of advice to Initial Teacher Education assessment panels on how to assess competence against Graduate Teacher Standards 1.4 and 2.4.

The criteria have been developed for accreditation panels to use in determining whether ITE programs meet the requirements of the Standards and Procedures in respect to Focus Areas 1.4 and 2.4 of the Graduate Teacher Standards. The criteria must be taken into account when determining whether appropriate and sufficient evidence has been provided and will support:

- providers in the development and provision of program content, professional experience and assessment in Aboriginal and Torres Strait Islander education
- panels in their assessment of Program Standard 1.1.

## The structure of the Accreditation Guidelines


The Accreditation Guidelines detail the elements of each Program Standard and give additional information to guide the selection, preparation and assessment of evidence provided to meet the Program Standard.

 <b>Elements</b>	<b>Guidance for the preparation, submission and assessment of evidence in an accreditation application</b>
 <b>Elements requiring verification</b>	Elements of the Program Standard that must be present in the evidence provided
 <b>Elements requiring professional judgement</b>	Questions that must be considered in assessing whether the Program Standard is met
 <b>Additional information</b>	<b>Additional information to guide the preparation, submission, and assessment of the evidence provided in an accreditation application</b>
 <b>Possible additional evidence</b>	Examples of evidence, in addition to the mandatory evidence required, that could contribute to demonstrating the requirements of the Program Standard
 <b>Related Program Standards</b>	Relationships between Program Standards to indicate where further evidence may be identified
 <b>Additional considerations</b>	Any further information required to guide the preparation and assessment of accreditation applications
 <b>Related glossary terms</b>	A list of glossary terms related to the Program Standard and the elements, to support consistency in panel judgements

## Templates

The Accreditation Guidelines contain five templates, which must be completed by ITE providers and included in all applications for program accreditation.

**Note: The *Stage two report* (Template 5) is only applicable at stage two of the accreditation process.**

 Template	Stage one	Stage two
<b>1</b> Application cover sheet	The <i>Application cover sheet</i> contains high-level information about the program being submitted and is signed by the Dean or the Dean's representative. This information will also be used in the accreditation decision published on the Authority's website.	
<b>2</b> Program Standards Matrix	The <i>Program Standards Matrix</i> is used by providers to map the evidence within the application against each of the Program Standards. Panellists assess the Program Standards using the elements requiring verification and professional judgement.	The <i>Program Standards Matrix</i> is used by providers to map the evidence within the application against only the Program Standards being addressed. Panellists assess the Program Standards using the elements requiring verification and professional judgement.
<b>3</b> Graduate Teacher Standards Matrix	The <i>Graduate Teacher Standards Matrix</i> is used by providers to map the evidence within the application against each of the Graduate Teacher Standards, as required by Program Standard 1.1. Panellists assess the Graduate Teacher Standards using the elements requiring verification and professional judgement for Program Standard 1.1.	The <i>Graduate Teacher Standards Matrix</i> is used by providers to map the evidence within the application against each of the Graduate Teacher Standards, only where the evidence has changed. Panellists assess the Graduate Teacher Standards using the elements requiring verification and professional judgement for Program Standard 1.1.
<b>4</b> Plan for demonstrating impact	The <i>Plan for demonstrating impact</i> requires providers to describe the impacts related to pre-service teacher performance and graduate outcomes measures that will be used to demonstrate the impact of a program over the next accreditation period. Panellists review the <i>Plan for demonstrating impact</i> using the elements requiring verification and professional judgement for Program Standard 6.2.	<p><b><i>Future Plan for demonstrating impact</i></b></p> <p>Providers are required to submit a new or modified <i>Future Plan for demonstrating impact</i> for the next accreditation period. Panellists review the <i>Future Plan for demonstrating impact</i> using the elements requiring verification and professional judgement for Program Standard 6.2.</p> <p><b><i>Previous Plan for demonstrating impact</i></b></p> <p>Providers are required to submit the <i>Previous Plan for demonstrating impact</i> from the previous accreditation period. Panellists use the <i>Previous Plan for demonstrating impact</i> to support the assessment of the <i>Stage two report</i>.</p>
<b>5</b> Stage two report	Not applicable at Stage one.	The <i>Stage two report</i> is unique to a stage two application. The report is evaluative in nature and incorporates a coherent narrative that provides a synthesis of evidence that has been analysed and interpreted by a provider. The report examines the previous accreditation period, <i>Impact statements</i> and is where providers, based on evidence, identify strengths of the program, highlight areas for improvement and any gaps in achieving the required program outcomes, as identified in the <i>Previous Plan for demonstrating impact</i> . Panellists assess the <i>Stage two report</i> using the elements requiring verification and professional judgement for Program Standard 6.3.



# Framework to support the accreditation of initial teacher education

## Supporting documents

*Accreditation of initial teacher education programs in Australia: Standards and Procedures*  
*Guidelines for the accreditation of initial teacher education programs in Australia*



### Panel training

*Becoming an ITE accreditation panellist* is a national learning program facilitated by AITSL to equip panellists to make assessments against the Program Standards using the Accreditation Guidelines, including:

- becoming familiar with the Standards and Procedures that underpin the accreditation process
- structuring panel discussions and decisions
- ensuring consistent judgements are made in the assessment of accreditation applications.



### Annual reporting

Process of ongoing data collection for providers to:

- identify, investigate, and address issues
- inform stage two accreditation.



### Templates

The templates included in the Accreditation Guidelines provide additional support for providers in presenting and organising evidence and panels in assessing evidence against the Program Standards:

**Template 1** – Application cover sheet

**Template 2** – Program Standards Matrix

**Template 3** – Graduate Teacher Standards Matrix

**Template 4** – Plan for demonstrating impact

**Template 5** – Stage two report



## National accreditation process quality framework

National evaluation of:

- accreditation decision-making process
- consistency of decision-making.

# National accreditation procedures

## Accreditation – stages one and two

The national accreditation process focusses on ITE program development, program delivery and program outcomes and improvement. The accreditation process places importance on the demonstration of impact and continuous improvement throughout and at the end of an accreditation period.

Accreditation comprises two stages, stage one and stage two, with annual reporting submitted to support quality assurance measures, and to inform stage two accreditation.

The Program Standards apply to accreditation at both stage one and stage two; however, stage two includes a focus on evidence of outcomes and continuous improvement.<sup>1</sup> Accreditation at both stages is granted under the relevant regulatory scheme in each jurisdiction.

## Preparing an application for accreditation – stages one and two

Before completing an application for accreditation at stage one or stage two, ITE providers must ensure that the following documents have been read and understood:

- *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (Standards and Procedures)
- *Guidelines for the accreditation of initial teacher education programs in Australia* (Accreditation Guidelines).




 See also 'National Program Standards' and 'The Accreditation Guidelines', pp. 3–4.

All templates contained in this document are available on the AITSL website and should be completed electronically where possible.

When preparing an application, providers are required to submit a separate application for each program; however, in some circumstances, closely related programs may be included in a single application. Several applications from the same provider may be submitted concurrently. Providers should liaise with the relevant Authority for further advice.

 See also 'Submitting an application for accreditation – stages one and two', p. 15.

### Applications should include:

	a completed application using the templates provided on the AITSL website or those provided by the relevant Authority
	full program documentation that includes the program structure and information on all units
	any additional material that constitutes evidence for demonstrating that Program Standards are met.

<sup>1</sup> Program Standard 6.3 is the exception to this as it only applies at the end of an accreditation period.

**Providers must ensure that:**

✓	all attachments are included
✓	each attachment has a title, is sequentially labelled and has page numbers
✓	each unit outline has a title and indicates the name of the provider, the name of the program and the unit code.

Before submitting the application, providers must check that the application is complete. The Authority may return incomplete applications or contact the provider requesting revisions to the application, which may delay assessment of the application.

## What constitutes a ‘new’ program?

The provider should consult with their Authority to determine if a program should be classified as ‘new’. New programs are to be submitted for stage one accreditation, while continuing programs are submitted for stage two accreditation.

**Elements that may constitute a new program include:**

- significant changes to program learning outcomes
- significant changes to the program structure or rationale
- significant replacement or redesign of units, including core units
- an inability to transfer pre-service teachers from the original program into the new program
- reviews, for example, those undertaken internally by the provider or externally by the Tertiary Education Quality and Standards Agency (TEQSA), that determine the program as being new.

## Preparing an application for accreditation – stage one

Accreditation stage one is the process of accreditation for programs entering the accreditation system for the first time and focusses on a provider’s *Plan for demonstrating impact* (Template 4). The *Plan for demonstrating impact* is developed by providers and describes the pre-service teacher performance and graduate outcomes measures that will be collected, reported and relied upon to demonstrate the impact of a program during and at the end of an accreditation period.

The *Plan for demonstrating impact* (Template 4) provides an opportunity for a provider to develop and answer questions that are especially relevant to improving that program. The requirements of the *Plan for demonstrating impact* (Template 4) are described in Program Standards 6.2 and 6.3. Once approved, this will guide a provider’s collection of evidence.

**ITE providers submitting programs for stage one accreditation are required to provide the following:**

✓	<i>Application cover sheet</i> (Template 1)
✓	<i>Program Standards Matrix</i> (Template 2) that provides evidence against each of the Program Standards
✓	<i>Graduate Teacher Standards Matrix</i> (Template 3) that provides mapping of where in the program each of the Graduate Teacher Standards are taught, practised and assessed



*Plan for demonstrating impact* (Template 4) that outlines how evidence will be collected over the next accreditation period

## Evidence required in a stage one application

The evidence provided for stage one applications will relate to all the Program Standards and Graduate Teacher Standards and could include, but is not limited to:

- program maps
- unit outlines
- examples or descriptions of key assessment(s) used to demonstrate impact on student learning
- citations of research used to inform program development, design and delivery
- basis for the chosen primary teaching specialisations on offer (where applicable)
- provider's policy outlining selection criteria and entry procedures
- program structure, in the form of a map or table, that identifies where the required content is covered in the program
- professional experience handbooks
- descriptions of processes for collecting, analysing, evaluating data and how the results may be used to improve the program.

## Evidencing the Program Standards and Graduate Teacher Standards

In a stage one application, providers will provide evidence against each of the Program Standards and Graduate Teacher Standards.

Providers will use the *Program Standards Matrix* (Template 2) to indicate where evidence relevant to each Program Standard can be located within the application. The *Graduate Teacher Standards Matrix* (Template 3) will be used to map the evidence within the application against each of the Graduate Teacher Standards, as required by Program Standard 1.1.

The *Plan for demonstrating impact* (Template 4) will be used by the provider to describe the impacts related to pre-service teacher performance and graduate outcomes measures that will be used to demonstrate the impact of a program over the next accreditation period.

## Preparing an application for accreditation – stage two

Accreditation stage two includes the provider's analysis and interpretation of the evidence they have collected on program impact, as outlined in the *Previous Plan for demonstrating impact* (Template 4). The evidence collected will demonstrate pre-service teacher performance, graduate outcomes and any other program outcomes.

Stage two accreditation differs from stage one in that there is the requirement to:

- only provide evidence against Program Standards where mandatory updates are required and against Program Standards where the evidence has changed over the previous accreditation period
- analyse and evaluate data related to the *Impact statements* that were outlined in the *Previous Plan for demonstrating impact* (Template 4)
- identify areas of strength, program changes, innovations and planned improvements based on this evidence in the *Stage two report* (Template 5).

 See also 'Evidencing the Program Standards and Graduate Teacher Standards', p. 12.

Once a program has been successfully accredited for stage one it should not go through another stage one accreditation. All subsequent reaccreditations for that same program should be submitted for stage two accreditation. Only new programs are to be submitted for stage one accreditation.

**ITE providers submitting programs for stage two accreditation are required to provide the following:**

✓	<i>Application cover sheet</i> (Template 1)
✓	<i>Program Standards Matrix</i> (Template 2) that provides evidence against the Program Standards being addressed
✓	<i>Graduate Teacher Standards Matrix</i> (Template 3) that provides evidence against the Graduate Teacher Standards being addressed
✓	<i>Previous Plan for demonstrating impact</i> (Template 4) that outlines how evidence was collected over the previous accreditation period
✓	<i>Future Plan for demonstrating impact</i> (Template 4) that outlines how evidence will be collected over the next accreditation period
✓	<i>Stage two report</i> (Template 5) that provides an analysis and interpretation of evidence outlined in the <i>Previous Plan for demonstrating impact</i> (Template 4) in relation to pre-service teacher performance, graduate outcomes and any other program outcomes. The <i>Stage two report</i> (Template 5) also provides a description of program changes, planned improvements and the evidence base for these and the program rationale.

**The following should inform the development and assessment of an application for stage two accreditation:**

- Stage two applications are the continuation of an existing accreditation. The amount of evidence provided should be targeted towards supporting the *Stage two report* (Template 5) and evidencing Program Standards that are changing.
- Ongoing program improvement and quality assurance are supported by the interpretation of the data that providers collect on the impact of the program. The data collected is identified in the *Impact statements* and the *Data framework table* included in the *Previous Plan for demonstrating impact* (Template 4).
- Unexpected challenges and associated impacts that are not included in the *Previous Plan for demonstrating impact* (Template 4) are also outlined.
- The qualitative and quantitative data gathered over the accreditation period is interpreted and evaluated to provide a coherent description of how challenges were responded to and how the data informed new initiatives and/or areas developed or newly implemented.
- Annual reporting during the accreditation period contributes directly to the application.
- Accreditation panels at stage two do not reassess previous accreditation decisions or decisions approved through annual reporting or other approval processes. The Authority will have knowledge of the changes that have occurred within the program across the previous accreditation period.

## Evidence required in a stage two application

The supporting evidence that has been collected throughout the preceding accreditation period is integral to the stage two application. Synthesis of this evidence is used in the *Stage two report* (Template 5) to illustrate areas of strength, program changes, innovations and planned improvements. It should also include discussion of unexpected challenges or opportunities that the provider encountered during the accreditation period.

The evidence provided for stage two applications will relate to the Program Standards and the *Previous Plan for demonstrating impact* (Template 4) and must include the:

- data nominated in the *Previous Plan for demonstrating impact* (Template 4)
- program rationale from the previous accreditation application.

Evidence that must be included in a stage two application if Program Standard 1.1 changes includes, but is not limited to:

- program maps
- unit outlines
- critical tasks and assessment criteria or rubrics.

Additional evidence that could be included in a stage two application includes, but is not limited to:

- an information trail that includes charts and tables of program changes over the previous accreditation period (some changes may impact the addressing of multiple Program Standards and Graduate Teacher Standards)
- the *Program Standards Matrix* (Template 2) and *Graduate Teacher Standards Matrix* (Template 3) from the previous accreditation period.

## Evidencing the Program Standards and Graduate Teacher Standards

Evidence for the Program Standards and the Graduate Teacher Standards should be referenced in the *Program Standards Matrix* (Template 2) and the *Graduate Teacher Standards Matrix* (Template 3).

There are two reasons why a Program Standard will require assessment at stage two.

### 1. There are changes to the evidence for the Program Standard

Where there is a change to the provider's approach to addressing any of the Program Standards this will be mapped in the *Program Standards Matrix* (Template 2). If there are changes to Program Standard 1.1, the corresponding evidence will need to be provided in the *Graduate Teacher Standards Matrix* (Template 3).

Where changes are referenced and evidence has been provided, changes will be assessed against the elements requiring verification and professional judgement for that Program Standard.

Where a change has been previously approved by the Authority during the accreditation period, the related sections in these templates should specify 'change previously approved by the Authority'. Where there is no change, the related sections in these templates should specify 'no change'.

### 2. There are mandatory evidence updates required for the Program Standard

The Program Standards shown on the table on p. 13 will always require updated evidence. This is to show that there has been ongoing consideration of incorporating contemporary and emerging developments in education into the program whilst still meeting the Program Standards. Accreditation panels will use the relevant elements requiring verification and professional judgement to assess these Program Standards.

## Program Standards requiring updated evidence at stage two

2.2.	<p>Program development, design and delivery take account of:</p> <ul style="list-style-type: none"> <li>a) contemporary and emerging developments in education, curriculum requirements, community expectations and local, employer and national system needs, including workforce demands for teaching specialisations</li> <li>b) the perspectives of stakeholders such as employers, professional teacher bodies, practising teachers, educational researchers and relevant cultural and community experts.</li> </ul>
2.3	<p>The resourcing for the program and its teaching and assessment strategies is consistent with the program's rationale and expected outcomes and:</p> <ul style="list-style-type: none"> <li>a) prepares pre-service teachers for contemporary school environments and early childhood education environments where relevant</li> <li>b) takes into account the learning and professional experience needs of pre-service teachers across all offered modes of delivery</li> <li>c) includes staff who have ongoing or recent school-based experience and early childhood experience where relevant.</li> </ul>
5.5	<p>Providers support the delivery of professional experience in partner schools/sites, including by identification and provision of professional learning opportunities for supervising teachers and communication from, and access to, designated initial teacher education provider staff who, preferably, have current or recent experience in teaching.</p>
6.2	<p>At the beginning of each accreditation period, providers develop and then implement a plan for demonstrating program outcomes in relation to pre-service teacher performance and graduate outcomes, including program impact. The plan will identify how providers will select, use and analyse evidence that is relevant to assessing the delivery of the program including the mandatory evidence required by Program Standard 6.3.</p>

## Evidencing the *Impact statements*

The evidence of program impact shown in the stage two application will be guided by the *Impact statements* from the *Previous Plan for demonstrating impact* (Template 4). Providers will be required to document, evaluate, analyse and interpret evidence that demonstrates impact for the accreditation period as outlined in the *Previous Plan for demonstrating impact* (Template 4).

This analysis and interpretation of the *Impact statements* is provided in the *Stage two report* (Template 5).

Further context regarding impact can be found in the Standards and Procedures, (p. 9):

For each program submitted for accreditation, the provider will be expected to present evidence of that program's impact. Specifically, accreditation applications will include evidence in relation to pre-service teacher performance and graduate outcomes (Program Standard 1). Pre-service teacher performance relates to evidence that is collected from within a program while graduate outcomes relates to evidence that is collected following completion of a program about the achievements of that program's graduates.

At the end of an accreditation period, as part of the subsequent accreditation application, a provider then evaluates and interprets the evidence set out in the *Previous Plan for demonstrating impact* (Template 4) and collected throughout the accreditation period. The interpretation of evidence is used to demonstrate the impact of the program and to support any proposed changes to the program.



## Additional stage two procedures

The national accreditation procedures described in these Accreditation Guidelines are also applicable for stage two. Additional points to consider for stage two accreditation are outlined below:

### Role of the accreditation panel

- At stage two, the focus of panellists is on evidence of program outcomes, continuous improvement, quality assurance and how these inform future program design.
- Although the accreditation stage two application, in particular the *Stage two report* (Template 5), draws on the analysis of program data, it is not the role of the panel to undertake a detailed statistical analysis of this data.

### Role of the Authority

- Prior to assessment by a panel, an Authority may verify that the key data included in the *Stage two report* (Template 5) corresponds with the annual reporting data that has been provided to them and may ask the provider to correct any inconsistencies as part of the application completeness check.
- Authorities may also choose to provide accreditation panels with additional documentation, such as confirmation of program changes and strengths identified throughout the accreditation period.



# National accreditation process

## Submitting an application for accreditation – stages one and two

All providers seeking accreditation for a program are responsible for submitting their programs to the relevant Authority for accreditation.

Applications must be submitted, with the *Application cover sheet* (Template 1) signed by the Dean of Education (or Dean's delegate), to the relevant officer in the Authority. Contact details for each Authority are available on the AITSL website at <https://www.aitsl.edu.au/find-your-local-regulatory-authority>

Additional requirements apply to programs for which delivery is provided or intended to be provided across multiple jurisdictions in Australia.

 See also 'Accreditation of programs delivered across jurisdictions – additional requirements', p. 16.

## Submitting more than one program for accreditation

When preparing an application, providers are required to submit a separate application for each program. However, where separate applications are required for closely related programs, it may be more efficient for the Authority to assess the multiple programs from one provider at the same time.

Applications for closely related programs that contain a number of common units may be included in a single application or submitted as separate applications.

If there is uncertainty about whether closely related programs should be included in a single application, providers should liaise with the Authority to determine whether a single application or separate applications are needed.

Several applications from the same provider may be submitted concurrently. If separate applications of closely related programs are considered by different panels, the Authority should take steps to ensure consistency across accreditation panels in advice relating to the common components.

## Timelines for submitting applications

To ensure timely accreditation of programs, it is expected that providers liaise with the Authority regarding timelines. Providers are required to submit applications for stage one and stage two accreditation to the Authority generally **no later than eight months before the commencement of planned delivery or accreditation expiry of a program**.

Where applications are submitted outside this timeframe, the process may not be completed before the proposed program commencement date, or before the current accreditation expires, resulting in uncertainty for providers and pre-service teachers. A provider who anticipates not meeting this timeline should contact their Authority to discuss timing of accreditation.

If a non-self-accrediting provider wishes to have the accreditation of its program(s) under the national approach undertaken concurrently with other applicable accreditation requirements, the provider should contact the Authority about this as early as possible.

The Authority will advise AITSL that an application has been received, to allow for organisation of an interstate panel member.

## Accreditation of programs delivered across jurisdictions – additional requirements

This section outlines additional requirements that apply to programs for which delivery is provided or intended to be provided across multiple jurisdictions in Australia. A major objective in the case of delivery across jurisdictions is to avoid regulatory duplication, red tape and unnecessary cost, while continuing to assure quality.

The requirements for these programs differ depending on whether the provider is a legislative or non-legislative provider.

While providers such as universities typically will have been created, governed, or recognised by formal legislation, others will take a non-legislative, corporate or other organisational form. Arrangements for delivery across jurisdictions need to deal with the full range of possibilities.

### Legislative providers

'Multi-jurisdictional delivery' is where a provider is established, governed, or recognised by the legislation of one or more jurisdictions in Australia. Universities are typical examples of legislative providers.

In the case of multi-jurisdictional delivery, the provider must nominate as the 'lead Authority' the Authority under whose legislation the provider is formally established, governed, or recognised and where the application for accreditation will be lodged.

The provider will also notify each Authority within whose jurisdiction a program will be delivered of their intention to submit an application for accreditation for the program.

The 'lead Authority' will then take responsibility for accrediting the program. AITSL will support the Authority so that membership of the accreditation panel is representative of all jurisdictions where the program is to be delivered.

The 'lead Authority' will share the application with the relevant Authorities.

If a program is delivered across multiple jurisdictions, those jurisdictions' Authorities can participate in the ongoing monitoring, moderation and reporting processes.

### Non-legislative providers

A non-legislative provider will typically be a corporation (corporate provider) but may be an individual or an unincorporated entity (non-corporate provider).

In the case of a non-legislative provider that is a corporation which provides or intends to provide delivery of a program across jurisdictions, the application for accreditation must be lodged with the Authority in the jurisdiction in which the provider maintains its registered office and principal place of business, with that Authority acting as the 'lead Authority'.

In the case of a non-legislative provider that is not a corporation which provides or intends to provide delivery of a program across jurisdictions, the application for accreditation must be lodged with the Authority in the jurisdiction in which the provider at the time has its largest enrolment, with that Authority acting as the 'lead Authority'.

For further information regarding to the accreditation of programs across jurisdictions, please contact the relevant Authority.

## Assessment and outcome of an application for accreditation

### Eligibility and compliance check

Upon receipt of an application for accreditation, it is recommended that the Authority makes an initial determination about eligibility based on a completeness check of the documentation, ensuring that the provider has:

✓	responded to all Program Standards
✓	responded to all Graduate Teacher Standards
✓	evidenced any additional jurisdictional requirements
✓	ensured supporting documentation is labelled, paginated and in order.

 See also 'Preparing an application for accreditation – stage one', pp. 9–10, and 'Preparing an application for accreditation – stage two', pp. 10–14

### Convening of panel

The Authority will convene a panel to assess the application for accreditation.

Each accreditation panel will be supported by an officer from the Authority who has undertaken national panel training and who will be the executive officer for the panel.

 See also 'Accreditation panels', pp. 19–21.

### Assessment of application

On submission of all necessary documentation, assessment of the application will commence.

The Authority will convene an accreditation panel to assess the application. Panel members will use their professional judgement in applying the evidence requirements, supported by the information and tools found in the Accreditation Guidelines, and:

- each panellist will be provided with a copy of the application and supporting documentation to assist in making the accreditation decision
- prior to the panel convening, each panellist will individually review all the provided materials and make an initial determination against the Program Standards
- the accreditation panel will convene to formally consult and assess the program against the Program Standards. Each Program Standard must be met to gain accreditation.

As part of the accreditation process at both stages, the Authority will receive advice from the Expert Advisory Group on all teaching performance assessments relevant to their providers in relation to Program Standard 1.2.

At the discretion of the Authority, the panel may undertake a site visit, hold a teleconference, videoconference or meet face-to-face with key provider personnel to seek further information in support of an application.

## Panel reports to the provider

The executive officer will develop a draft/interim accreditation report on behalf of the panel, outlining performance against each Program Standard and identifying areas where the panel requires further information. The Authority provides the draft/interim accreditation report to the provider.

The Authority will set, in consultation with the provider, a time frame for a response from the provider, which will typically be six weeks. This provides an opportunity to address any evidence gaps, clarify any identified issues or institute changes in response to the panel's findings.

When a panel identifies that further evidence is required to support an application, the number of requests to the provider for further information will generally be limited to two occasions, with the provider generally having two opportunities to respond to each request. Any requests for further information by either party should be in writing.

## Panel reports to the Authority

The panel will formally consider and assess the provider's response (if any) and agree on its final accreditation report, which will outline the accreditation recommendation and identify any areas of risk/focus that the provider will be required to report against to the Authority. A panel may recommend that:

- accreditation be granted as the program has met the Program Standards
- accreditation be granted subject to particular conditions, specifying time frames under which such conditions must be met (where applicable under jurisdictional legislation)
- accreditation not be granted, specifying which of the Program Standards the program has not met.

## Accreditation decision and notification of outcome

On behalf of the panel the executive officer will prepare a final accreditation report and, once approved by the panel, submit it to the Authority.

The Authority will make an accreditation decision based on the panel's final accreditation report and will formally advise the provider in writing of the decision in accordance with the relevant jurisdictional legislation.

The Authority will forward to AITSL a summary of the accreditation report, including the duration of the next period of accreditation and any conditions that may apply to the accreditation. This will both ensure that the national accredited program database can be updated and contribute to the national accreditation process quality framework.

The Authority will notify AITSL where a provider withdraws an application previously notified to AITSL and will provide a reason for the withdrawal (if known and agreed to by the provider).

## Accreditation duration

The Authority will set, at the point of accreditation, the period for which accreditation is granted for an individual program, not exceeding five years.

The Authority will notify AITSL of any extensions to the accreditation period and the reasons for the extension.

However, if the Authority determines through annual reporting an area of risk within a program, the Authority may bring forward, where legislatively possible, the request for a program to undertake the process of accreditation.



See also 'Program reporting to the Authority (annual reporting)', p. 21.

## Appeals

The provider may appeal the accreditation decision in accordance with the legislative, policy and administrative requirements of the relevant Authority.

The Authority will immediately advise AITSL when it becomes aware of an appeal and the outcome of any appeals made.

## Program changes

Accreditation is granted on the basis that the program will continue to be implemented as indicated in the documentation submitted or as amended for approval.

In the case of accreditation with conditions, it is expected that the program, apart from those aspects specified in any conditions attached to the accreditation, will continue to be implemented as indicated in the documentation submitted.

A provider will notify the Authority of any program changes they wish to make to an accredited program. The Authority will determine if this can be addressed through annual reporting or whether it needs to be notified formally in writing to the Authority. The Authority will then determine whether the changes may be made to the program under its current accreditation or whether the changes are significant and require an application for accreditation to be submitted.

## Accreditation panels

### Experience and qualities required of panel members

The primary responsibilities of accreditation panellists (panel members) in the accreditation process are to assess whether or not a program meets each of the Program Standards, based on the evidence provided.

**As such, it is expected that all panellists have:**

✓	knowledge and understanding in education, preparation of pre-service teachers and teaching
✓	research, analytical and evaluation skills including the analysis and interpretation of data and written information
✓	the ability to use support materials to assist in making accreditation decisions
✓	the ability to clearly and concisely convey observations and findings in writing
✓	the capacity to make unbiased conclusions about an application for accreditation against the Program Standards and the Graduate Teacher Standards.

### Expectations of panellists

Individuals who are interested in participating in the accreditation panel process should be aware that:

- panellists are typically appointed for two-year terms, which can be extended if this is supported by their Authority
- it is a requirement that national training must be successfully completed by potential panellists before they can sit on an accreditation panel

- trained panellists must complete refresher training if their appointment extends beyond the two-year term
- the accreditation process will include, at a minimum, time for reading and analysing the initial submission application and supporting documentation, a face-to-face or virtual panel meeting and reading of the draft/interim accreditation report. There may also be time required for reading and analysing subsequent documentation, for example, responses by the provider to evidence gaps, issues or changes identified by the panel
- panellists must commit to being on an accreditation panel, according to jurisdictional processes.

## Panel member national learning program

Each panel member is required to have undertaken the national learning program for the role of accreditation panel member prior to being appointed to a panel, to ensure they have the necessary skills and knowledge to fulfil their role.

AITSL delivers a national learning program through the *Becoming an ITE accreditation panellist program*, which consists of online modules and face-to-face or virtual workshops. The learning program is designed to equip panellists to make assessments against the Program Standards, including evidence in relation to demonstration of program impact and the Graduate Teacher Standards. Accreditation panel members will be required to undertake national refresher training every two years.

**As a result of successfully completing both the online training and participating in the face-to-face or virtual workshop, panel members will:**

✓	have a comprehensive understanding of the accreditation process
✓	have an understanding of their personal biases and conflicts of interest and how to manage these
✓	have an understanding of the Program Standards and the Graduate Teacher Standards
✓	have an understanding of the different roles involved in the accreditation process: Authorities, executive officers, providers, panel members, panel chairs, interstate panel members, and AITSL
✓	be able to assess evidence against the Program Standards and the Graduate Teacher Standards.

## Panel chair training

Panel chair training is delivered by AITSL through a half-day face-to-face or virtual workshop and must be undertaken prior to a trained panellist being appointed to the role of panel chair.

**As a result of successfully completing the panel chair training, panel chairs will understand:**

✓	their dual roles as a panellist and panel chair
✓	their leadership role on the panel
✓	their role in recognising and minimising bias and maximising the reliability of judgements
✓	potential challenges faced by the panel chair.

## Composition of accreditation panels

Accreditation panels will comprise a minimum of four members and generally up to six members, including a panel chair and one member from a different jurisdiction to support consistency in assessments across jurisdictions, known as an 'interstate panellist'.

Each panel must comprise a range of both expertise and experience relevant to the type of program being assessed, such as:



- teacher educators
- principals/school leaders
- currently registered teachers
- specialists or experts in relevant area(s) of education
- jurisdictional education authority/teacher employers

The Authority will nominate the panellists and panel chair, all of whom will have undertaken the required national training.

The Authority will advise AITSL that the panel is being convened and will request the nomination of at least one interstate panellist by forwarding the agreed request form to AITSL specifying the following:

✓	the accrediting Authority
✓	details of the panel meeting
✓	expertise required of the panel member
✓	program details.

Upon receipt of this form, AITSL will seek nominations of a panellist from other jurisdictions to participate as an interstate panel member. Authorities will typically respond to this request within five business days.

From the nominations received, AITSL will select a panellist and inform the requesting jurisdiction. If more than one nomination is received, AITSL and the Authority will liaise to select the appropriate interstate panellist to participate in the panel.

Once the nominee has agreed to participate as an interstate panellist, AITSL will organise and fund the costs associated with travel, accommodation and teacher relief payments (if required).

## Program reporting to the Authority (annual reporting)

Under Program Standard 6.4 all providers are required to report annually to the Authority on their accredited programs to allow any issues to be identified, investigated and addressed by the Authority and/or provider prior to (re)applying for stage two accreditation. Annual reporting is also expected to contribute to the evidence required for demonstrating impact at the end of each accreditation period.



**As set out in Program Standard 6.4, annual reporting will include:**

<b>a.</b>	data as identified in the plan for impact (Program Standard 6.2)
<b>b.</b>	changes to the program
<b>c.</b>	nationally required data to contribute to national and/or jurisdictional collections and for compliance and accountability purposes
<b>d.</b>	additional data/information requested by the Authority.

If an area of risk is identified through annual reporting, the Authority may request additional information or, in the case of high risk, may bring forward, where legislatively possible, the request for a program to undertake the process for accreditation.

Where a risk is identified, the Authority will notify AITSL and will advise AITSL on any action taken or to be taken by the Authority and/or provider to manage the risk and any changes to the accreditation status, including the accreditation expiry date or conditions.

### **Program data to AITSL for national analysis**

Authorities will provide data and information collected on the impact of programs (as per Program Standard 6.3 and 6.4) to AITSL for national analysis, as per the agreed *Accreditation of initial teacher education programs in Australia: Annual reporting operational guide*.

## **The national accreditation process quality framework**

### **National standard-setting and quality assurance activities**

In collaboration with jurisdictions and the Authorities, AITSL will facilitate national standard-setting and ongoing quality assurance activities to support consistency and continuous improvement of the accreditation decision-making process.

The findings from these activities will be used by Authorities and accreditation panels to guide accreditation decision-making in the assessment of evidence supplied against the Program Standards and the Graduate Teacher Standards.

AITSL will identify a representative sample of applications for accreditation and the types of applications across jurisdictions to be considered.

The standard-setting and quality assurance activities will provide agreed statements or exemplars to support effective panel training and to assist in decision-making and the submission of accreditation applications.

Findings from the standard-setting and quality assurance activities will be shared with jurisdictions (including Authorities and jurisdictional departments of education) and other relevant stakeholders where appropriate and in an agreed format that meets confidentiality requirements. If any issues are identified with the accreditation decision-making process and/or consistency of decisions, AITSL, in partnership with the Authorities, jurisdictions and providers may review:

- the supporting documentation and tools for panels to make sound accreditation decisions
- supporting documents and tools for providers to submit quality applications
- the national panel learning program to ensure panellists have the skills and knowledge required to make these assessments.



## The Expert Advisory Group

The Expert Advisory Group (EAG) provides advice to Authorities on teaching performance assessments (TPAs) in relation to meeting requirements of Program Standard 1.2. Members of this group have been appointed by AITSL to review all TPAs being implemented in Australian ITE programs. The EAG is comprised of six members who have expert knowledge in:

- the design and delivery of all aspects of ITE, including in the context of accreditation
- technical statistical data analysis including expertise on standard-setting methodology and the development of scoring strategies
- assessment and an understanding of how to establish reliability and validity in assessment design.

The EAG assess the evidence provided in a TPA using a set of criteria outlined in the [Teaching performance assessment services: Principles of operation](#). This enables the EAG to provide advice:

- to the Authority responsible for determining if the requirements of Program Standard 1.2 have been met
- to Authorities for consideration by an accreditation panel for Program Standard 1.2 at the program level.




# ➔ PROGRAM STANDARD 1

## Program outcomes





### Program Standard 1.1

Program design and assessment processes identify where each Graduate Teacher Standard is taught, practised and assessed and require that pre-service teachers have demonstrated successful performance against all of the Graduate Teacher Standards prior to graduation.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence includes:</p> <ul style="list-style-type: none"> <li>❑ a fully completed <i>Graduate Teacher Standards Matrix</i> (Template 3) covering all 37 Graduate Teacher Standard descriptors of the Australian Professional Standards for Teachers</li> <li>❑ a <i>Graduate Teacher Standards Map</i> aligned to the program structure</li> <li>❑ a statement confirming that successful performance against all Graduate Teacher Standards is a requirement for graduation.</li> </ul>
 <b>Elements requiring professional judgement</b>	<p>For each Graduate Teacher Standard:</p> <ul style="list-style-type: none"> <li>❑ Taught Does the evidence provide the opportunity to acquire skills, concepts, and content for all components of the descriptor?</li> <li>❑ Practised Does the evidence provide opportunities for pre-service teachers to consolidate their learning of all components of the descriptor after it has been taught?</li> <li>❑ Assessed Do the critical task(s) assess each component of the descriptor? Consider the verb/process in the descriptor: for example, demonstrate, know and understand, implement, plan, describe.</li> <li>❑ Does the context of the critical task allow for the assessment of the descriptor at the Graduate Teacher level?</li> <li>❑ Does the sequencing of the descriptor across the program (i.e. across taught, practised and assessed) allow pre-service teachers to successfully demonstrate performance against all of the Graduate Teacher Standards prior to graduation?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

+ Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Assessment framework that will be used to assess pre-service teachers' achievement against the Graduate Teacher Standards</li> <li>• Unit outlines, with Graduate Teacher Standards listed for each unit consistent with the <i>Graduate Teacher Standards Map</i></li> <li>• Detailed assessment tasks and achievement criteria</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 1.2 – Assessment processes against the final year teaching performance assessment</li> <li>• Program Standard 1.3 – Assessment processes used to demonstrate pre-service teachers' impact on student learning</li> <li>• Program Standard 2.1 – Program development, design and delivery, including the program rationale</li> <li>• Program Standard 6.2 – Assessment data that contributes evidence of program impact</li> <li>• Program Standard 6.3 – Assessment data that contributes evidence of program impact</li> </ul>
 <b>Additional considerations</b>	<p>See <a href="#">Assessment criteria for Graduate Teacher Standards 1.4 &amp; 2.4</a> for further guidance in determining whether ITE programs meet the requirements of the Standards and Procedures in respect to Focus Areas 1.4 and 2.4 of the Graduate Teacher Standards. All accreditation panels must take into account the criteria when determining whether the required evidence is provided.</p>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Assessed</li> <li>• Critical task</li> <li>• Practised</li> <li>• Pre-service teacher</li> <li>• Standard descriptor</li> <li>• Taught</li> </ul>

## Program Standard 1.2

### Guidance for Authorities and accreditation panels on the assessment of Program Standard 1.2

The Expert Advisory Group (EAG) assess all teaching performance assessments (TPAs) against the requirements of Program Standard 1.2 within the *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (Standards and Procedures).




In assessing an individual ITE program's approach to implementing a TPA, an accreditation panel is provided with a report containing the EAG's assessment. This report includes implementation evidence requirements which an accreditation panel will need to sight to ensure the TPA is implemented with fidelity.

The relevant Authority will provide these reports to accreditation panels when required.




## Program Standard 1.3



Providers identify how their pre-service teachers demonstrate a positive impact on student learning in relation to the assessment requirements in Program Standards 1.1 and 1.2.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 Elements requiring verification	<p>The evidence identifies where opportunities exist for pre-service teachers to demonstrate impact on student learning in the:</p> <ul style="list-style-type: none"> <li>□ assessment of the Graduate Teacher Standards (Program Standard 1.1)</li> <li>□ final-year teaching performance assessment (Program Standard 1.2).</li> </ul>
 Elements requiring professional judgement	<ul style="list-style-type: none"> <li>□ Will the assessment requirements in Program Standards 1.1 and 1.2 provide evidence of pre-service teachers' impact on student learning?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 Possible additional evidence	<ul style="list-style-type: none"> <li>• Approach taken to show the impact of pre-service teachers on student learning, as outlined in the <i>Plan for demonstrating impact</i> (Template 4)</li> <li>• Examples or descriptions of key assessment(s) used to demonstrate impact on student learning</li> </ul>
 Related Program Standards	<ul style="list-style-type: none"> <li>• Program Standard 1.1 – Assessment processes against the Graduate Teacher Standards</li> <li>• Program Standard 1.2 – Assessment processes against the final-year teaching performance assessment</li> <li>• Program Standard 6.2 – Assessment data that contributes evidence of program impact</li> <li>• Program Standard 6.3 – Assessment data that contributes evidence of program impact</li> </ul>

 <b>Additional considerations</b>	<p>It is acknowledged there are measurement challenges in assessing pre-service teacher impact on student learning, but it is expected that improved mechanisms will develop over time, given the importance of measuring this impact.</p> <p>The focus on impact does not imply that pre-service teachers must show evidence of student growth on national or jurisdictional standardised tests. Rather, the focus is on demonstrating the impact that a pre-service teacher has on student learning.</p> <p>Where data on impact cannot be meaningfully aggregated, reporting evidence must include evidence of the impact on student learning of a sample of pre-service teachers: for example, through a selected cohort of pre-service teachers from the program or case studies. This type of data collection can be included in the <i>Plan for demonstrating impact</i> (Template 4) at the beginning of the accreditation period.</p>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Aggregated data</li> <li>• Cohort</li> <li>• Data</li> <li>• Impact</li> <li>• Student learning</li> <li>• Teaching performance assessment (TPA)</li> </ul>




## Program Standard 1.4

Providers describe and evaluate the intended outcomes of their programs, after students have graduated, by using available data and specifically designed research that provide information on the effectiveness of the graduates as teachers, the achievement of specific program objectives and to inform its continuous improvement. Graduate impact on student learning is included in this evidence where available data allow.





Graduate outcomes data are to be drawn from multiple sources that may include:

- a) employment data
- b) registration data
- c) survey data including graduate and principal satisfaction surveys
- d) studies designed to assess the impact of graduates on student learning including case studies and surveys
- e) any other type of outcomes data that can be tenably linked to information on program improvement, graduate outcomes and/or positive impact on student learning.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 Elements requiring verification	<p>The evidence includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a <i>Plan for demonstrating impact</i> (Template 4) that includes multiple sources of data.</li> </ul>
 Elements requiring professional judgement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Will the sources of data outlined in the <i>Plan for demonstrating impact</i> (Template 4) provide evidence of:             <ul style="list-style-type: none"> <li>- achievement of the intended outcomes of the program</li> <li>- impact of graduates on student learning, where available data allow?</li> </ul> </li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

+ Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Approach taken to showing the impact of graduates on student learning, as outlined in the <i>Plan for demonstrating impact</i> (Template 4)</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 1.1 – Assessment processes against the Graduate Teacher Standards</li> <li>• Program Standard 1.2 – Assessment processes against the final-year teaching performance assessment</li> <li>• Program Standard 1.3 – Assessment processes used to demonstrate pre-service teachers' impact on student learning</li> <li>• Program Standard 6.2 – Graduate outcomes data that contributes evidence of program impact</li> <li>• Program Standard 6.3 – Graduate outcomes data that contributes evidence of program impact</li> </ul>
 <b>Additional considerations</b>	<p>It is a fundamental expectation that every ITE graduate will have met the Graduate Teacher Standards, succeeded on the teaching performance assessment and demonstrated a positive impact on student learning.</p> <p>Equally, it is expected that graduates will continue to have a positive impact throughout their teaching career. It is acknowledged there are measurement challenges in assessing graduates' impact on student learning, but it is expected that improved mechanisms will develop over time, given the importance of measuring this impact.</p>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Data</li> <li>• Evidence</li> <li>• Graduate outcomes</li> <li>• Impact</li> <li>• Program outcomes</li> <li>• Student learning</li> </ul>



# ➔ PROGRAM STANDARD 2




## Program development, design and delivery

### Program Standard 2.1




Program development, design and delivery are based on:

- a) a documented coherent rationale based on authoritative and evidence-based understandings of how the program will develop effective teachers who meet the Graduate Teacher Standards, including having a positive impact on student learning
- b) a coherent and sequenced delivery of program content including professional experience that facilitates achievement of the Graduate Teacher Standards.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a program rationale</li> <li><input type="checkbox"/> an evidence base for the program rationale</li> <li><input type="checkbox"/> a sequence for the delivery of program content.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has the rationale been informed by an authoritative evidence base, including peer-reviewed research and frequently cited research?</li> <li><input type="checkbox"/> Does the evidence base inform a program that will support the development of effective teachers who meet the Graduate Teacher Standards and have a positive impact on student learning?</li> <li><input type="checkbox"/> Where available, has evidence of program impact in relation to previous or related graduate cohorts informed program development, design and delivery?</li> <li><input type="checkbox"/> Is there coherence between curriculum studies, pedagogical studies and professional experience?</li> <li><input type="checkbox"/> Are all modes of delivery being offered in the program addressed in the program rationale?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:




 <b>Additional information</b>	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Program sequence in the form of a program map or table</li> <li>• Citations of research used to inform program development, design and delivery</li> <li>• Summary of graduate outcomes, including from previous or related programs and how this evidence has influenced program development</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 1 – Program design and assessment processes, and pre-service teacher and graduate impact on student learning</li> <li>• Program Standard 2.2 – Program development, design and delivery, including developments in education and stakeholder perspectives</li> <li>• Program Standard 2.3 – Resourcing of the program</li> <li>• Program Standard 4 – Program structure and content</li> <li>• Program Standard 5 – Professional experience</li> <li>• Program Standard 6 – Program evaluation, reporting and improvement</li> </ul>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Authoritative – in relation to an evidence base</li> <li>• Cohort</li> <li>• Curriculum and pedagogical studies</li> <li>• Delivery mode</li> <li>• Evidence</li> <li>• Evidence base</li> <li>• Frequently cited</li> <li>• Graduate outcomes</li> <li>• Impact</li> <li>• Peer-reviewed research</li> <li>• Professional experience</li> <li>• Program impact</li> <li>• Program rationale</li> <li>• Rationale – in relation to program rationale</li> <li>• Student learning</li> </ul>

## Program Standard 2.2

Program development, design and delivery take account of:





- a) contemporary and emerging developments in education, curriculum requirements<sup>2</sup>, community expectations and local, employer and national system needs, including workforce demands for teaching specialisations
- b) the perspectives of stakeholders such as employers, professional teacher bodies, practising teachers, educational researchers and relevant cultural and community experts.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence identifies inputs into program development, design and delivery including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> curricula covered in program (for example, Australian, state/territory, system)</li> <li><input type="checkbox"/> stakeholder consultation and feedback.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are the following addressed in the program development, design and delivery:               <ul style="list-style-type: none"> <li>- Relevant contemporary and emerging developments in education</li> <li>- System needs</li> <li>- Workforce demand, including for teaching specialisations</li> <li>- Community expectations</li> <li>- Stakeholder needs (for example, employers, local Aboriginal and Torres Strait Islander groups)?</li> </ul> </li> <li><input type="checkbox"/> Is there evidence of consultation with a range of relevant stakeholders whose perspectives have been taken into account in program development, design and delivery?</li> </ul>

<sup>2</sup> Curriculum refers to the Foundation to Year 12 Australian Curriculum, alternative curriculum frameworks that have been assessed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as meeting the requirements of the Australian Curriculum, any curriculum authorised by jurisdictional authorities and the Early Years Learning Framework for Australia.

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:




 <b>Additional information</b>	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Analysis of contemporary research, reports and policies relevant to program development</li> <li>• Description of teaching specialisations in program and reasons for their inclusion</li> <li>• Basis for the chosen primary teaching specialisations on offer</li> <li>• Evidence that specialisations on offer are focussed on curriculum areas that are in areas of workforce demand</li> <li>• List of curricula covered in program (for example, Australian, state/territory, system) and the relationship of program content to these curricula</li> <li>• Program structure and content to cover multiple settings or specialised teaching roles</li> <li>• Explanation of range and purpose of stakeholder consultation, how it was conducted and how stakeholder perspectives have been prioritised</li> <li>• Evidence of meetings with external stakeholders, including list of stakeholders, minutes of meetings and recommendations</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 2.1 – Program development, design and delivery, including the program rationale</li> <li>• Program Standard 2.3 – Resourcing of the program</li> <li>• Program Standard 4.4 – Subject specialisation for primary graduates</li> </ul>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Community – in relation to stakeholders</li> <li>• Contemporary</li> <li>• Current, ongoing or recent</li> <li>• Curriculum</li> <li>• Diverse – in relation to representation</li> <li>• Emerging</li> <li>• Evidence</li> <li>• Specialisation</li> <li>• Specialised teaching roles</li> <li>• Stakeholders</li> </ul>

## Program Standard 2.3



The resourcing for the program and its teaching and assessment strategies is consistent with the program's rationale and expected outcomes and:

- a) prepares pre-service teachers for contemporary school environments and early childhood education environments where relevant
- b) takes into account the learning and professional experience needs of pre-service teachers across all offered modes of delivery
- c) includes staff who have ongoing or recent school-based experience and early childhood experience where relevant.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence identifies factors considered in program resourcing, including for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> teaching and assessment strategies</li> <li><input type="checkbox"/> modes of delivery</li> <li><input type="checkbox"/> staff with ongoing or recent school-based/early childhood experience.</li> </ul>
 <b>Elements requiring professional judgement</b>	<p>Does the resourcing of the program:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> align with the program rationale and support achievement of the expected outcomes</li> <li><input type="checkbox"/> prepare pre-service teachers for school/site/early childhood settings</li> <li><input type="checkbox"/> enable equitable opportunities to achieve learning outcomes in all modes of delivery offered by the program</li> <li><input type="checkbox"/> ensure pre-service teachers have access to teaching staff with ongoing or recent school-based and, where relevant, early childhood experience?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

+ Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Program rationale</li> <li>• Description of how program resourcing complements the program rationale and expected outcomes</li> <li>• Explanation of how program development, design and delivery differ for different modes of delivery and evidence of effectiveness across modes of delivery</li> <li>• Evidence of graduate performance and outcomes across modes of delivery and how these have influenced program development, design and delivery</li> <li>• Details of relevant experience of teaching staff and how this experience will be utilised in meeting program outcomes and preparing pre-service teachers</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 2.1 – Program development, design and delivery, including the program rationale</li> <li>• Program Standard 2.2 – Program development, design and delivery, including developments in education and stakeholder perspectives</li> </ul>
 <b>Additional considerations</b>	<p>Teaching staff may include staff not employed by the institution: for example, classroom teachers involved in the delivery of program units.</p> <p>The parameters of ‘ongoing or recent school-based experience’ are subject to determination at the jurisdictional level. Where there are jurisdictional requirements or guidelines, the executive officer(s) will inform the panel and provide relevant documentation.</p>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Contemporary</li> <li>• Delivery mode</li> <li>• Evidence</li> <li>• Ongoing or recent</li> <li>• Professional experience</li> <li>• Program outcomes</li> <li>• Program rationale</li> <li>• Resourcing</li> <li>• School-based experience</li> <li>• School/site/early childhood setting</li> </ul>

## ➔ PROGRAM STANDARD 3

### Program entry

#### Additional information – Program Standard 3

Entrant selection is, in the first instance, a matter for the provider concerned (see the *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act 2011)), particularly for self-accrediting providers.

Program Standard 3 requires that selection mechanisms into ITE programs are grounded in evidence, comprehensive and transparent. This is a requirement for the assurance of professional quality.

Program Standard 3 does not seek to impose, privilege, or restrict particular forms of selection into ITE programs.

The principal selection mechanisms must include both academic and non-academic mechanisms.




Alongside the principal mechanisms for selection, providers may also select entrants by means of diverse alternative entry schemes, which are referred to in the Standards and Procedures as 'exemptions'. These alternative entry schemes may draw on a variety of factors, including: special aptitude (academic or non-academic), prior study, relevant past work or community experience, disadvantage (for example, low socio-economic status, regional or rural origin, first- in-family students), or promotion of equity groupings (for example, Aboriginal and Torres Strait Islander peoples).

Where there are jurisdictional selection requirements or guidelines, the executive officer(s) will inform the panel and provide relevant documentation.





## Program Standard 3.1

Providers describe and publish the rationale for their approach to program entry, the selection mechanisms used, threshold entry scores applied and any exemptions used.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence identifies where providers describe and publish:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the rationale for their approach to program entry</li> <li><input type="checkbox"/> the selection mechanisms used</li> <li><input type="checkbox"/> threshold entry scores applied</li> <li><input type="checkbox"/> any exemptions used.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the rationale for program entry clear and consistent with the program rationale (as set out in Program Standard 2.1)?</li> <li><input type="checkbox"/> Are any exemptions clearly explained?</li> <li><input type="checkbox"/> Are there clear expectations regarding the requirements for gaining entry into the program irrespective of entry pathway?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>Evidence of the performance of previous cohorts admitted through different mechanisms and how this has influenced selection practices and support arrangements within the program</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>Program Standard 2.1 – Program development, design and delivery, including the program rationale</li> <li>Program Standard 3.2 – Selection criteria for entrants</li> <li>Program Standard 3.3 – Transparent and justifiable selection processes for program entry</li> <li>Program Standard 6.2 – Program entry data that contributes evidence of program impact</li> <li>Program Standard 6.3 – Program entry data that contributes evidence of program impact</li> </ul>
 <b>Additional considerations</b>	<p>See <a href="#">Action Now: Selection of entrants into initial teacher education: Guidelines</a> for further guidance.</p>








**Related glossary terms**

- Cohort
- Evidence
- Exemptions – in relation to program entry
- Published
- Program rationale
- Rationale – in relation to program entry
- Rationale – in relation to the approach to program entry





## Program Standard 3.2

Providers apply selection criteria for all entrants, which incorporate both academic and non-academic components that are consistent with engagement with a rigorous higher education program, the requirements of the particular program and subsequent success in professional teaching practice.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> academic and non-academic selection criteria</li> <li><input type="checkbox"/> the requirement for selection criteria to be applied to all entrants.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the evidence base justify the academic and non-academic selection mechanisms used?</li> <li><input type="checkbox"/> For each selection mechanism is there a clear approach to:               <ul style="list-style-type: none"> <li>- the criteria applied</li> <li>- any threshold entry score applied?</li> </ul> </li> <li><input type="checkbox"/> Are the academic and non-academic selection criteria consistent with engagement with:               <ul style="list-style-type: none"> <li>- a rigorous higher education program</li> <li>- the particular program</li> <li>- subsequent success in the teaching profession?</li> </ul> </li> <li><input type="checkbox"/> Are there processes in place to evaluate the chosen selection mechanism(s) for effectiveness and ongoing suitability of the criteria?</li> </ul>




The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

+ Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Outline of academic and non-academic selection criteria that are assessed by the chosen selection mechanisms</li> <li>• Provider's policy outlining selection criteria and entry procedures</li> <li>• Evidence of the performance of cohorts admitted through different mechanisms and at different levels of performance on the criteria applied</li> <li>• Description of the evidence base for the selection mechanism(s)</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 3.1 – Rationale for the approach to program entry</li> <li>• Program Standard 3.3 – Transparent and justifiable selection processes for program entry</li> <li>• Program Standard 6.2 – Program entry data that contributes evidence of program impact</li> <li>• Program Standard 6.3 – Program entry data that contributes evidence of program impact</li> </ul>
 <b>Additional considerations</b>	<p>See <a href="#">Action Now: Selection of entrants into initial teacher education: Guidelines</a> for further guidance.</p>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Cohort</li> <li>• Evidence</li> <li>• Evidence base</li> <li>• Ongoing or recent</li> <li>• Student cohort data</li> </ul>






## Program Standard 3.3

All information necessary to ensure transparent and justifiable selection processes for entry into initial teacher education programs, including student cohort data, is publicly available.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 Elements requiring verification	<p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> which selection process information will be or is publicly available, and where</li> <li><input type="checkbox"/> which student cohort data will be or is publicly available, and where?</li> </ul>
 Elements requiring professional judgement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the information on selection processes and student cohort data transparent and justifiable?</li> <li><input type="checkbox"/> Has the provider identified how the student cohort data will be recorded against each academic and non-academic selection method, including:             <ul style="list-style-type: none"> <li>- number of applicants admitted through each selection mechanism</li> <li>- the range of results for students admitted under each selection mechanism?</li> </ul> </li> </ul>




The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 Possible additional evidence	Not applicable
 Related Program Standards	<ul style="list-style-type: none"> <li>• Program Standard 3.1 – Rationale for the approach to program entry</li> <li>• Program Standard 3.2 – Selection criteria for entrants</li> </ul>
 Additional considerations	See <a href="#">Action Now: Selection of entrants into initial teacher education: Guidelines</a> for further guidance.
 Related glossary terms	<ul style="list-style-type: none"> <li>• Cohort</li> <li>• Publicly available</li> <li>• Student cohort data</li> </ul>




## Program Standard 3.4

The program is designed to address the learning needs of all pre-service teachers admitted, including through provision of additional support to any cohort or individual who may be at risk of not being able to participate fully in the program or achieve its expected outcomes.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 Elements requiring verification	<p>The evidence identifies:</p> <ul style="list-style-type: none"> <li>□ mechanisms to identify the needs of the pre-service teachers in the program, including those who require additional support</li> <li>□ details of support for all pre-service teachers, including those who require additional support.</li> </ul>
 Elements requiring professional judgement	<ul style="list-style-type: none"> <li>□ Will the mechanisms identify the needs of pre-service teachers, including those who require additional support?</li> <li>□ Is the support appropriate to address the learning needs of all pre-service teachers so they can participate fully in the program?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 Possible additional evidence	<ul style="list-style-type: none"> <li>• Description of the process to identify pre-service teachers' learning needs, including for those who require additional support</li> <li>• Details of support provided, such as academic skills support</li> <li>• Summary of past outcomes of the support provided to pre-service teachers, how this information has been used to improve this support and how this information will be used to inform support for the program under consideration</li> </ul>
 Related Program Standards	<ul style="list-style-type: none"> <li>• Program Standard 3.5 – Students are supported to achieve the required literacy and numeracy standard before graduation</li> <li>• Program Standard 3.6 – Program entrants must meet English language proficiency requirements for teacher registration in Australia, either on entry to or graduation from the program</li> <li>• Program Standard 5.4 – Appropriate support provided to pre-service teachers at risk of not completing formal teaching practice</li> <li>• Program Standard 6.2 – Data around additional support for at-risk pre-service teachers that contributes evidence of program impact</li> <li>• Program Standard 6.3 – Data around additional support for at-risk pre-service teachers that contributes evidence of program impact</li> </ul>






**Related glossary terms**

- Appropriate
- Cohort




## Program Standard 3.5

Entrants to initial teacher education will possess levels of personal literacy and numeracy broadly equivalent to the top 30% of the population. Providers who select students who do not meet this requirement must establish satisfactory arrangements to ensure that these students are supported to achieve the required standard before graduation. The National Literacy and Numeracy Test is the means for demonstrating that all students have met the standard.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 Elements requiring verification	<p>The evidence identifies:</p> <ul style="list-style-type: none"> <li>□ where in the program structure, or prior to program entry, pre-service teachers are expected to undertake the National Literacy and Numeracy Test</li> <li>□ support arrangements for pre-service teachers in the program who require additional support to achieve the required standard before graduation</li> <li>□ mechanisms to ensure that only those pre-service teachers who pass the National Literacy and Numeracy Test will be eligible to graduate.</li> </ul> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li>□ a statement confirming that pre-service teachers are not eligible to graduate from the program without having passed the National Literacy and Numeracy Test.</li> </ul>
 Elements requiring professional judgement	<ul style="list-style-type: none"> <li>□ Will the support described address the needs of pre-service teachers who require additional development of their personal literacy and numeracy in order to achieve the required standard?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 Possible additional evidence	<ul style="list-style-type: none"> <li>• Evidence of the effectiveness of support provided</li> <li>• A rationale for the placement of the National Literacy and Numeracy Test in the program structure</li> </ul>
 Related Program Standards	<ul style="list-style-type: none"> <li>• Program Standard 3.4 – Support provided to any cohort or individual at risk of not achieving the expected program outcomes</li> <li>• Program Standard 6.2 – Literacy and numeracy data that contributes evidence of program impact</li> <li>• Program Standard 6.3 – Literacy and numeracy data that contributes evidence of program impact</li> </ul>



**Related glossary terms**




- Evidence
- Satisfactory






## Program Standard 3.6

Program entrants must meet English language proficiency requirements for teacher registration in Australia<sup>3</sup>, either on entry to or on graduation from the program.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 Elements requiring verification	The evidence identifies: <ul style="list-style-type: none"> <li><input type="checkbox"/> mechanisms for assessment of English language proficiency as required for teacher registration either on entry to or prior to graduation from the program.</li> </ul>
 Elements requiring professional judgement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Will the mechanisms ensure that the English language proficiency requirements for teacher registration are assessed and met either on entry to or prior to graduation from the program?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 Possible additional evidence	<ul style="list-style-type: none"> <li>Institutional policies and procedures for ensuring the English language proficiency requirements are assessed and met</li> </ul>
 Related Program Standards	<ul style="list-style-type: none"> <li>Program Standard 3.4 – Support to any cohort or individual at risk of not achieving the expected program outcomes</li> <li>Program Standard 3.5 – Students are supported to achieve the required literacy and numeracy standard before graduation</li> </ul>

3 Teacher registration is the responsibility of jurisdictional Authorities and the specifications for English Language requirements are set out under the relevant regulatory schemes. The nationally agreed requirements for English language proficiency are at <https://www.aitsl.edu.au/teach/start-your-career/registration/nationally-consistent-teacher-registration>.



### Additional considerations

The English language requirements for registration as a teacher are:

- an IELTS\* (Academic) assessment with an average band score of 7.5 across all four skill areas of listening, speaking, reading and writing – with no score below 7 in any of the four skills areas and a score of no less than 8 in speaking and listening, or
- an ISLPR\*\* assessment with a score of level 4 in all four areas of listening, speaking, reading and writing, such assessments to be deemed valid only if provided by approved testing sites where the assessment is teacher focussed.

The date of the assessment must be no more than 2 years prior to the time of application for registration.

English language proficiency assessment is not required for registration as a teacher where the full four years of required higher education study (or qualifications assessed as comparable) have been undertaken in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada and the Republic of Ireland. (These are the countries accepted under Australian migration policy as not requiring English language proficiency assessment.)

\* International English Language Testing System




\*\* International Second Language Proficiency Ratings

## Program Standard 3.7





Entrants to graduate entry programs have a discipline-specific bachelor or equivalent qualification relevant to the Australian Curriculum or other recognised areas of schooling provision including:

- a) for secondary teaching, at least a major study in one teaching area and, preferably, a second teaching area comprising at least a minor study, or
- b) for primary teaching, at least one year of full-time equivalent study relevant to one or more learning areas of the primary school curriculum.<sup>4</sup>

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 Elements requiring verification	The evidence identifies: <ul style="list-style-type: none"> <li><input type="checkbox"/> processes to ensure entrants into graduate programs have prior qualifications consistent with a) or b) in the Program Standard.</li> </ul>
 Elements requiring professional judgement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do the admission processes ensure all entrants to graduate entry programs have the required qualifications?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 Possible additional evidence	<ul style="list-style-type: none"> <li>• Provider's admissions policy outlining requirements for entry into graduate programs</li> </ul>
 Related Program Standards	<ul style="list-style-type: none"> <li>• Program Standard 4.2 – Schedule 1 – Graduate entry programs – mandatory content requirements</li> <li>• Program Standard 4.4 – Subject specialisation for primary graduates</li> </ul>
 Related glossary terms	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Discipline studies</li> <li>• Major study</li> <li>• Minor study</li> </ul>

<sup>4</sup> This entry requirement also applies to combined primary/early childhood programs

# ➔ PROGRAM STANDARD 4




## Program structure and content

### Program Standard 4.1

Programs comprise at least two years of full-time equivalent professional studies<sup>5</sup> in education and are structured so that a graduate has undertaken a four-year or longer full-time equivalent program(s) that leads to a higher education qualification(s) in one of the following configurations:





- a) a three-year undergraduate degree providing the required discipline knowledge, plus a two-year graduate entry professional qualification
- b) an integrated degree of at least four years comprising discipline studies and professional studies
- c) combined degrees of at least four years comprising discipline studies and professional studies
- d) other combinations of qualifications proposed by the provider and approved by the Authority in consultation with AITSL as equivalent to the above that enable alternative or flexible pathways into the teaching profession.

The following elements guide the panel in the assessment of the evidence provided:

 Elements		
	<b>Elements requiring verification</b>	The evidence identifies a program structure and content that: <ul style="list-style-type: none"> <li><input type="checkbox"/> will result in a qualification that correlates with one of a) to d)</li> <li><input type="checkbox"/> includes required discipline studies</li> <li><input type="checkbox"/> includes at least two years of full-time equivalent professional studies in education.</li> </ul>
	<b>Elements requiring professional judgement</b>	Not applicable

<sup>5</sup> Professional studies in education covers discipline-specific curriculum and pedagogical studies, general education studies and professional experience.




The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

+ Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Program structure and content of the qualification that will be obtained by graduates</li> <li>• Verification of institution and/or TEQSA approval</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 4.2 – Schedule 1– Undergraduate programs and Graduate entry programs – mandatory content requirements</li> <li>• Program Standard 4.3 – Preparation for teaching across multiple educational settings</li> </ul>
 <b>Additional considerations</b>	<p>The applicability of a justifiable rationale and supporting documentation in relation to 4.1 d) will be approved by the relevant Authority in consultation with AITSL.</p>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Combined degree</li> <li>• Discipline studies</li> <li>• Discipline-specific curriculum and pedagogical studies</li> <li>• Integrated degree</li> <li>• Professional studies in education</li> <li>• Tertiary Education Quality and Standards Agency (TEQSA)</li> </ul>





## Program Standard 4.2

Initial teacher education programs prepare pre-service teachers for the school curriculum<sup>6</sup> and learning areas of their chosen discipline and/or stage of schooling in accordance with Schedule 1.<sup>7</sup>

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence identifies:</p> <ul style="list-style-type: none"> <li>□ a program structure that includes units for required discipline-specific curriculum and pedagogical studies according to Schedule 1 for Program Standard 4.2.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li>□ Are the discipline-specific curriculum and pedagogical studies aligned to the curriculum for which pre-service teachers are being prepared to teach?</li> <li>□ Do the program's units address the requirements of relevant learning areas for all disciplines and/or stages of schooling for which pre-service teachers are being prepared to teach?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Program structure that identifies where the content required under Schedule 1 for Program Standard 4.2 is covered</li> <li>• Unit outlines</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 4.1 – Program structure</li> <li>• Program Standard 4.2 – Schedule 1 – Undergraduate programs and Graduate entry programs – mandatory content requirements</li> <li>• Program Standard 4.3 – Program structure addressing requirements for preparing graduates to teach across multiple education settings</li> </ul>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Discipline studies</li> <li>• Discipline-specific curriculum and pedagogical studies</li> <li>• Stages of schooling</li> </ul>

<sup>6</sup> Curriculum refers to the Foundation to Year 12 Australian Curriculum or alternative curriculum frameworks that have been assessed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as meeting the requirements of the Australian Curriculum, any curriculum authorised by jurisdictional authorities, and the Early Years Learning Framework for Australia.

<sup>7</sup> This Standard applies equally to those entrants admitted under recognition of prior learning or credit transfer arrangements.

## Schedule 1 for Program Standard 4.2



### Primary Programs

All primary programs must include study in each of the learning areas of the primary school curriculum sufficient to equip teachers to teach across the years of primary schooling.

#### Undergraduate programs – mandatory content requirements

Discipline and discipline-specific curriculum and pedagogical studies<sup>8</sup> comprise at least one-half of the program (i.e. normally two years of full-time-equivalent study), including at least:

	<b>English/literacy</b> – discipline and discipline-specific curriculum and pedagogical studies	At least one-half of a year EFTSL, including at least one-eighth of a year EFTSL for early reading instruction <sup>9</sup>
	<b>Mathematics/numeracy</b> – discipline and discipline-specific curriculum and pedagogical studies	At least one-quarter of a year EFTSL
	<b>Science</b> – discipline and discipline-specific curriculum and pedagogical studies	At least one-eighth of a year EFTSL

The remainder of the program may be structured to include extension or specialist studies in priority areas or related curriculum areas.

#### Graduate entry programs – mandatory content requirements

Graduate entry programs must include one year of full-time-equivalent study of discipline-specific curriculum and pedagogical studies across the learning areas of the primary school curriculum, including at least:

	<b>English/literacy</b> – discipline and discipline-specific curriculum and pedagogical studies	At least three-eighths of a year EFTSL, including at least one-eighth of a year EFTSL for early reading instruction <sup>10</sup>
	<b>Mathematics/numeracy</b> – discipline and discipline-specific curriculum and pedagogical studies	At least one-quarter of a year EFTSL
	<b>Science</b> – discipline and discipline-specific curriculum and pedagogical studies	At least one-eighth of a year EFTSL

These programs may include up to one-quarter of a year of full-time-equivalent study of relevant discipline studies as elective units which could be undertaken by applicants who do not fully meet prerequisite discipline study requirements.

- 8 Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of 'equivalent full-time student load (EFTSL) in professional studies outlined in Program Standard 4.1.
- 9 Early reading instruction should address evidence-based practice in the following elements: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language.
- 10 Early reading instruction should address evidence-based practice in the following elements: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language.



## Secondary Programs

Discipline-specific curriculum and pedagogical studies must prepare graduates to teach across the years of secondary schooling.

### Undergraduate programs – mandatory content requirements

Secondary programs must provide a sound depth and breadth of knowledge appropriate for the teaching area(s) the graduate intends to teach.

These programs must provide discipline studies:

a) of at least a major study in one teaching area, and	Equivalent to three-quarters of a year EFTSL <sup>11</sup>
b) preferably a second teaching area, which must comprise at least a minor study.	Equivalent to one-half of a year EFTSL <sup>12</sup>

In addition, these programs must include:

a) discipline-specific curriculum and pedagogical studies. <sup>13</sup>	At least one-quarter of a year EFTSL for each teaching area
--	---

### Graduate entry programs – mandatory content requirements

These programs must provide discipline studies:

a) discipline-specific curriculum and pedagogical studies <sup>14</sup>	At least one-quarter of a year EFTSL for each teaching area
---	---

These programs may include up to one-quarter of a year of full-time-equivalent study of relevant discipline studies as elective units that could be undertaken by applicants who do not fully meet prerequisite discipline study requirements.

- 11 Study undertaken for a major study will be equivalent to a total of three-quarters of a year of successful EFTSL, usually comprising sequential discipline study taken over three years. In most programs, this equates to six units, with no more than two at first-year level and no fewer than two units at third-year level
- 12 Study undertaken for a minor study will be equivalent to a total of half a year of successful EFTSL, usually comprising sequential discipline study taken over two years. In most programs, this equates to four units, with no more than two at first-year level.
- 13 Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of EFTSL in professional studies outlined in Program Standard 4.1.
- 14 Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of EFTSL in professional studies outlined in Program Standard 4.1.






## Program Standard 4.3

Combined programs: Some programs prepare graduates for teaching across multiple educational settings, for example early childhood/primary school and primary school/secondary school ('middle school'):




- a) Programs that prepare graduates to teach in both early childhood settings and primary schools prepare teachers for teaching the curriculum across both contexts.
- b) Programs that prepare graduates for primary and secondary school teaching must fully address the requirements for primary teaching and for secondary teaching in at least one major study or two minor studies in secondary teaching areas. However, programs may have a stronger emphasis on teaching particular year levels (for example Years 5 to 9).
- c) Programs that prepare graduates for teaching in other specialised teaching roles in schools and other educational settings must address the specific content and pedagogy of the specialisation.

**Note: This Program Standard is only relevant to programs preparing graduates for teaching across multiple educational settings.**

The following elements guide the panel in the assessment of the evidence provided:

 Elements		
	Elements requiring verification	<p>The evidence identifies a program structure that addresses the requirements for preparing teachers across different educational settings, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> early childhood and primary</li> <li><input type="checkbox"/> primary and secondary</li> <li><input type="checkbox"/> other specialised teaching roles.</li> </ul>
	 Elements requiring professional judgement	Not applicable

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

+ Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Program structure, in the form of a map or table, that identifies where the required content is covered</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 2.1 – Program development, design and delivery, including the program rationale</li> <li>• Program Standard 4.2 – Schedule 1 – Undergraduate programs and Graduate entry programs – mandatory content requirements</li> <li>• Program Standard 4.4 – Subject specialisation for primary graduates</li> </ul>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Combined program</li> <li>• Curriculum</li> <li>• Major study</li> <li>• Minor study</li> <li>• Required content</li> <li>• School/site/early childhood setting</li> <li>• Specialisation</li> <li>• Specialised teaching role</li> </ul>




## Program Standard 4.4

In addition to study in each of the learning areas of the primary school curriculum sufficient to equip teachers to teach across the years of primary schooling, programs provide all primary graduates with a subject specialisation through:



- a) clearly defined pathways into and/or within a program that lead to specialisations, that are in demand, with a focus on subject/curriculum areas
- b) assessment within the program requiring graduates to demonstrate expert content knowledge and pedagogical content knowledge and highly effective classroom teaching in their area of specialisation
- c) publishing the specialisations available and numbers of graduates per specialisation through their annual reports.

**Note: This Program Standard is only relevant to programs preparing graduates to teach in primary school settings. Where this Program Standard applies, the following elements will guide the panel in the assessment of the evidence provided:**

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 Elements requiring verification	<p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the specialisations offered</li> <li><input type="checkbox"/> the pathways available within the program structure, including any related entry requirements.</li> </ul> <p>The evidence includes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a justification for selecting the specialisations on offer</li> <li><input type="checkbox"/> units included for each specialisation</li> <li><input type="checkbox"/> the specific assessment tasks in relation to the specialisation</li> <li><input type="checkbox"/> confirmation that the provider will publish the specialisations available and the number of graduates per specialisation through the annual report.</li> </ul>
 Elements requiring professional judgement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are specialisations on offer focussed on subject/curriculum areas that are in demand?</li> <li><input type="checkbox"/> Do the specialisation pathways provide appropriately sequenced opportunities for pre-service teachers to practise in their area(s) of specialisation?</li> <li><input type="checkbox"/> Do the unit outlines for each specialisation offered contain relevant discipline knowledge and discipline-specific pedagogical knowledge?</li> <li><input type="checkbox"/> Do the assessment tasks require pre-service teachers to demonstrate expert content knowledge, pedagogical content knowledge and highly effective classroom teaching in their area of specialisation?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

+ Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Program structure illustrating pathway options and any related entry requirements and confirming that all graduates will have a specialisation</li> <li>• Unit outlines</li> <li>• Assessment tasks</li> <li>• Evidence of consultations to establish areas of demand</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 1.1 – Assessment processes against the Graduate Teacher Standards</li> <li>• Program Standard 1.2 – Assessment processes against the final-year teaching performance assessment</li> <li>• Program Standard 1.3 – Assessment processes used to demonstrate pre-service teachers' impact on student learning</li> <li>• Program Standard 2.1 – Program development, design and delivery, including the program rationale</li> <li>• Program Standard 2.2 – Program development, design and delivery, including developments in education and stakeholder perspectives</li> <li>• Program Standard 2.3 – Resourcing of the program</li> <li>• Program Standard 3.1 – Rationale for the approach to program entry</li> <li>• Program Standard 5.4 – Assessment of pre-service teachers' achievements against the Graduate Teacher Standards</li> </ul>
 <b>Additional considerations</b>	<p>See <a href="#">Primary specialisation (Program Standard 4.4): Guidelines</a> for further guidance.</p>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Classroom</li> <li>• Curriculum</li> <li>• Discipline-specific curriculum and pedagogical studies</li> <li>• Published</li> <li>• Specialisation</li> <li>• Sufficient</li> </ul>



# ➔ PROGRAM STANDARD 5

## Professional experience





### Program Standard 5.1

Formal partnerships, agreed in writing, are developed and used by providers and schools/sites/systems to facilitate the delivery of programs, particularly professional experience for pre-service teachers. Formal partnerships exist for every professional experience school/site and clearly specify components of placements and planned experiences, identified roles and responsibilities for both parties and responsible contacts for day-to-day administration of the arrangement.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The evidence identifies formal partnerships agreed in writing that exist for every professional experience school/site.</li> <li><input type="checkbox"/> The evidence identifies formal partnerships agreed in writing that clearly specify the:               <ul style="list-style-type: none"> <li>- details of the main points of contact between the provider and professional experience sites</li> <li>- identified roles and responsibilities of all participants in professional experience</li> <li>- components of professional experience placements and planned experiences.</li> </ul> </li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Will the formal partnerships facilitate the delivery of professional experience?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:




+ Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>Formal partnerships, agreed in writing, such as memorandum(s) of understanding, signed professional experience partnership agreements or other documentation.</li> <li>Professional experience handbook</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>Program Standard 5.3 – Mechanisms to communicate the expected learning outcomes of placements</li> <li>Program Standard 5.4 – Clarification of expectations and roles in assessment, particularly designated roles for supervising teachers in practical assessment of pre-service teachers</li> </ul>
 <b>Additional considerations</b>	<p>Where there are jurisdictional requirements or guidelines, the executive officer(s) will inform the panel and provide relevant documentation.</p>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>Jurisdictional requirements</li> <li>Professional experience</li> <li>School/site/early childhood setting</li> </ul>

## Program Standard 5.2

The professional experience components of programs are relevant to a classroom environment and:

- a) include no fewer than 80 days in undergraduate and double-degree teacher education programs and no fewer than 60 days in graduate-entry programs
- b) consist of supervised and assessed teaching practice undertaken over a substantial and sustained period that is mostly in Australia and mostly in a recognised school setting
- c) are as diverse as practicable
- d) provide opportunities for pre-service teachers to observe and participate purposefully in a school/site as early as practicable in a program.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence identifies professional experience components that include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> no fewer than 80 days in undergraduate and double-degree teacher education programs and no fewer than 60 days in graduate-entry programs for all pre-service teachers</li> <li><input type="checkbox"/> professional experience mostly undertaken in Australia in a recognised school/site/early childhood setting.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are there processes in place to ensure that pre-service teachers are supervised and assessed during all placements, including the final year teaching performance assessment (Program Standard 1.2)?</li> <li><input type="checkbox"/> Does the structure of placements allow for professional experience to be undertaken over a substantial and sustained period?</li> <li><input type="checkbox"/> Does the approach to placements ensure they are as diverse as practicable?</li> <li><input type="checkbox"/> Does the program structure provide opportunities for pre-service teachers to observe and participate purposefully in the school/site as early as practicable in the program?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:




<div>+</div> <b>Additional information</b>	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Program outline showing the structure and distribution of placements, including the number of days for each placement</li> <li>• Professional experience handbooks</li> <li>• Description of the focus for each placement</li> <li>• Description of strategies for ensuring a diversity of placements</li> <li>• Description of mechanisms to ensure all pre-service teachers completing professional experience outside of Australia or outside a recognised school setting have the opportunity to meet the Graduate Teacher Standards</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 1.2 – Assessment processes against the final-year teaching performance assessment</li> <li>• Program Standard 5.1 – Formal partnerships that specify the roles and responsibilities between the provider and school/site/system</li> </ul>
 <b>Additional considerations</b>	<p>Where a provider chooses to allow pre-service teachers opportunities to undertake placements outside Australia and/or a recognised school setting in accordance with the Standard:</p> <ul style="list-style-type: none"> <li>- a rationale should be provided as to how the pre-service teachers will have the opportunity to practise and demonstrate the Graduate Teacher Standards</li> <li>- the pre-service teacher must be supervised by a teacher who has a strong working knowledge of the Graduate Teacher Standards.</li> </ul> <p>Where there are jurisdictional requirements or guidelines, the executive officer(s) will inform the panel and provide relevant documentation.</p>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Classroom</li> <li>• Diverse – in relation to placements</li> <li>• Jurisdictional requirements</li> <li>• Professional experience</li> <li>• Rationale – in relation to program rationale</li> <li>• School/site/early childhood setting</li> <li>• Substantial</li> <li>• Sustained</li> <li>• Teaching performance assessment (TPA)</li> </ul>







## Program Standard 5.3

For every professional experience placement, regardless of delivery mode, there are clear mechanisms to communicate between the initial teacher education provider and the school the knowledge, skills and experiences pre-service teachers have already developed in a program and the expected learning outcomes of that placement.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence identifies communication mechanisms that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> outline placement specific requirements</li> <li><input type="checkbox"/> apply across all the program's delivery modes.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do the communication mechanisms between the provider and the school/site/early childhood setting personnel clearly specify:               <ul style="list-style-type: none"> <li>- the pre-service teacher's knowledge, skills and experiences, developed throughout the program</li> <li>- the expected learning outcomes of each placement?</li> </ul> </li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:




 Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Description and/or examples of communications to schools/sites</li> <li>• Protocols for managing pre-service teachers' progress throughout their placements</li> <li>• Professional experience handbooks</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 5.1 – Formal partnerships that specify the roles and responsibilities between the provider and school/site/system</li> <li>• Program Standard 5.4 – Assessment of pre-service teachers' achievements against the Graduate Teacher Standards</li> <li>• Program Standard 6.2 – Data around professional experience placements that contributes to evidence of program impact</li> <li>• Program Standard 6.3 – Data around professional experience placements that contributes to evidence of program impact</li> </ul>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Data</li> <li>• Delivery mode</li> <li>• Professional experience</li> </ul>

## Program Standard 5.4





Providers work with their placement school(s)/systems to achieve a rigorous approach to the assessment of pre-service teachers' achievements against the Graduate Teacher Standards including:

- a) identification of the Standards to be assessed
- b) provision of assessment tools, protocols, practices and guidelines
- c) clarification of expectations and roles in assessment, particularly designated roles for supervising teachers in practical assessment of pre-service teachers
- d) timely identification of pre-service teachers at risk of not satisfactorily completing the formal teaching practice, ensuring appropriate support for improvement
- e) mandating a satisfactory formal assessment of pre-service teachers against the Graduate Teacher Standards as a requirement for graduating from the program.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the descriptors of the Graduate Teacher Standards that will be assessed directly during each professional experience placement</li> <li><input type="checkbox"/> that a satisfactory formal assessment of pre-service teachers against the Graduate Teacher Standards is a requirement for graduating from the program.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the provider engage with school/site/early childhood settings or systems to ensure there are:             <ul style="list-style-type: none"> <li>- clear processes and expectations for the assessment of pre-service teachers</li> <li>- designated roles for supervising teachers in the practical assessment of pre-service teachers?</li> </ul> </li> <li><input type="checkbox"/> Will the assessment tools, protocols, practices, and guidelines enable supervising teachers to differentiate between pre-service teacher performance that meets and does not meet the requirements of the Graduate Teacher Standards?</li> <li><input type="checkbox"/> Are there processes to ensure timely identification of pre-service teachers who are at risk of not satisfactorily completing formal teaching practice?</li> <li><input type="checkbox"/> Is there appropriate support for improvement for pre-service teachers identified as being at risk of not satisfactorily completing formal teaching practice?</li> </ul>




The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 Possible additional evidence	<ul style="list-style-type: none"> <li>• Partnership documentation</li> <li>• Professional experience handbooks</li> <li>• Assessment and reporting templates, including criteria for making judgements</li> <li>• Outlines for professional experience units</li> <li>• Evidence guides and/or frameworks</li> </ul>
 Related Program Standards	<ul style="list-style-type: none"> <li>• Program Standard 1.2 – Assessment processes against the final-year teaching performance assessment</li> <li>• Program Standard 3.4 – Support provided to any cohort or individual at risk of not achieving the expected program outcomes</li> <li>• Program Standard 5.1 – Formal partnerships that specify the roles and responsibilities between the provider and school/site/system</li> <li>• Program Standard 5.3 – Mechanisms to communicate the expected learning outcomes of placements</li> <li>• Program Standard 6.2 – Data around professional experience placements that contributes to evidence of program impact</li> <li>• Program Standard 6.3 – Data around professional experience placements that contributes to evidence of program impact</li> </ul>
 Related glossary terms	<ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Professional experience</li> <li>• Satisfactory</li> <li>• School/site/early childhood setting</li> <li>• Supervising teacher</li> </ul>




## Program Standard 5.5

Providers support the delivery of professional experience in partner schools/sites, including by identification and provision of professional learning opportunities for supervising teachers and communication from, and access to, designated initial teacher education provider staff who, preferably, have current or recent experience in teaching.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> professional learning opportunities available to support supervising teachers in their roles</li> <li><input type="checkbox"/> designated provider staff who will be available to provide support for supervising teachers.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Will the professional learning opportunities provided to supervising teachers support them in their roles?</li> <li><input type="checkbox"/> Do supervising teachers have sufficient access to provider staff for support?</li> <li><input type="checkbox"/> Do provider staff have current or recent experience in teaching (preferable) in order to provide appropriate support for supervising teachers?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• Descriptions of professional learning programs: for example, professional learning modules on the Teacher Standards, mentoring and supervision of pre-service teachers</li> <li>• Descriptions and/or examples of support provided to schools/sites/ early childhood settings in selecting supervising teachers</li> <li>• Descriptions of support provided by provider staff, including the qualifications and teaching experience of these staff</li> <li>• Professional experience handbooks</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 5.4 – Partnership protocols including expectations and roles of participants and the assessment of pre-service teachers against the Graduate Teacher Standards</li> <li>• Program Standard 6.3 – Data around professional learning opportunities for supervising teachers that contributes to evidence of program impact</li> </ul>



**Related glossary terms**

- Appropriate
- Current, ongoing or recent
- Professional experience
- Professional learning
- School/site/early childhood setting
- Sufficient
- Supervising teacher




# ➔ PROGRAM STANDARD 6

## Program evaluation, reporting and improvement

### Program Standard 6.1




Providers have processes in place for the ongoing collection, analysis and evaluation of data to inform program improvements and periodic formal evaluation of the program, including participation in national and jurisdictional data collections<sup>15</sup> to support local and national teacher workforce supply reporting, program and provider benchmarking and to build a cumulative database of evidence relating to the quality of teacher education in Australia.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence identifies processes for the:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ongoing collection of a range of data</li> <li><input type="checkbox"/> analysis of data</li> <li><input type="checkbox"/> evaluation of data</li> <li><input type="checkbox"/> use of the analysed data to inform program improvement and periodic formal evaluation.</li> </ul> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> confirmation of participation in national and jurisdictional data collections.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are the processes for ongoing data collection analysis and evaluation clear and fit for purpose?</li> <li><input type="checkbox"/> Do the processes for collection, analysis and evaluation of data support program improvements and periodic formal evaluation of the program?</li> </ul>

<sup>15</sup> Such as the Quality Indicators for Learning and Teaching survey (QILT).




The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

+ Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>• National and jurisdictional data collections</li> <li>• Descriptions of processes for collecting, analysing and evaluating data and how the results may be used to improve the program</li> <li>• Report(s) from teaching performance assessment and other benchmarking activities</li> <li>• <i>Plan for demonstrating impact</i> (Template 4) Introduction to context</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>• Program Standard 6.2 – <i>Plan for demonstrating impact</i> (Template 4) identifying how providers will select, use and analyse evidence</li> </ul>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>• Data</li> <li>• Evidence</li> <li>• Fit for purpose</li> <li>• Ongoing or recent</li> <li>• Program impact</li> </ul>

## Program Standard 6.2





At the beginning of each accreditation period, providers develop and then implement a plan for demonstrating program outcomes in relation to pre-service teacher performance and graduate outcomes, including program impact. The plan will identify how providers will select, use and analyse evidence that is relevant to assessing the delivery of the program, including the mandatory evidence required by Program Standard 6.3.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 <b>Elements requiring verification</b>	<p>The evidence includes a <i>Plan for demonstrating impact</i> (Template 4) that sets out:</p> <ul style="list-style-type: none"> <li>□ <i>Impact statements</i> that will be used to demonstrate program outcomes in relation to pre-service teacher performance, graduate outcomes, program impact and any cohorts of interest</li> <li>□ specific data to be collected and reported on for all outcomes identified in the <i>Impact statements</i>, including mandatory evidence relating to pre-service teacher performance and graduate outcomes</li> <li>□ how the provider will select, use and analyse data that is relevant to assessing delivery of the program, including mandatory evidence relating to pre-service teacher performance and graduate outcomes.</li> </ul>
 <b>Elements requiring professional judgement</b>	<ul style="list-style-type: none"> <li>□ Will the analysis and use of the selected data:               <ul style="list-style-type: none"> <li>- provide, where possible, evidence of the impact of graduates and/or graduate cohorts on student learning</li> <li>- demonstrate the program outcomes as set out in the <i>Impact statements</i>?</li> </ul> </li> <li>□ Will the selected data provide sufficient opportunity to evidence the stated program objectives, program rationale (Program Standard 2.1) and proposed processes to drive program improvement?</li> </ul>



The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

+ Additional information	
 <b>Possible additional evidence</b>	<ul style="list-style-type: none"> <li>Survey and data collection instruments</li> </ul>
 <b>Related Program Standards</b>	<ul style="list-style-type: none"> <li>Program Standard 1 – Program design and assessment processes and pre-service teacher and graduate impact on student learning</li> <li>Program Standard 2.1 – Program development, design and delivery, including the program rationale</li> <li>Program Standard 6.1 – Processes for ongoing collection, analysis and evaluation of data, including participation in national and jurisdictional data collections</li> <li>Program Standard 6.3 – Cohorts of interest, including selection cohorts</li> <li>Program Standard 6.4 – Annual reporting by the provider to the relevant Authority</li> </ul>
 <b>Additional considerations</b>	<p>The <i>Plan for demonstrating impact</i> (Template 4) is the mechanism by which an ITE provider articulates, as part of a program accreditation process, the performance and outcomes evidence that will be relied upon to demonstrate the impact of a program during, and at the end of, an accreditation period.</p> <p>Providers will be expected to report annually (Program Standard 6.4) to the relevant Authority against the data elements and processes set out in the <i>Plan for demonstrating impact</i> (Template 4). The annual reporting of this data will contribute to the evidence required at the end of an accreditation period.</p> <p>Providers are encouraged to select and use evidence that is meaningful to them and the delivery of their program, including evidence that supports a provider's understanding of the impact their program has had on its pre-service teachers and graduates. The <i>Plan for demonstrating impact</i> (Template 4) must clearly identify how the evidence will demonstrate pre-service teachers' positive impact on student learning and, where possible, the impact of graduates and/or graduate cohorts on student learning.</p>
 <b>Related glossary terms</b>	<ul style="list-style-type: none"> <li>Aggregated data</li> <li>Cohort</li> <li>Cohort of interest</li> <li>Data</li> <li>Evidence</li> <li>Graduate outcomes</li> <li>Impact</li> <li>Impact statements</li> <li>Pre-service teacher performance</li> <li>Professional experience</li> <li>Program outcomes</li> <li>Program rationale</li> <li>Selection cohorts</li> <li>Student learning</li> <li>Sufficient</li> </ul>

## Additional information – mandatory evidence

The following information explains the reporting requirements in relation to Program Standard 6.2, which should also be taken into consideration when making judgements in relation to Program Standard 6.3.

### Pre-service teacher performance

The table below outlines mandatory evidence and minimum reporting requirements for pre-service teacher performance.

However, it is expected that a provider's plan will specify a range of evidence across multiple measures to support their demonstration of impact at the end of the accreditation period. Evidence that illustrates pre-service teachers' achievements in relation to demonstrating a positive impact on student learning must be prioritised in this process.

Mandatory evidence	Minimum reporting requirement
Aggregated teaching performance assessment evidence.	<ul style="list-style-type: none"> <li>• Distribution of student results</li> <li>• Number of students undertaking the assessments</li> </ul>
Aggregated assessment data from other assessments where a pre-service teacher is required to demonstrate an impact on student learning.	<ul style="list-style-type: none"> <li>• Distribution of student results</li> <li>• Number of students undertaking the assessments</li> </ul>
Aggregated assessment and outcomes data linked to individuals and/or cohorts of interest such as: <ol style="list-style-type: none"> <li>Selection cohorts</li> <li>Pre-service teachers needing support for achievement of the literacy and numeracy standard</li> <li>Other cohorts relating to areas of focus or interest within the program.</li> </ol>	<ul style="list-style-type: none"> <li>• Distribution of student results on the teaching performance assessment and/or other assessments identified above by different cohorts</li> </ul>

### Graduate outcomes

There are two types of mandatory evidence for graduate outcomes:

1. Participation in and evaluation of data from any national and jurisdictional data collections and/or surveys (see Program Standard 6.1).
2. Collection and evaluation of evidence relevant to demonstrating program impact in relation to graduate outcomes (see Program Standard 1.4). Graduate impact on student learning is included in this evidence where available data allow. It is expected that multiple sources of data will be used and could be drawn from:
  - a) employment data
  - b) registration data
  - c) provider case studies/surveys
  - d) any other type of outcomes data that can be tenably linked to information on program improvement, graduate outcomes and/or positive impact on student learning.




## Program Standard 6.3

Evidence of outcomes, including impact, is provided, evaluated and interpreted for the program at the end of each accreditation period. The interpretation of evidence encompasses identified strengths, program changes and planned improvements. The evidence requirements include at a minimum:





- a) aggregated assessment data from the teaching performance assessment for all pre-service teachers (Program Standards 1.2 and 1.3)
- b) aggregated assessment data from any other assessments identified in a plan for impact as contributing to evidence in relation to pre-service teacher performance and impact (Program Standards 1.1 and 1.3)
- c) aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)
- d) data and evidence from participation in national and jurisdictional data collections (Program Standard 6.1)
- e) evidence of the outcomes of graduates and/or graduate cohorts (Program Standard 1.4).

**Note: This Program Standard only applies at stage two.**

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 Elements requiring verification	<p>The evidence includes a <i>Stage two report</i> (Template 5) that includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> an introduction</li> <li><input type="checkbox"/> performance of pre-service teachers, including at a minimum evidence requirements for a), b) and c) above</li> <li><input type="checkbox"/> performance of the program – graduate outcomes, including at a minimum evidence requirements for c), d) and e) above</li> <li><input type="checkbox"/> performance of the program – other program improvements</li> </ul>
 Elements requiring professional judgement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has the provider included the number of graduates for identified cohorts and areas of interest to enable appropriate data aggregation?</li> <li><input type="checkbox"/> Does the evaluation and interpretation of evidence provided in the <i>Stage two report</i> (Template 5) support identified strengths, program changes and planned improvements?</li> <li><input type="checkbox"/> Does the evaluation and interpretation of evidence provided in the <i>Stage two report</i> (Template 5) support the changes to the Program Standards in the <i>Program Standards Matrix</i> (Template 2)?</li> </ul>

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:




 Additional information	
 Possible additional evidence	<ul style="list-style-type: none"> <li>• Summary of key annual reporting data</li> <li>• Summary of changes made to the program throughout the accreditation period</li> <li>• Graduate testimonials, for example through surveys or alumni channels</li> </ul>
 Related Program Standards	<ul style="list-style-type: none"> <li>• Program Standard 1.1 – Assessment processes against the Graduate Teacher Standards</li> <li>• Program Standard 1.2 – Assessment processes against the final-year teaching performance assessment</li> <li>• Program Standard 1.3 – Assessment processes used to demonstrate pre-service teachers’ impact on student learning</li> <li>• Program Standard 3.3 – Transparent and justifiable selection processes for program entry</li> <li>• Program Standard 6.1 – Processes for ongoing collection, analysis and evaluation of data, including participation in national and jurisdictional data collections</li> <li>• Program Standard 6.2 – <i>Future Plan for demonstrating impact</i> (Template 4) identifying how providers will select, use and analyse evidence</li> </ul>
 Related glossary terms	<ul style="list-style-type: none"> <li>• Aggregated data</li> <li>• Data</li> <li>• Cohort</li> <li>• Cohort of interest</li> <li>• Evidence</li> <li>• Impact</li> <li>• Pre-service teacher performance</li> <li>• Selection cohorts</li> <li>• Teaching performance assessment (TPA)</li> </ul>

## Program Standard 6.4




Providers report annually to the Authority including reporting on:

- a) data as identified in the plan for impact (Program Standard 6.2)
- b) changes to the program
- c) nationally required data to contribute to national and/or jurisdictional collections and for compliance and accountability purposes
- d) additional data/information requested by the Authority.

The following elements guide the panel in the assessment of the evidence provided:

 Elements	
 Elements requiring verification	The evidence includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> a statement of the provider's willingness to comply with annual reporting requirements (<i>Application cover sheet</i> (Template 1)).</li> </ul>
 Elements requiring professional judgement	Not applicable

The following points provide additional information to guide the preparation, submission, and assessment of the evidence provided:

 Additional information	
 Related Program Standards	<ul style="list-style-type: none"> <li>• Program Standard 6.1 – Processes for ongoing collection, analysis and evaluation of data, including participation in national and jurisdictional data collections</li> <li>• Program Standard 6.2 – <i>Plan for demonstrating impact</i> (Template 4) identifying how providers will select, use and analyse evidence</li> </ul>
 Related glossary terms	<ul style="list-style-type: none"> <li>• Data</li> <li>• Evidence</li> <li>• Impact</li> </ul>



## TEMPLATE 1

# Application cover sheet

Program details	
Date of application	
Program title(s) covered by this application	
Program type	
Program code	
Provider	
Faculty / School / Department	
Program duration in equivalent full-time student load (EFTSL)	
Delivery mode(s)	
Campus(es) where the program is offered	
Length of professional experience component (days of supervised practice)	
Stage(s) of schooling (for example, early childhood/primary, primary, secondary)	
Primary specialisation(s) offered (primary programs)	
Teaching areas offered (secondary programs)	
Website URL (if available)	
Date(s) of any preliminary meeting(s) with the relevant teacher regulatory authority for this application	
Date of program commencement	
Is the application for	<input type="checkbox"/> A new program <input type="checkbox"/> An existing program
If existing, is the application for	<input type="checkbox"/> Stage one <input type="checkbox"/> Stage two

<b>If existing, what is the date of:</b>	
Original program commencement	
Last accreditation	
Approval expiry	

### Additional information

<b>Program description and rationale (200-word limit)</b>	
<b>Quality assurance processes (200-word limit)</b>	

### Details of program contact

Name	Position
Postal address	
Email	Phone

### Declaration by Dean / Head of School

I *(Name)* being *(Position title)*  
 endorse the attached as the formal application from *(Faculty / School / Department)*  
 We undertake to comply with the reporting requirement specified in Program Standard 6.4.

Signed	Date
Email	Phone

## **TEMPLATE 2** **Program Standards Matrix**

### Purpose of the template

The *Program Standards Matrix* (Template 2) requires providers to map the evidence within the application against the Program Standards.

**The *Program Standards Matrix* is designed to assist initial teacher education (ITE) providers to:**

✓	indicate where the evidence relevant to each Program Standard can be located within the application
✓	ensure that all Program Standards have been addressed within the application at stage one accreditation
✓	ensure that the mandatory Program Standards and any Program Standards where the approach is changing have been addressed within the application at stage two accreditation.

**The *Program Standards Matrix* is designed to assist accreditation panels to:**

✓	locate the evidence relevant to each Program Standard, in order for panels to make their decisions on whether each Program Standard is met.
---	---

### Completion and use of the template

The completed *Program Standards Matrix* (Template 2) must be included for all program applications for accreditation. The template is to be used by both ITE providers and accreditation panels in conjunction with the *Guidelines for the accreditation of initial teacher education programs in Australia* (Accreditation Guidelines).

Stage one accreditation	Stage two accreditation
The <i>Program Standards Matrix</i> is used by providers to map the evidence within the application against each of the Program Standards. Panellists assess the Program Standards using the elements requiring verification and professional judgement.	The <i>Program Standards Matrix</i> is used by providers to map the evidence within the application against only the Program Standards being addressed. Panellists assess the Program Standards using the elements requiring verification and professional judgement.



Completion of the *Program Standards Matrix* (Template 2) requires reference to the relevant evidence provided in the application for accreditation, and it is advised that:

- the template should be completed electronically so that the cells can be expanded as required
- reference to relevant evidence should include the exact location of the evidence in the program documentation, including appendix number, title and page number(s)
- actual evidence and/or information from within the program documentation should not be copied and pasted into the template
- any electronic submissions should include hyperlinks to the evidence throughout the program documentation.

**One or two examples of quality evidence is sufficient to meet the Program Standards. There is no need to reference every single location where a Program Standard is addressed.**

# Program Standards Matrix

- The template should be completed electronically so that the cells can be expanded as required.
- Completion of the template must include cross-referencing to the relevant evidence in the application for accreditation, including appendix number, title and page numbers. **Electronic submissions must include hyperlinks to documentation.**
- Actual evidence and/or information from within the program documentation should not be copied and pasted into the template.
- Providers only need to provide reference in the template to one or two examples of quality evidence sufficient to meet the Program Standards and do not need to reference every single location where a Program Standard is addressed.

## 1 Program outcomes

Program Standard	Evidence of meeting the Program Standard
1.1 Program design and assessment processes identify where each Graduate Teacher Standard is taught, practised and assessed and require that pre-service teachers have demonstrated successful performance against all of the Graduate Teacher Standards prior to graduation.	
1.2 Program design and assessment processes require pre-service teachers to have successfully completed a final-year teaching performance assessment prior to graduation that is shown to: <ul style="list-style-type: none"> <li>a) be a reflection of classroom teaching practice including the elements of planning, teaching, assessing and reflecting</li> <li>b) be a valid assessment that clearly assesses the content of the Graduate Teacher Standards</li> <li>c) have clear, measurable and justifiable achievement criteria that discriminate between meeting and not meeting the Graduate Teacher Standards</li> </ul>	

<ul style="list-style-type: none"> <li>d) be a reliable assessment in which there are appropriate processes in place for ensuring consistent scoring between assessors</li> <li>e) include moderation processes that support consistent decision-making against the achievement criteria.</li> </ul>	
<p>1.3 Providers identify how their pre-service teachers demonstrate a positive impact on student learning in relation to the assessment requirements in Program Standards 1.1 and 1.2.</p>	
<p>1.4 Providers describe and evaluate the intended outcomes of their programs, after students have graduated, by using available data and specifically designed research that provide information on the effectiveness of the graduates as teachers, the achievement of specific program objectives and to inform its continuous improvement. Graduate impact on student learning is included in this evidence where available data allow.</p> <p>Graduate outcomes data are to be drawn from multiple sources that may include:</p> <ul style="list-style-type: none"> <li>a) employment data</li> <li>b) registration data</li> <li>c) survey data including graduate and principal satisfaction surveys</li> <li>d) studies designed to assess the impact of graduates on student learning including case studies and surveys</li> <li>e) any other type of outcomes data that can be tenably linked to information on program improvement, graduate outcomes and/or positive impact on student learning.</li> </ul>	

## 2 Program development, design and delivery

Program Standard	Evidence of meeting the Program Standard
<p>2.1 Program development, design and delivery are based on:</p> <ul style="list-style-type: none"> <li>a) a documented coherent rationale based on authoritative and evidence-based understandings of how the program will develop effective teachers who meet the Graduate Teacher Standards, including having a positive impact on student learning</li> <li>b) a coherent and sequenced delivery of program content including professional experience that facilitates achievement of the Graduate Teacher Standards.</li> </ul>	
<p>2.2 Program development, design and delivery take account of:</p> <ul style="list-style-type: none"> <li>a) contemporary and emerging developments in education, curriculum requirements,<sup>16</sup> community expectations and local, employer and national system needs, including workforce demands for teaching specialisations</li> <li>b) the perspectives of stakeholders such as employers, professional teacher bodies, practising teachers, educational researchers and relevant cultural and community experts.</li> </ul>	
<p>2.3 The resourcing for the program and its teaching and assessment strategies is consistent with the program's rationale and expected outcomes and:</p> <ul style="list-style-type: none"> <li>a) prepares pre-service teachers for contemporary school environments and early childhood education environments where relevant</li> <li>b) takes into account the learning and professional experience needs of pre-service teachers across all offered modes of delivery</li> <li>c) includes staff who have ongoing or recent school-based experience and early childhood experience where relevant.</li> </ul>	

<sup>16</sup> Curriculum refers to the Foundation to Year 12 Australian Curriculum, alternative curriculum frameworks that have been assessed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as meeting the requirements of the Australian Curriculum, any curriculum authorised by jurisdictional authorities, and the Early Years Learning Framework for Australia.

### 3 Program entry

Program Standard	Evidence of meeting the Program Standard
3.1 Providers describe and publish the rationale for their approach to program entry, the selection mechanisms used, threshold entry scores applied and any exemptions used.	
3.2 Providers apply selection criteria for all entrants, which incorporate both academic and non-academic components that are consistent with engagement with a rigorous higher education program, the requirements of the particular program and subsequent success in professional teaching practice.	
3.3 All information necessary to ensure transparent and justifiable selection processes for entry into initial teacher education programs, including student cohort data, is publicly available.	
3.4 The program is designed to address the learning needs of all pre-service teachers admitted, including through provision of additional support to any cohort or individual who may be at risk of not being able to participate fully in the program or achieve its expected outcomes.	
3.5 Entrants to initial teacher education will possess levels of personal literacy and numeracy broadly equivalent to the top 30% of the population. Providers who select students who do not meet this requirement must establish satisfactory arrangements to ensure that these students are supported to achieve the required standard before graduation. The National Literacy and Numeracy Test is the means for demonstrating that all students have met the standard.	
3.6 Program entrants must meet English language proficiency requirements for teacher registration in Australia, either on entry to or on graduation from the program.	

- 
- 3.7 Entrants to graduate entry programs have a discipline-specific bachelor or equivalent qualification relevant to the Australian Curriculum or other recognised areas of schooling provision including:
- a) for secondary teaching, at least a major study in one teaching area and, preferably, a second teaching area comprising at least a minor study, or
  - b) for primary teaching, at least one year of full-time equivalent study relevant to one or more learning areas of the primary school curriculum.<sup>17</sup>
- 

---

<sup>17</sup> This entry requirement also applies to combined primary/early childhood programs.

## 4 Program structure and content

Program Standard	Evidence of meeting the Program Standard
<p>4.1 Programs comprise at least two years of full-time equivalent professional studies<sup>18</sup> in education and are structured so that a graduate has undertaken a four-year or longer full-time equivalent program(s) that leads to a higher education qualification(s) in one of the following configurations:</p> <ul style="list-style-type: none"> <li>a) a three-year undergraduate degree providing the required discipline knowledge, plus a two-year graduate entry professional qualification</li> <li>b) an integrated degree of at least four years comprising discipline studies and professional studies</li> <li>c) combined degrees of at least four years comprising discipline studies and professional studies</li> <li>d) other combinations of qualifications proposed by the provider and approved by the Authority in consultation with AITSL as equivalent to the above that enable alternative or flexible pathways into the teaching profession.</li> </ul>	
<p>4.2 Initial teacher education programs prepare pre-service teachers for the school curriculum<sup>19</sup> and learning areas of their chosen discipline and/or stage of schooling in accordance with Schedule 1.<sup>20</sup></p>	

<sup>18</sup> Professional studies in education covers discipline-specific curriculum and pedagogical studies, general education studies and professional experience.

<sup>19</sup> Curriculum refers to the Foundation to Year 12 Australian Curriculum or alternative curriculum frameworks that have been assessed by the Australian Curriculum Assessment and Reporting Authority (ACARA) as meeting the requirements of the Australian Curriculum, any curriculum authorised by jurisdictional authorities, and the Early Years Learning Framework for Australia.

<sup>20</sup> This standard applies equally to those entrants admitted under recognition of prior learning or credit transfer arrangements.

<p>4.3 Combined programs: Some programs prepare graduates for teaching across multiple educational settings, for example early childhood/primary school and primary school/secondary school ('middle school'):</p> <ul style="list-style-type: none"> <li>a) Programs that prepare graduates to teach in both early childhood settings and primary schools prepare teachers for teaching the curriculum across both contexts</li> <li>b) Programs that prepare graduates for primary and secondary school teaching must fully address the requirements for primary teaching and for secondary teaching in at least one major study or two minor studies in secondary teaching areas. However, programs may have a stronger emphasis on teaching particular year levels (for example Years 5 to 9)</li> <li>c) Programs that prepare graduates for teaching in other specialised teaching roles in schools and other educational settings must address the specific content and pedagogy of the specialisation.</li> </ul>	<p><i>(Note: Standard 4.3 is only relevant to programs preparing graduates for teaching across multiple educational settings.)</i></p>
<p>4.4 In addition to study in each of the learning areas of the primary school curriculum sufficient to equip teachers to teach across the years of primary schooling, programs provide all primary graduates with a subject specialisation through:</p> <ul style="list-style-type: none"> <li>a) clearly defined pathways into and/or within a program that lead to specialisations, that are in demand, with a focus on subject/curriculum areas</li> <li>b) assessment within the program requiring graduates to demonstrate expert content knowledge and pedagogical content knowledge and highly effective classroom teaching in their area of specialisation</li> <li>c) publishing the specialisations available and numbers of graduates per specialisation through their annual reports.</li> </ul>	



## 5 Professional experience

Program Standard	Evidence of meeting the Program Standard
<p>5.1 Formal partnerships, agreed in writing, are developed and used by providers and schools/sites/systems to facilitate the delivery of programs, particularly professional experience for pre-service teachers. Formal partnerships exist for every professional experience school/site and clearly specify components of placements and planned experiences, identified roles and responsibilities for both parties and responsible contacts for day-to-day administration of the arrangement.</p>	
<p>5.2 The professional experience components of programs are relevant to a classroom environment and:</p> <ul style="list-style-type: none"> <li>a) include no fewer than 80 days in undergraduate and double-degree teacher education programs and no fewer than 60 days in graduate-entry programs</li> <li>b) consist of supervised and assessed teaching practice undertaken over a substantial and sustained period that is mostly in Australia and mostly in a recognised school setting</li> <li>c) are as diverse as practicable</li> <li>d) provide opportunities for pre-service teachers to observe and participate purposefully in a school/site as early as practicable in a program.</li> </ul>	
<p>5.3 For every professional experience placement, regardless of delivery mode, there are clear mechanisms to communicate between the initial teacher education provider and the school the knowledge, skills and experiences pre-service teachers have already developed in a program and the expected learning outcomes of that placement.</p>	

<p>5.4 Providers work with their placement school(s)/systems to achieve a rigorous approach to the assessment of pre-service teachers' achievements against the Graduate Teacher Standards including:</p> <ul style="list-style-type: none"> <li>a) identification of the Standards to be assessed</li> <li>b) provision of assessment tools, protocols, practices and guidelines</li> <li>c) clarification of expectations and roles in assessment, particularly designated roles for supervising teachers in practical assessment of pre-service teachers</li> <li>d) timely identification of pre-service teachers at risk of not satisfactorily completing the formal teaching practice, ensuring appropriate support for improvement</li> <li>e) mandating a satisfactory formal assessment of pre-service teachers against the Graduate Teacher Standards as a requirement for graduating from the program.</li> </ul>	
<p>5.5 Providers support the delivery of professional experience in partner schools/sites, including by identification and provision of professional learning opportunities for supervising teachers and communication from, and access to, designated initial teacher education provider staff who, preferably, have current or recent experience in teaching.</p>	

## 6 Program evaluation, reporting and improvement

Program Standard	Evidence of meeting the Program Standard
6.1 Providers have processes in place for the ongoing collection, analysis and evaluation of data to inform program improvements and periodic formal evaluation of the program, including participation in national and jurisdictional data collections <sup>21</sup> to support local and national teacher workforce supply reporting, program and provider benchmarking and to build a cumulative database of evidence relating to the quality of teacher education in Australia.	
6.2 At the beginning of each accreditation period, providers develop and then implement a plan for demonstrating program outcomes in relation to pre-service teacher performance and graduate outcomes, including program impact. The plan will identify how providers will select, use and analyse evidence that is relevant to assessing the delivery of the program, including the mandatory evidence required by Program Standard 6.3.	
6.3 Evidence of outcomes, including impact, is provided <sup>22</sup> , evaluated and interpreted for the program at the end of each accreditation period. The interpretation of evidence encompasses identified strengths, program changes and planned improvements. The evidence requirements include at a minimum: <ul style="list-style-type: none"> <li>a) aggregated assessment data from the teaching performance assessment for all pre-service teachers (Program Standards 1.2 and 1.3)</li> <li>b) aggregated assessment data from any other assessments identified in a plan for impact as contributing to evidence in relation to pre-service teacher performance and impact (Program Standards 1.1 and 1.3)</li> <li>c) aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)</li> <li>d) data and evidence from participation in national and jurisdictional data collections (Program Standard 6.1)</li> <li>e) evidence of the outcomes of graduates and/or graduate cohorts (Program Standard 1.4).</li> </ul>	

<sup>21</sup> Such as the Quality Indicators for Learning and Teaching survey (QILT).

<sup>22</sup> Evidence will be reported annually as part of the annual reporting requirements in Program Standard 6.4.

- 
- 6.4 Providers report annually to the Authority including reporting on:
- a) data as identified in the plan for impact (Program Standard 6.2)
  - b) changes to the program
  - c) nationally required data to contribute to national and/or jurisdictional collections and for compliance and accountability purposes
  - d) additional data/information requested by the Authority.
-



## TEMPLATE 3

# Graduate Teacher Standards Matrix

## Purpose of the template

The *Graduate Teacher Standards Matrix* (Template 3) requires providers to map the evidence within the application against each of the Graduate Teacher Standards as required by Program Standard 1.1. Evidence for this Program Standard may also be related to Program Standards, 1.3, 2.1 and 5.4.

**The *Graduate Teacher Standards Matrix* is designed to assist initial teacher education (ITE) providers to:**

✓	identify evidence of how the program will ensure that graduates meet the Graduate Teacher Standards
✓	identify evidence of how the program will ensure that all components of a descriptor are taught, practised and assessed.

**The *Graduate Teacher Standards Matrix* is designed to assist accreditation panels to:**

✓	identify where in the program all components of a descriptor are taught, practised and assessed
✓	make professional judgements as to whether the evidence provided gives confidence that all graduates will meet all components of a descriptor.

## Completion and use of the template

The completed *Graduate Teacher Standards Matrix* (Template 3) must be included for all program applications for accreditation. The template is to be used by both ITE providers and accreditation panels in conjunction with the *Guidelines for the accreditation of initial teacher education programs in Australia* (Accreditation Guidelines).

Stage one accreditation	Stage two accreditation
The <i>Graduate Teacher Standards Matrix</i> is used by providers to map the evidence within the application against each of the Graduate Teacher Standards as required by Program Standard 1.1. Panellists assess the Graduate Teacher Standards using the elements requiring verification and professional judgement for Program Standard 1.1.	The <i>Graduate Teacher Standards Matrix</i> is used by providers to map the evidence within the application against each of the Graduate Teacher Standards, only where the evidence has changed. Panellists assess the Graduate Teacher Standards using the elements requiring verification and professional judgement for Program Standard 1.1.

Completion of the *Graduate Teacher Standards Matrix* (Template 3) requires reference to the relevant evidence provided in the application for accreditation, and it is advised that:

- the template should be completed electronically so that the cells can be expanded as required
- reference to relevant evidence should include the exact location of the evidence in the program documentation, including appendix number, title and page number(s)
- actual evidence and/or information from within the program documentation should not be copied and pasted into the template
- any electronic submissions should include hyperlinks to the evidence throughout the program documentation.

## Evidence required to support completion of the template

- 1) Unit outlines – learning outcomes, subject content, teaching and learning schedule or weekly timetable, details of assessment tasks.

**While all units are to be listed in the *Graduate Teacher Standards Map*, it is not intended that the *Graduate Teacher Standards Matrix* (Template 3) is an exhaustive list of every unit in the program. Provide the best evidence in the template for each of the Graduate Teacher Standards.**

- 2) Critical tasks – assessment tasks identified by the provider as core to the demonstration of a descriptor or component of a descriptor. They are drawn from the unit outlines and include:
  - a. Description of the task – for example, as provided to students, example examination questions
  - b. Criteria used for making judgements – for example, marking criteria guides, rubrics.

The submission of assessment information for critical tasks will provide accreditation panels with the evidence required to assess whether a program's pre-service teachers will have adequate and appropriate opportunities to meet each descriptor.

 See 'Elements requiring professional judgement', p. 93.

### Critical tasks

Critical tasks will be selected pieces of assessment covering both academic and professional experience contexts that a provider sees as being core to ensuring their pre-service teachers have met the Graduate Teacher Standards.

Limiting assessment information to only these critical tasks is intended to reduce the amount of evidence providers need to include within the application.

Please note the following on critical tasks:

- One critical task may capture multiple descriptors.
- A second critical task for a descriptor may be included where one task does not meet all the components of the descriptor.

## Elements requiring professional judgement

The following are the elements requiring professional judgement from Program Standard 1.1. These elements guide the panel in the assessment of the evidence provided in the *Graduate Teacher Standards Matrix* (Template 3) to assess whether each descriptor is met.

<div data-bbox="209 472 256 524"></div> <div data-bbox="288 468 513 555"> <b>Elements requiring professional judgement</b> </div>	<p>For each Graduate Teacher Standard:</p> <ul style="list-style-type: none"> <li> <input type="checkbox"/> <b>Taught</b>            Does the evidence provide the opportunity to acquire skills, concepts, and content for all components of the descriptor?         </li> <li> <input type="checkbox"/> <b>Practised</b>            Does the evidence provide opportunities for pre-service teachers to consolidate their learning of all components of the descriptor after it has been taught?         </li> <li> <input type="checkbox"/> <b>Assessed</b>            Do the critical task(s) assess each component of the descriptor?            Consider the verb/process in the descriptor: for example, demonstrate, know and understand, implement, plan, describe.         </li> <li> <input type="checkbox"/> <b>Does the context of the critical task allow for the assessment of the descriptor at the Graduate Teacher level?</b> </li> <li> <input type="checkbox"/> <b>Does the sequencing of the descriptor across the program (i.e. across taught, practised and assessed) allow pre-service teachers to successfully demonstrate performance against all of the Graduate Teacher Standards prior to graduation?</b> </li> </ul>
---	--

# Graduate Teacher Standards Matrix

For program approach to the Graduate Teacher Standard, provide:

- ✓ an explanation of how all components of the Graduate Teacher Standard descriptor are taught, practised and assessed across the program
- ✓ a connection to Program Standard 2.1 (program rationale).

For the 'Taught', 'Practised' and 'Assessed' columns, provide reference to relevant evidence with:

- ✓ the unit name and numbers clearly listed for each outline
- ✓ the exact location of the information in the program documentation, including appendix and page number(s) to unit outlines where the components of a descriptor are evidenced
- ✓ hyperlinks to the evidence in the program documentation for any electronic submissions.

Evidence required for each of the columns:

- ✓ **Taught** – List relevant learning outcomes, subject content and reference to teaching and learning schedule or weekly timetable.
- ✓ **Practised** – List relevant subject content, reference to teaching and learning schedule or weekly timetable and nature of tasks.
- ✓ **Assessed** – Identify at least one critical task for each descriptor, or component of a descriptor.  
**One critical task may be used across multiple descriptors.**



# 1 Know students and how they learn

## Program approach to the Graduate Teacher Standard

Graduate Teacher Standard	Taught <i>Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.</i>	Practised <i>Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.</i>	Assessed <i>Provide the best evidence including critical tasks with reference to unit code, unit title and page number.</i>
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.			
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.			
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
1.4 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.			

1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.			
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.			

## 2 Know the content and how to teach it

### Program approach to the Graduate Teacher Standard

Graduate Teacher Standard	Taught <i>Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.</i>	Practised <i>Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.</i>	Assessed <i>Provide the best evidence including critical tasks with reference to unit code, unit title and page number.</i>
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			
2.2 Organise content into an effective learning and teaching sequence.			
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.			
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			

2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.			
-----	---	--	--	--

### 3 Plan for and implement effective teaching and learning

#### Program approach to the Graduate Teacher Standard

Graduate Teacher Standard	Taught <i>Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.</i>	Practised <i>Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.</i>	Assessed <i>Provide the best evidence including critical tasks with reference to unit code, unit title and page number.</i>
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.			
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.			
3.3 Include a range of teaching strategies.			
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.			
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.			

3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.			
3.7	Describe a broad range of strategies for involving parents/carers in the educative process.			

## 4 Create and maintain supportive and safe learning environments

### Program approach to the Graduate Teacher Standard

Graduate Teacher Standard	Taught <i>Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.</i>	Practised <i>Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.</i>	Assessed <i>Provide the best evidence including critical tasks with reference to unit code, unit title and page number.</i>
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.			
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.			
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.			
4.4 Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.			
4.5 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.			

## 5 Assess, provide feedback and report on student learning

### Program approach to the Graduate Teacher Standard

Graduate Teacher Standard	Taught <i>Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.</i>	Practised <i>Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.</i>	Assessed <i>Provide the best evidence including critical tasks with reference to unit code, unit title and page number.</i>
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.			
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.			
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.			
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			



<p>5.5 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.</p>			
---	--	--	--

## 6 Engage in professional learning

### Program approach to the Graduate Teacher Standard

Graduate Teacher Standard	Taught <i>Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.</i>	Practised <i>Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.</i>	Assessed <i>Provide the best evidence including critical tasks with reference to unit code, unit title and page number.</i>
6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.			
6.2 Understand the relevant and appropriate sources of professional learning for teachers.			
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.			
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.			

## 7 Engage professionally with colleagues, parents/carers and the community

### Program approach to the Graduate Teacher Standard

Graduate Teacher Standard	Taught <i>Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.</i>	Practised <i>Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.</i>	Assessed <i>Provide the best evidence including critical tasks with reference to unit code, unit title and page number.</i>
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.			
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.			
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.			

# Graduate Teacher Standards Map

Blank map for a four-year undergraduate program. Remove years and add extra lines for units as required.

This template is available to download in an A3 format on the AITSL website.

		Australian Professional Standards for Teachers																																				
T – Taught   P – Practised   A – Assessed		Professional Knowledge												Professional Practice															Professional Engagement									
YEAR	UNIT	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
1																																						
2																																						
3																																						
4																																						

## **TEMPLATE 4** **Plan for demonstrating impact**

### Purpose of the template

This template is designed to fulfil the requirements for a *Plan for demonstrating impact* (Template 4) under Program Standard 6.2.

The template requires initial teacher education (ITE) providers to identify how evidence will be selected, used and analysed to demonstrate the following program outcomes during and at the end of an accreditation period:

- pre-service teacher performance
- graduate outcomes
- program impact.

**The *Plan for demonstrating impact* is designed to assist initial teacher education (ITE) providers to:**



identify how evidence will be selected, used and analysed to demonstrate program outcomes during and at the end of an accreditation period.

**The *Plan for demonstrating impact* is designed to assist accreditation panels to:**



make professional judgements as to whether the evidence provided will adequately demonstrate program outcomes.

### Completion and use of the template

The completed template must be included for all program applications for accreditation at stages one and two. The template is to be used in conjunction with the *Guidelines for the accreditation of initial teacher education programs in Australia* (Accreditation Guidelines), in particular Program Standard 6.2.

Stage one accreditation	Stage two accreditation
<p>The <i>Plan for demonstrating impact</i> requires providers to describe the impacts related to pre-service teacher performance and graduate outcomes measures that will be used to demonstrate the impact of a program over the next accreditation period. Panellists review the <i>Plan for demonstrating impact</i> using the elements requiring verification and professional judgement for Program Standard 6.2.</p>	<p><b><i>Future Plan for demonstrating impact</i></b>  Providers are required to submit a new or modified <i>Future Plan for demonstrating impact</i> for the next accreditation period. Panellists review the <i>Future Plan for demonstrating impact</i> using the elements requiring verification and professional judgement for Program Standard 6.2.</p>

***Previous Plan for demonstrating impact***

Providers are required to submit the *Previous Plan for demonstrating impact* from the previous accreditation period. Panellists use the *Previous Plan for demonstrating impact* to support their assessment of the *Stage two report*.

## Alignment with Program Standard 6

The *Plan for demonstrating impact* (Template 4) helps ensure that providers collect data and evidence that will, in alignment with Program Standard 6:

- inform program improvements and periodic formal evaluation of the program
- prepare for stage two accreditation.

The mandatory evidence listed in Program Standard 6.3 must be incorporated into this template.

6 Program evaluation, reporting and improvement	
6.1	Providers have processes in place for the ongoing collection, analysis and evaluation of data to inform program improvements and periodic formal evaluation of the program, including participation in national and jurisdictional data collections <sup>23</sup> to support local and national teacher workforce supply reporting, program and provider benchmarking and to build a cumulative database of evidence relating to the quality of teacher education in Australia.
6.2	At the beginning of each accreditation period, providers develop and then implement a plan for demonstrating program outcomes in relation to pre-service teacher performance and graduate outcomes, including program impact. The plan will identify how providers will select, use and analyse evidence that is relevant to assessing the delivery of the program, including the mandatory evidence required by Program Standard 6.3.
6.3	<p>Evidence of outcomes, including impact, is provided,<sup>24</sup> evaluated and interpreted for the program at the end of each accreditation period. The interpretation of evidence encompasses identified strengths, program changes and planned improvements. The evidence requirements include at a minimum:</p> <ol style="list-style-type: none"> <li>aggregated assessment data from the teaching performance assessment for all pre-service teachers (Program Standards 1.2 and 1.3)</li> <li>aggregated assessment data from any other assessments identified in a plan for impact as contributing to evidence in relation to pre-service teacher performance and impact (Program Standards 1.1 and 1.3)</li> <li>aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)</li> <li>data and evidence from participation in national and jurisdictional data collections (Program Standard 6.1)</li> <li>evidence of the outcomes of graduates and/or graduate cohorts (Program Standard 1.4).</li> </ol>
6.4	<p>Providers report annually to the Authority including reporting on:</p> <ol style="list-style-type: none"> <li>data as identified in the plan for impact (Program Standard 6.2)</li> <li>changes to the program</li> <li>nationally required data to contribute to national and/or jurisdictional collections and for compliance and accountability purposes</li> <li>additional data/information requested by the Authority.</li> </ol>

<sup>23</sup> Such as the Quality Indicators for Learning and Teaching survey (QILT).

<sup>24</sup> Evidence will be reported annually as part of the annual reporting requirements in Program Standard 6.4.

The template contains three sections:

①	Introduction to context
②	Impact statements
③	Data framework table.

## ① Introduction to context

The *Introduction to context* describes the provider's approach to the collection, analysis and use of data within the broader framework of the program rationale (as outlined in Program Standard 2.1).

The *Introduction to context* should provide the following:

- a brief description of the provider and program context, including any areas of interest specific to the provider and/or the program that will be considered in the assessment of the program's impact
- any specific cohorts of interest and a justification for the selection of these
- an overview of the program outcomes to be demonstrated
- an explanation of the approach to measuring program outcomes, impact and improvement, including how the data to be collected will be used and analysed to demonstrate those outcomes
- an explanation of how the conclusions drawn from the data analysis will be used to inform program improvements and periodic formal evaluation of the program.

In outlining the contextual factors that will frame the remainder of Template 4, the *Introduction to context* will reference and need not be a repetition of other Program Standards, for example:

- **Program Standard 2.1** – Program development, design and delivery, including the program rationale
- **Program Standard 2.2** – Program development, design and delivery, including stakeholder perspectives and workforce demands
- **Program Standard 3.4** – Support provided to any cohort or individual at risk of not achieving the expected program outcomes
- **Program Standard 5** – Professional experience.

## Introduction to context

*Provide a short description*



## ② Impact statements

Each *Impact statement* is a provider-developed, measurable statement drawn from the program outcomes in relation to:

- pre-service teacher performance
- graduate outcomes
- program impact.

*Impact statements* will be used to evaluate the outcomes of the program and should be explicit and measurable.

### **The *Impact statements* must relate to the performance of:**

- pre-service teachers in the program in relation to:
  - the Graduate Teacher Standards (Program Standard 1.1)
  - the teaching performance assessment (Program Standard 1.2)
  - their impact on student learning (Program Standard 1.3)
  - cohorts of interest, including selection cohorts (Program Standard 3.3).
- graduates of the program in relation to:
  - graduate outcomes – post-graduation data relating to graduates (Program Standard 1.4)
  - cohorts of interest, including selection cohorts (Program Standard 3.3).
- the program in relation to:
  - other program data for improvement (Program Standard 6.1).

### **The *Impact statements* must take into consideration the:**

- minimum reporting requirements (listed under Program Standard 6.2 in the Accreditation Guidelines)
- mandatory evidence (Program Standard 6.3)
- areas of interest outlined in the *Introduction to context*.

## Impact statements

*Insert your Impact statements in this box and the Data framework table under the following headings:*

- *Performance of the program – pre-service teachers*
- *Performance of the program – graduate outcomes*
- *Performance of the program – other program improvements.*

### Performance of the program – pre-service teachers

### Performance of the program – graduate outcomes

### Performance of the program – other program improvements

### ③ Data framework table

The *Data framework table* captures the data sources that will be:

- collected, analysed and reported on, against each of the *Impact statements*
- aggregated to allow the making of judgements about whether the intended impacts were achieved.

The data included must take into consideration the:

- minimum reporting requirements listed under Program Standard 6.2 in the Accreditation Guidelines
- mandatory evidence required by Program Standard 6.3
- program outcomes including areas of interest outlined in the *Introduction to context*.

## Data framework table

Impact statements <i>Insert Impact statements from the list above.</i>	Data sources <i>Insert the data sources relevant to evidencing the Impact statements, noting the minimum and mandatory requirements.</i>	Data aggregation <i>Describe how the data will be aggregated.</i>	Data analysis <i>Describe how the data will be analysed to support continuous program improvement.</i>	Quality assurance <i>Identify measures in place to monitor the quality of either the data source or data analysis process.</i>	Reporting timeline <i>Identify whether the data will inform annual reporting, stage two accreditation, or both.</i>
---	---	--	---	---	--

## Performance of the program – pre-service teachers

Impact statements	Data sources	Data aggregation	Data analysis	Quality assurance	Reporting timeline

## Performance of the program – graduate outcomes

Impact statements	Data sources	Data aggregation	Data analysis	Quality assurance	Reporting timeline

## Performance of the program – other program improvements

Impact statements	Data sources	Data aggregation	Data analysis	Quality assurance	Reporting timeline

## **TEMPLATE 5** **Stage two report**

### Purpose of the template

The *Stage two report* (Template 5) offers providers a structure for the stage two application.

The *Stage two report* (Template 5) draws upon the performance and outcome measures collected throughout the accreditation period, including evidence of impact, which is provided as supporting documentation. It identifies program changes and references the new evidence against the corresponding changes made in the *Program Standards Matrix* (Template 2) and the *Graduate Teacher Standards Matrix* (Template 3).

Providers should ensure alignment with the *Previous Plan for demonstrating impact* (Template 4).

The evidence in the template will be assessed against Program Standard 6.3, using the elements requiring verification and professional judgement. The template assists providers to ensure that evidence is provided in a clear and concise manner to support the panel's assessment of the stage two application.

**The *Stage two report* is designed to assist initial teacher education (ITE) providers to:**

- ✓ identify areas of strength, program changes, innovations and planned improvements based on evidence
- ✓ provide a detailed report on the outcomes from the *Previous Plan for demonstrating impact* (Template 4)
- ✓ explore other unexpected challenges and opportunities.

**The *Stage two report* is designed to assist accreditation panels to:**

- ✓ assess the evidence against Program Standard 6.3 using the elements requiring verification and professional judgement
- ✓ make professional judgements about identified strengths, program changes, innovations and planned improvements given the evaluation of *Impact statements*.

## Completion and use of the template

The completed *Stage two report* (Template 5) should be included for all applications for accreditation at stage two. The template is to be used by both providers and panels in conjunction with the *Guidelines for the accreditation of initial teacher education programs in Australia* (Accreditation Guidelines), in particular, Program Standard 6.3.

Stage one accreditation	Stage two accreditation
Not applicable at stage one	The <i>Stage two report</i> is unique to a stage two application. The report is evaluative in nature and incorporates a coherent narrative that provides a synthesis of evidence that has been analysed and interpreted by a provider. The report examines the previous accreditation period, <i>Impact statements</i> and is where providers, based on evidence, identify strengths of the program, highlight areas for improvement and any gaps in achieving the required program outcomes, as identified in the <i>Previous Plan for demonstrating impact</i> . Panellists assess the <i>Stage two report</i> using the elements requiring verification and professional judgement for Program Standard 6.3.

The template should be completed electronically so that the cells can be expanded as required.

### Alignment with Program Standard 6

The *Stage two report* (Template 5) helps ensure that providers collect data and evidence that will, in alignment with Program Standard 6:

- inform program improvements and periodic formal evaluation of the program
- prepare for stage two accreditation.

The mandatory evidence listed in Program Standard 6.3 must be incorporated into the *Stage two report* (Template 5).

## 6 Program evaluation, reporting and improvement

- 6.3** Evidence of outcomes, including impact, is provided, evaluated and interpreted for the program at the end of each accreditation period. The interpretation of evidence encompasses identified strengths, program changes and planned improvements. The evidence requirements include at a minimum:
- a) aggregated assessment data from the teaching performance assessment for all pre-service teachers (Program Standards 1.2 and 1.3)
  - b) aggregated assessment data from any other assessments identified in a plan for impact as contributing to evidence in relation to pre-service teacher performance and impact (Program Standards 1.1 and 1.3)
  - c) aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)
  - d) data and evidence from participation in national and jurisdictional data collections (Program Standard 6.1)
  - e) evidence of the outcomes of graduates and/or graduate cohorts (Program Standard 1.4).

The template contains six sections and one appendix:

1	Introduction to context
2	Performance of the program – pre-service teachers
3	Performance of the program – graduate outcomes
4	Performance of the program – other program improvements
5	Additional information
6	Conclusion
	Appendix: Program rationale from the previous accreditation period

Sections 2, 3 and 4 above all share a common structure, which is outlined below.

Section	General description
<b>Impact statements</b>	Listing of applicable <i>Impact statements</i> from the <i>Previous Plan for demonstrating impact</i> (Template 4).
<b>Methods</b> <i>Processes used in review of the program</i>	This section provides a succinct explanation of the data collection and aggregation processes used for program review. This could take the form of dot points, tables or flow charts. This section aligns with the 'Data sources' and 'Data aggregation' columns of the <i>Data framework table</i> in the <i>Previous Plan for demonstrating impact</i> (Template 4).
<b>Findings</b> <i>Outline of program changes</i>	<p>This section is the main focus of the <i>Stage two report</i> (Template 5), alongside the Discussion section. The findings must include evidence of outcomes relating to the <i>Impact statements</i> from the <i>Previous Plan for demonstrating impact</i> (Template 4). This section aligns with the 'Data analysis' column of the <i>Data framework table</i> in the <i>Previous Plan for demonstrating impact</i> (Template 4) and includes the findings from those analyses.</p> <p>This section should identify any program changes, innovations and planned improvements based on the evidence and reference the corresponding changes made in the <i>Program Standards Matrix</i> (Template 2) and the <i>Graduate Teacher Standards Matrix</i> (Template 3).</p>
<b>Discussion</b> <i>Implications of the review for the program</i>	This section highlights any implications for future program delivery, areas for improvement (including continuous improvement), innovations and possible future directions designed to target areas requiring attention within the program.



## 1 Introduction to context

The *Introduction to context* should provide the panel with context and information relevant to the performance of the program over the accreditation period, which will enable a panel to read the report in an informed manner. The introduction should provide the following:

- total pre-service teacher numbers of the cohorts and areas of interest specified in the *Previous Plan for demonstrating impact* (Template 4)
- overview of any significant changes
- factors not included in the Introduction to context provided in the *Previous Plan for demonstrating impact* (Template 4), for example institutional or regulatory influences, government priority areas and/or systemic influences.

The *Introduction to context* may include graphs and tables to visually represent the information as needed. In framing the *Stage two report*, the *Introduction to context* may reference, but not be a repetition of, the *Introduction to context* in the *Previous Plan for demonstrating impact* (Template 4). The *Introduction to context* may also reference the program rationale from the previous accreditation period (which should be provided as an appendix to provide additional context).

### Introduction to context

*Provide a description*

## ② Performance of the program – pre-service teachers

The *Performance of the program – pre-service teachers* section focusses on the data collected, aggregated, analysed, evaluated and interpreted in relation to the performance of pre-service teachers in the program. This section contains program improvements based on the evaluation of the performance of pre-service teachers and referenced in the corresponding changes made to the *Program Standards Matrix* (Template 2) and the *Graduate Teacher Standards Matrix* (Template 3).

This section of the report includes the minimum evidence requirements of Program Standard 6.3 in relation to:

- a) aggregated assessment data from the teaching performance assessment for all pre-service teachers (Program Standards 1.2 and 1.3)
- b) aggregated assessment data from any other assessments identified in a plan for impact as contributing to evidence in relation to pre-service teacher performance and impact (Program Standards 1.1 and 1.3)
- c) aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)

### Performance of the program – pre-service teachers

*This section relates to program changes made as a result of Performance of the program – pre-service teachers.*

*The Impact statements section lists the statements from the Previous Plan for demonstrating impact (Template 4), specific to pre-service teachers. These relate to:*

- *the Graduate Teacher Standards (Program Standard 1.1)*
- *the teaching performance assessment (Program Standard 1.2)*
- *impact on student learning (Program Standard 1.3)*
- *cohorts of interest, including selection cohorts (Program Standard 3.3)*

#### Impact statements

#### Methods

#### Findings

#### Discussion

### ③ Performance of the program – graduate outcomes

The *Performance of the program – graduate outcomes* section focusses on the data collected, aggregated, analysed, evaluated and interpreted in relation to the outcomes of graduates of the program. This section contains program improvements based on graduate outcomes and referenced in the corresponding changes made to the *Program Standards Matrix* (Template 2) and the *Graduate Teacher Standards Matrix* (Template 3).

This section of the report includes the minimum evidence requirements of Program Standard 6.3 in relation to:

- a) aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)
- b) data and evidence from participation in national and jurisdictional data collections (Program Standard 6.1)
- c) evidence of the outcomes of graduates and/or graduate cohorts (Program Standard 1.4)

### Performance of the program – graduate outcomes

*This section relates to program changes made as a result of Performance of the program – graduate outcomes.*

*The Impact statements section lists the statements articulated in the Previous Plan for demonstrating impact (Template 4), specific to graduate outcomes. These relate to:*

- *cohorts of interest, including selection cohorts (Program Standard 3.3)*
- *data and evidence from participation in national and jurisdictional data collections (Program Standard 6.1)*
- *graduate outcomes – post-graduation data relating to graduates (Program Standard 1.4).*

#### Impact statements

#### Methods

#### Findings

#### Discussion

## ④ Performance of the program – other program improvements

The *Performance of the program – other program improvements* section focusses on the data collected, aggregated, analysed, evaluated and interpreted in relation to any other program outcomes. This section contains program improvements referenced in the corresponding changes made to the *Program Standards Matrix* (Template 2) and the *Graduate Teacher Standards Matrix* (Template 3).

There are no minimum evidence requirements for this section.

### Performance of the program – other program improvements

*This section relates to program changes made as a result of Performance of the program – other program improvements.*

*The Impact statements section lists the statements articulated in the Previous Plan for demonstrating impact (Template 4), specific to any other program improvements. These relate to:*

- other program data for improvement (Program Standard 6.1).

#### Impact statements

#### Methods

#### Findings

#### Discussion

## ⑤ Additional information

Providers may include additional information relevant to the *Stage two report* (Template 5) not covered under the program *Impact statements* such as:

- operational changes within the institution
- research influences
- additional stakeholder or workplace consultation
- unique partnerships and innovations
- institutional or regulatory influences, government priority areas and/or systemic influences
- unexpected challenges.

### Additional information

*Insert any Additional information in this box.*

## ⑥ Conclusion

The conclusion is a summary of findings, program changes, and planned improvements.

### Conclusion

*Insert the Conclusion in this box.*

# Glossary

Term	Definition
<i>Accreditation of initial teacher education programs in Australia: Standards and Procedures</i> (Standards and Procedures)	The requirements an initial teacher education program must meet to be nationally accredited. They are designed to ensure that all initial teacher education graduates meet the <i>Australian Professional Standards for Teachers</i> at the Graduate career stage. This is the foundation of the accreditation process.
Accreditation panellist	Members of accreditation panels who assess initial teacher education accreditation applications against the Program Standards. All accreditation panellists have undertaken the national training program <i>Becoming an ITE accreditation panellist</i> .
Aggregated data	Data that has been combined into related groups to provide information at a broad rather than individual level. Aggregated data can refer to qualitative (non-numeric) and quantitative (numeric) information.
Appropriate	Relevant in relation to the context of use in the Program Standards; is likely to achieve what is intended.
Assessed – in relation to ‘taught, practised, assessed’	The opportunities within a program for pre-service teachers to demonstrate performance against each of the Graduate Teacher Standards.
Australian Institute for Teaching and School Leadership (AITSL)	A public company formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government. AITSL is a public company limited by guarantee under the Commonwealth Corporations Act 2001.
<i>Australian Professional Standards for Teachers</i> (Teacher Standards)	The key elements of quality teaching are described in the Teacher Standards. They articulate what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead. All graduates of initial teacher education programs in Australia must demonstrate that they meet the Teacher Standards at the Graduate career stage. This is the foundation of the accreditation process.  <b>See also ‘Graduate Teacher Standards’</b>
Authoritative – in relation to an evidence base	Evidence that is recognised or accepted as being true or reliable by experts in the field.  <b>See also ‘Evidence’ and ‘Evidence base’</b>
Authority for accreditation	See: ‘Teacher regulatory authority (Authority)’
Classroom	Physical or other environment (for example, online) where teaching and learning take place, including: <ul style="list-style-type: none"> <li>classrooms in schools</li> <li>rooms in early childhood education and care services</li> <li>other sites where teaching and learning occur.</li> </ul>

Cohort	<p>A group of pre-service teachers about whom a provider gathers data.</p> <p><b>See also ‘Cohort of interest’, ‘Selection cohorts’ and ‘Student cohort data’</b></p>
Cohort of interest	<p>Groups of pre-service teachers about whom a provider wants to gain more information, such as:</p> <ul style="list-style-type: none"> <li>• selection cohorts</li> <li>• those needing support for achievement of the literacy and numeracy standard</li> <li>• other cohorts relating to areas of specialisation, focus or interest within the program.</li> </ul> <p><b>See also ‘Cohort’, ‘Selection cohorts’ and ‘Student cohort data’</b></p>
Combined degree	<p>A program of at least four years’ duration consisting of an undergraduate degree in discipline studies combined with an undergraduate teaching qualification, for example, Bachelor of Arts/Bachelor of Education.</p> <p><b>See also ‘Integrated degree’</b></p>
Combined program	<p>A program that prepares graduates for teaching across multiple educational settings, such as early childhood/primary school or primary school/secondary school (‘middle school’), for example, Bachelor of Education (Primary and Early Childhood).</p>
Community – in relation to stakeholders	<p>Individuals or groups with a range of perspectives that represent the wider social, political and cultural context of the initial teacher education program.</p>
Construct validity	<p>The degree to which an assessment measures the actual practices of teaching (including planning, teaching, reflecting and assessing).</p>
Contemporary	<p>Of current relevance and application.</p>
Content validity	<p>How accurately an assessment represents the content it is designed to measure, in this case pre-service teachers’ performance against the Graduate Teacher Standards.</p>
Critical task	<p>An assessment task identified by the initial teacher education provider as core to the demonstration of a Graduate Teacher Standard descriptor or component of a descriptor. Evidence is drawn from the unit outlines, which include description of the task and the criteria used for making judgements. One critical task may capture multiple descriptors.</p>
Current, ongoing or recent	<p>Current, ongoing (including periodic/sessional) or within the last five years. Where there are jurisdictional requirements or guidelines, the executive officer(s) will inform the panel and provide relevant documentation.</p>
Curriculum	<p>The approved content to be covered in a classroom or educational setting, including:</p> <ul style="list-style-type: none"> <li>• the Foundation to Year 12 Australian Curriculum</li> <li>• alternative curriculum frameworks that have been assessed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as meeting the requirements of the Australian Curriculum</li> <li>• any curriculum authorised by jurisdictional authorities</li> <li>• the Early Years Learning Framework for Australia (EYLF).</li> </ul> <p><b>See also ‘Discipline-specific curriculum and pedagogical studies’</b></p>



Curriculum and pedagogical studies	See: 'Discipline-specific curriculum and pedagogical studies'
Data	<p>Information, especially individual facts, statistics, numbers or items of information collected, organised and interpreted in a specific context to support decision-making. Includes both qualitative (non-numeric) and quantitative (numeric) information.</p> <p><b>See also 'Evidence' and 'Evidence base'</b></p>
Delivery mode	The way that teaching and learning are delivered, for example, face-to-face, on-campus, online, blended/mixed modes, flexible.
Discipline studies	Study of content (concepts, structure and developments) of a branch of knowledge or subject area, for example, studies of science or mathematics.
Discipline-specific curriculum and pedagogical studies	Study of the content and teaching of a specific discipline aligned to the curriculum for which pre-service teachers are being prepared to teach.
Diverse – in relation to placements	Placements in a range of different demographic/geographic settings and bands of schooling (urban, regional, rural; high or low socio-economic status; early years, upper primary, middle school, senior school).
Diverse – in relation to representation	Having input from a range of stakeholders.
Education Council	A forum of all Australian Education Ministers through which strategic policy on school education, early childhood and higher education can be coordinated at the national level and through which information can be shared and resources used collaboratively to address issues of national significance.
Emerging	New development, which may not as yet be seen as contemporary.
Evidence	<p>Information presented to substantiate a claim, such as documentation, research or qualitative (non-numeric) and quantitative (numeric) data.</p> <p><b>See also 'Authoritative – in relation to an evidence base', 'Data', 'Evidence base' and 'Peer-reviewed research'</b></p>
Evidence base	<p>Body of objective information (i.e. evidence) that is used to develop an argument, point of view, justification or position. Could include peer-reviewed or frequently cited research.</p> <p><b>See also 'Authoritative – in relation to an evidence base', 'Data', 'Evidence' and 'Peer-reviewed research'</b></p>
Executive officer (EO)	Officers from teacher regulatory authorities who provide administrative support and advice to each accreditation panel.
Exemptions – in relation to program entry	Where justification can be made for inclusion beyond the set requirements. Where there are jurisdictional selection requirements or guidelines, the executive officer(s) will inform the panel and provide relevant documentation.

Expert Advisory Group (EAG)	<p>An expert advisory group (EAG) provides advice to teacher regulatory authorities on teaching performance assessments in relation to meeting all the requirements of Program Standard 1.2. Members of this group have been appointed by AITSL to review all teaching performance assessments being implemented in Australian initial teacher education programs. The EAG is comprised of six members who have expertise in the fields of:</p> <ul style="list-style-type: none"> <li>• assessments including expert knowledge in monitoring the reliability, validity, and fidelity of assessments</li> <li>• standard-setting</li> <li>• initial teacher education delivery and accreditation.</li> </ul>
Fit for purpose	Suited to the intended use.
Frequently cited	Research that is commonly referred to in academic contexts.
Graduate outcomes	<p>Evidence that is collected after completion of a program in relation to the impacts of a program's graduates, for example, the performance of graduates employed in particular types of settings.</p> <p><b>See also 'Impact', 'Pre-service teacher performance' and 'Program impact'</b></p>
Graduate Teacher Standards	<p>The Graduate career stage of the <i>Australian Professional Standards for Teachers</i>, which makes explicit the knowledge, skills and attributes expected of graduates of nationally accredited programs. Graduates who have completed a nationally accredited initial teacher education program have met the Graduate Teacher Standards.</p> <p><b>See also 'Australian Professional Standards for Teachers'</b></p>
Impact	<p>Evidence of an initial teacher education program's impact in relation to the following:</p> <ul style="list-style-type: none"> <li>• pre-service teacher performance</li> <li>• graduate outcomes</li> <li>• other areas of overall program impact.</li> </ul> <p><b>See also 'Graduate outcomes', 'Impact statements', 'Pre-service teacher performance' and 'Program impact'</b></p>
Impact statements	<p>Provider-developed, measurable statements drawn from program outcomes in relation to pre-service teacher performance, graduate outcomes, program impact, targeted area(s) of interest, minimum reporting requirements and mandatory evidence requirements.</p> <p><b>See also 'Impact'</b></p>
Initial teacher education (ITE) programs	<p>Entry level teaching qualifications completed at the undergraduate or postgraduate level. All initial teacher education programs in Australia are accredited by the relevant teacher regulatory authority to ensure they meet the requirements set out in the <i>Accreditation of initial teacher education programs in Australia: Standards and Procedures</i>.</p>
Initial teacher education (ITE) provider	<p>A higher education institution providing one or more accredited initial teacher education programs or seeking to have such programs accredited.</p>
Integrated degree	<p>A program of at least four years' duration consisting of an undergraduate degree in discipline studies and a postgraduate teaching qualification, for example, Bachelor of Arts/Master of Teaching (Secondary).</p> <p><b>See also 'Combined degree'</b></p>

Inter-rater reliability	A measure of reliability used to assess the degree to which different judges or assessors agree in their assessment decisions.
Jurisdictional requirements	<p>Jurisdiction-specific requirements that the evidence will need to demonstrate in the accreditation process.</p> <p>Where there are jurisdictional requirements or guidelines, the executive officer(s) will inform the panel and provide relevant documentation.</p>
Major study	Study equivalent to a total of three-quarters of a year of successful equivalent full-time student load (EFTSL), usually comprising sequential discipline study taken over three years. In most programs, this equates to six units, with no more than two units at first-year level and no fewer than two units at third-year level.
Minor study	Study undertaken for a minor study will be equivalent to a total of one-half of a year of successful equivalent full-time student load (EFTSL), usually comprising sequential discipline study taken over two years. In most programs, this equates to four units, with no more than two units at first-year level.
Moderated – in relation to a teaching performance assessment	An assessment for which there are appropriate processes in place to ensure consistent scoring between assessors and consistent decision-making against achievement criteria, including to separate those responses that meet the standard and those that do not.
Moderation – in relation to a teaching performance assessment	A process to ensure consistent scoring between assessors and consistent decision-making against assessment criteria, which may include benchmarking with other programs or cross-marking within programs or within and/or between institutions.
Ongoing or recent	See: ‘Current, ongoing or recent’
Peer-reviewed research	<p>Research that has been evaluated by a group of experts in the appropriate field.</p> <p><b>See also ‘Evidence’ and ‘Evidence base’</b></p>
Practised – in relation to ‘taught, practised, assessed’	The opportunities within a program for pre-service teachers to consolidate their learning of all components of a Graduate Teacher Standard descriptor after it has been taught.
Predictive validity	<p>Where there is evidence to demonstrate that performance on the program’s comprehensive assessment of teaching performance predicts future teaching performance, including impact of teachers on student learning.</p> <p>This evidence may include direct studies of student learning in a sample of graduates’ classrooms, or formal evidence of the predictive validity of the observation instrument, professional experience assessment or teaching performance assessment.</p>
Pre-service teacher	<p>A student enrolled in an accredited initial teacher education program.</p> <p><b>See also ‘Initial teacher education (ITE) programs’</b></p>
Pre-service teacher performance	<p>Achievement of pre-service teachers within a program against the Graduate Teacher Standards, including the pre-service teacher’s positive impact on student learning. Evidence of pre-service teacher performance is collected from within an initial teacher education program and includes aggregated assessment data.</p> <p><b>See also ‘Graduate outcomes’, ‘Impact’, ‘Program impact’ and ‘Program outcomes’</b></p>

Principal/school leader	Person in a position of authority with the responsibility of shaping school/ site/early childhood setting(s) by establishing a vision, culture and environment so that all members of the school/site/early childhood community maximise student learning.
Professional experience	The component of an accredited initial teacher education program that comprises workplace learning in a school/site/early childhood setting relevant to the program.
Professional learning	The informal or formal learning experiences undertaken by teachers and school leaders to improve their individual professional practice.
Professional studies in education	<p>Professional studies in education covers:</p> <ul style="list-style-type: none"> <li>• discipline-specific curriculum and pedagogical studies</li> <li>• general education studies</li> <li>• professional experience.</li> </ul> <p><b>See also ‘Discipline-specific curriculum and pedagogical studies’</b></p>
Program impact	<p>The impact of an initial teacher education program, drawn from evidence of pre-service teacher performance and evidence of graduate outcomes.</p> <p><b>See also ‘Graduate outcomes’, ‘Impact’, ‘Pre-service teacher performance’ and ‘Program outcomes’</b></p>
Program outcomes	<p>The intended outcomes of a program as set in the providers <i>Plan for demonstrating impact</i> (Template 4), including:</p> <ul style="list-style-type: none"> <li>• the effectiveness of the graduates as teachers</li> <li>• pre-service teachers’ positive impact on student learning</li> <li>• pre-service teachers’ successful performance against the Graduate Teacher Standards prior to graduation</li> <li>• completion of a final-year teaching performance assessment prior to graduation</li> <li>• specific program objectives.</li> </ul>
Program rationale	<p>Evidence-based justification of program development, design and delivery. The program rationale describes how the program will develop effective teachers who meet the Graduate Teacher Standards, including having a positive impact on student learning.</p> <p><b>See also ‘Rationale – in relation to program rationale’</b></p>
Provider	See: ‘Initial Teacher Education (ITE) provider’
Publicly available	<p>Readily accessible via the higher education institution’s website or another platform such as a tertiary admissions centre website or course finder tool.</p> <p>This information should be easy for prospective students to find and should outline all the institution’s admission policies and processes that are considered necessary to meet the information needs of prospective students of all backgrounds.</p>
Published	Information that is (or will be) publicly available (e.g. accessible via a website), or alternatively, is clearly described on a website and available upon request.
Rationale – in relation to program rationale	<p>Reasons/justifications underpinning an approach taken.</p> <p><b>See also ‘Program rationale’ and ‘Rationale – in relation to the approach to program entry’</b></p>

Rationale – in relation to the approach to program entry	Evidence-based justification of the approach to program entry including selection mechanisms used, threshold entry scores applied and any exemptions used.
Recent	See: ‘Current, ongoing or recent’
Reliable – in relation to a teaching performance assessment	The degree to which an assessment tool produces stable and consistent results regardless of who is making the assessment. In this case, the degree to which the teaching performance assessment accurately measures pre-service teacher learning in relation to the Graduate Teacher Standards, regardless of who assesses the assessment.
Required content	Mandatory content for the specific program and sector as identified in Schedule 1 for Program Standard 4.2.
Resourcing	Allocation and use of human, capital/physical, financial or virtual resources.
Satisfactory	Fulfilling all demands or requirements or fulfils a particular need or purpose.
School-based experience	<p>Engagement with an educational environment, such as:</p> <ul style="list-style-type: none"> <li>teaching experience</li> <li>research within a school/site/early childhood setting</li> <li>assessing pre-service teachers on professional experience.</li> </ul> <p>Where there are jurisdictional requirements or guidelines, the executive officer(s) will inform the panel and provide relevant documentation.</p>
School/site/early childhood setting	Any setting dedicated to the learning of children and young people, including early childhood settings, primary, middle and/or secondary schools. Includes online and distance education settings.
School leader	See: ‘Principal/school leader’
Selection cohorts	<p>Cohorts selected for entry to an initial teacher education program via different pathways/mechanisms.</p> <p><b>See also ‘Cohort’, ‘Cohort of interest’ and ‘Student cohort data’</b></p>
Specialisation	Study in a learning area in demand, requiring graduates to demonstrate expert content knowledge and pedagogical content knowledge and highly effective classroom teaching.
Specialised teaching roles	Teaching roles other than regular classroom roles, for example, English as a Second Language (ESL), English as an Additional Language or Dialect (EALD), support teaching for learning difficulties/special education.
Stages of schooling	Groupings of year levels in education systems as defined in national frameworks of the early years and the Australian Curriculum or as per jurisdictional definition.
Standard descriptor	The descriptors identify the components of quality teaching at each career stage for each of the 37 Focus Areas of the Teacher Standards.
Standard-setting	The process used to distinguish between responses to an assessment which do or do not meet a pre-determined standard. This standard is usually based on deriving a set score which determines the threshold for passing/not passing an assessment.

Stakeholders	<p>Individuals or groups with an interest in the development, design and delivery of initial teacher education programs.</p> <p>External stakeholders include:</p> <ul style="list-style-type: none"> <li>• parent groups</li> <li>• system-based employers</li> <li>• independent associations and employers</li> <li>• non-government organisations</li> <li>• initial teacher education graduates</li> <li>• teacher regulatory authorities</li> <li>• supervising teachers.</li> </ul>
	<p>Internal stakeholders include:</p> <ul style="list-style-type: none"> <li>• program directors</li> <li>• course coordinators</li> <li>• tutors</li> <li>• professional experience coordinators</li> <li>• other academic and professional staff</li> <li>• pre-service teachers.</li> </ul>
Student cohort data	<p>Data about the demographic profile, progress and/or performance of cohorts of students.</p> <p><b>See also ‘Cohort’, ‘Cohort of interest’ and ‘Selection cohorts’</b></p>
Student – in relation to student learning	A young person undertaking formal stages of schooling (Foundation to Year 12 equivalent) and, where relevant, learners in an early childhood setting.
Student learning	The impact that a pre-service teacher or graduate has on student learning.
Substantial	A significant amount or period of time.
Sufficient	Enough for the relevant purpose.
Supervising teacher	A registered teacher responsible for mentoring and/or coaching, providing feedback to and assessing pre-service teachers during work-based learning in professional experience sites.
Sustained	Continuing for an extended period or without interruption.
Taught – in relation to ‘taught, practised, assessed’	The opportunities within a program for pre-service teachers to acquire skills, concepts and content for all components of a Graduate Teacher Standard descriptor.
Teaching performance assessment (TPA)	A tool used to assess the practical skills and knowledge of pre-service teachers against the Graduate Teacher Standards in the final year of their initial teacher education program. Program Standard 1.2 in the Standards and Procedures requires that all pre-service teachers successfully complete, prior to graduation, a rigorous teaching performance assessment that covers the breadth of teaching practices.
Teacher regulatory authority (Authority)	The Authority in each State and Territory that leads and implements the initial teacher education accreditation process in that jurisdiction. Authorities are also responsible for registering teachers.

Tertiary Education Quality and Standards Agency (TEQSA)	Australia's independent national quality assurance and regulatory agency for higher education. TEQSA registers and evaluates the performance of higher education providers against the Higher Education Standards Framework. TEQSA also accredits programs at non self-accrediting higher education providers.
---	--