

The Teacher Education Ministerial Advisory Group found strong support for a sophisticated approach to selection of candidates, taking into account academic capability, literacy and numeracy skills and personal characteristics, in order to select the students who will make the best teachers.

The Australian Government has asked AITSL to develop and set clear expectations of universities in making sure that those going into teaching have the right mix of academic and personal qualities that give them the best chance of becoming effective teachers.

AITSL has developed Selection Guidelines that were agreed by all Australian Education Ministers in September 2015.

The Selection Guidelines state that all initial teacher education providers should:

- Set both academic and non academic criteria and apply these to every student they admit to their programs
- Publish information about their selection mechanisms to ensure transparency, including:
 - Selection mechanisms used
 - Threshold entry standards applied
 - Student cohort data
 - Any exemptions used

Selection will form a key part of the requirements that all initial teacher education programs must meet to gain or maintain accreditation. Providers of initial teacher education will be required to provide a rationale for their approach to selection (including selection mechanisms and threshold entry standards applied).

The new requirements will apply to all new intakes of students from January 2017. All entrants will be required to

demonstrate their academic and non-academic capabilities before admission to a program. Greater transparency about selection processes and their outcomes will allow evaluation of the effectiveness of selection mechanisms, and build an evidence base on what mechanisms work best in selecting effective teachers.

AITSL will work with key stakeholders to finalise the detail of the reporting requirements associated with selection.

The new selection requirements, including transparency and reporting, will be incorporated into the revised *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*, which will be considered in full by Ministers in December 2015.

How can academic capability be measured in selection processes?

Indicators of academic capability could include:

- demonstrated academic ability at year 12 (e.g. tertiary entrance score, academic achievement in required subject disciplines)
- successful prior studies at university, a vocational education provider or other tertiary education provider that demonstrates relevant academic ability (e.g. prior study scores, average grade results in partially or fully completed qualifications)
- successful completion of appropriate prior professional qualifications
- performance in a range of tasks or activities that demonstrate academic capability to meet the intellectual requirements of the course of study (e.g. assessment centre, writing tasks, literacy and numeracy tests)
- performance on validated measures of cognitive and verbal ability undertaken as part of the selection process.

What non academic capabilities are important for initial teacher education students?

The key capabilities associated with successful teaching identified in the research are:

- motivation to teach
- strong interpersonal and communication skills
- willingness to learn
- resilience
- self-efficacy
- conscientiousness
- organisational and planning skills.

How can non academic capabilities be measured in selection processes?

Indicators of non-academic capability could include:

- performance on a specifically designed and validated assessment of teaching aptitude and/or other capabilities utilised as part of the selection process
- work and life experiences that have required demonstrations of the capabilities listed above
- expression of applicants' understanding and motivations about the program to which they are applying.

How will we know that the selection guidelines are making a difference?

Once selection mechanisms are in place, providers will report on their effectiveness, using measures such as student retention and student success data in relation to each entry cohort within each program.