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|  | 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:**

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|  | 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:**

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|  | 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.

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| **Stage one accreditation** | **Stage two accreditation** |
| Not applicable at stage one | The *Stage two report* (Template 5) 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, *Impact statements* 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 *Previous Plan for demonstrating impact* (Template 4). Panellists assess the *Stage two report* (Template 5) 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 Template 5.

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| **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:1. aggregated assessment data from the teaching performance assessment for all pre-service teachers (Program Standards 1.2 and 1.3)
2. 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)
3. aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)
4. data and evidence from participation in national and jurisdictional data collections (Program Standard 6.1)
5. evidence of the outcomes of graduates and/or graduate cohorts (Program Standard 1.4).
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**The template contains six sections and one appendix:**

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|  | Introduction to context |
|  | Performance of the program – pre-service teachers |
|  | Performance of the program – graduate outcomes |
|  | Performance of the program – other program improvements |
|  | Additional information |
|  | Conclusion |
|  | Appendix: Program rationale from the previous accreditation period |

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

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| **Section** | **General description** |
| **Impact statements** | Listing of applicable *Impact statements* from the *Previous Plan for demonstrating impact* (Template 4). |
| **Methods*****Processes used in review of the program*** | 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 *Data framework table* in the *Previous Plan for demonstrating impact* (Template 4). |
| **Findings*****Outline of program changes*** | This section is the main focus of the *Stage two report* (Template 5), alongside the Discussion section. The findings must include evidence of outcomes relating to the Impact statements from the *Previous Plan for demonstrating impact* (Template 4). This section aligns with the ‘Data analysis’ column of the Data framework table in the *Previous Plan for demonstrating impact* (Template 4) and includes the findings from those analyses.This section should identify any program changes, innovations and planned improvements based on the evidence and reference the corresponding changes made in the *Program Standards Matrix* (Template 2) and the *Graduate Teacher Standards Matrix* (Template 3). |
| **Discussion*****Implications of the review for the program*** | 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. |

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|  | **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).

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| **Introduction to context** |
| *Provide a description* |
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|  | **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:

* 1. aggregated assessment data from the teaching performance assessment for all pre-service teachers (Program Standards 1.2 and 1.3)
	2. 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)
	3. aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)

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| **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** |

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|  | **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 *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:

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

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| **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).*
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| **Impact statements** |
| **Methods** |
| **Findings** |
| **Discussion** |

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|  | **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 *Program Standards Matrix* (Template 2) and the *Graduate Teacher Standards Matrix* (Template 3).

There are no minimum evidence requirements for this section.

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

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|  | **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.

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| **Additional information** |
| *Insert any* Additional information *in this box.* |
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|  | **Conclusion** |

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

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| **Conclusion** |
| *Insert the* Conclusion *in this box.* |
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