

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

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

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## Introduction

In December 2015 the Education Council, comprising all Australian Education Ministers, endorsed the revised national *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (Standards and Procedures): [http://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/accreditation\\_of\\_initial\\_teacher\\_education\\_file.pdf](http://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/accreditation_of_initial_teacher_education_file.pdf).

This document, *Guidelines for the accreditation of initial teacher education programs in Australia* (Guidelines), supports the implementation of the Standards and Procedures. It is primarily designed to meet the requirements of stage one accreditation. Further information will be provided for stage two accreditation.

**Flexibility, diversity and innovation** is a key principle underpinning the accreditation process. Initial teacher education (ITE) providers are encouraged to be innovative in the delivery of programs to meet the diverse needs of students and the profession. The Standards and Procedures and these Guidelines are therefore not intended to be prescriptive, constrain the ability of ITE providers to be innovative, or to regulate their provision of higher education. Rather, this document is designed to:

- a) support initial teacher education providers in the preparation and submission of evidence
- b) assist accreditation panels to make informed professional judgements about the evidence provided in applications for accreditation
- c) support consistent assessment and rigour in the accreditation process.

These Guidelines are part of a suite of materials to support the accreditation of initial teacher education programs (see Figure 1: Framework to support the accreditation of initial teacher education). Other material to be developed will include examples of applications and evidence, which will be made available on the AITSL website, and panel member training. Together, this suite of materials will further support accreditation panel members to make consistent judgements of applications for accreditation against the Standards and Procedures.

For each Program Standard, this document details the **elements** of the Program Standard, and information to guide the preparation and assessment of **evidence**.

Two elements in the Program Standards are identified:

- **elements requiring verification:** aspects of the Program Standard that need to be identified as present in the provided evidence
- **elements requiring professional judgement:** questions that a panel must consider to assess whether the Program Standard is met.

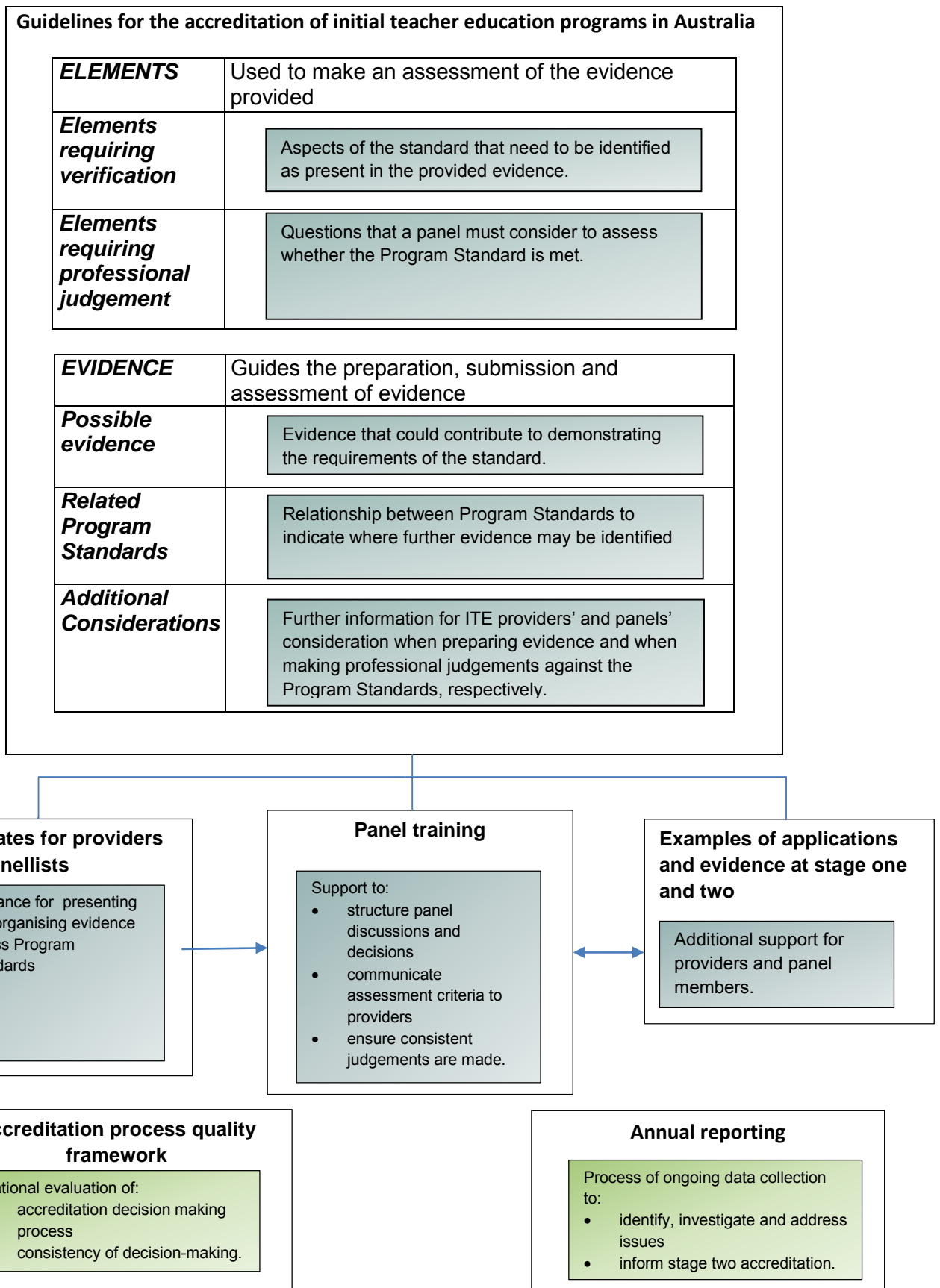
Evidence must be carefully selected and pertinent to ensure relevant and appropriate evidence is provided to meet the standard. This document identifies:

- **possible evidence:** examples of evidence types or products that could contribute to demonstrating the Program Standard
- **related Program Standards:** relationship between Program Standards to indicate where further evidence may be identified

- **additional considerations:** further information for ITE providers and panels to consider when preparing evidence and when making professional judgements against the Program Standards, respectively.

The final section of this document contains four templates, which must be completed by ITE providers and be included in all applications for program accreditation.

Figure 1: Framework to support the accreditation of initial teacher education



# 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 will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <p>The evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> includes a fully completed Graduate Standards Matrix (see Template 3) covering all 37 Graduate Teacher Standard descriptors of the <i>Australian Professional Standards for Teachers</i></li> <li><input type="checkbox"/> confirms that successful performance against all Graduate Teacher Standards is a requirement for graduation.</li> </ul>  |
| Elements requiring professional judgement | <p>For each Graduate Teacher Standard descriptor:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are all components of the descriptor covered? This may require individualised details for each component.</li> <li><input type="checkbox"/> Is there adequate development of the descriptor across the program? Is it appropriate for the nature of the descriptor?</li> <li><input type="checkbox"/> Is the intent of the descriptor met by the assigned assessment task(s), with an emphasis on the critical task? Consider the verb/process in the descriptor (e.g. demonstrate knowledge and understanding, demonstrate a range of verbal and non-verbal communication strategies, etc.).</li> <li><input type="checkbox"/> Is the critical task clear, logical and appropriate for the descriptor? Is there alignment between the critical task description, criteria used for making judgements and the descriptor?</li> <li><input type="checkbox"/> Is the context of the assessment task appropriate? (e.g. course work or part of professional experience)?</li> </ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Completed Graduate Standards Matrix (Template 3)</li> <li>• Assessment framework that will be used to assess pre-service teachers' achievement against the Graduate Teacher Standards</li> <li>• Unit outlines</li> <li>• Assessment tasks and achievement criteria</li> <li>• Quality assurance mechanisms for review and continuous improvement between assessment tasks and Graduate Teacher Standards</li> </ul> |
|--|---|



*Related Program Standards*

- 1.2 – Final year teaching performance assessment as a requirement for graduation
- 1.3 – Pre-service teachers demonstrate positive impact on student learning
- 6.2 and 6.3 – Assessment data will contribute to evidence of program impact

## Program Standard 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:

- a) be a reflection of classroom teaching practice including the elements of planning, teaching, assessing and reflecting
- b) be a valid assessment that clearly assesses the content of the Graduate Teacher Standards
- c) have clear, measurable and justifiable achievement criteria that discriminate between meeting and not meeting the Graduate Teacher Standards
- d) be a reliable assessment in which there are appropriate processes in place for ensuring consistent scoring between assessors
- e) include moderation processes that support consistent decision-making against the achievement criteria.

The following elements will be used to make an assessment of the evidence provided:

| Elements                                  |   |
|---|---|
| Elements requiring verification           | <p>The evidence identifies a teaching performance assessment that:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> is completed in the final year</li><li><input type="checkbox"/> is a requirement for graduation</li><li><input type="checkbox"/> includes achievement criteria</li><li><input type="checkbox"/> includes moderation processes.</li></ul>  |
| Elements requiring professional judgement | <ul style="list-style-type: none"><li><input type="checkbox"/> Does the assessment adequately assess pre-service teachers' performance against the content of the Graduate Teacher Standards (content validity)?</li><li><input type="checkbox"/> Does the assessment adequately address the practices of teaching including planning, teaching, reflecting and assessing student learning across a sequence of lessons (construct validity)?</li><li><input type="checkbox"/> Is the standard for passing this assessment set at a level that reflects the Graduate Teacher Standards?</li><li><input type="checkbox"/> Is the process used for differentiating those that meet the standard and those that do not credible?</li><li><input type="checkbox"/> Is there training for institutional staff and/or supervising teachers, and moderation and other evaluation processes in place, that will ensure consistent judgements against the teaching performance assessment rating scales/rubrics?</li></ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"><li>• The teaching performance assessment</li><li>• Description of procedures and processes in place to set the passing standard</li><li>• Succinct description of moderation processes, inter-rater reliability, predictive validity and other qualities of the assessment. For example, this could include benchmarking processes and/or descriptions of the training of raters</li><li>• Evidence from provider research and/or existing teacher performance assessment tools which demonstrate predictive validity, in that performance on the assessment is related to future teaching effectiveness</li></ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"><li>• 1.1 – Assessment processes against the Graduate Teacher Standards</li><li>• 1.3 – Pre-service teachers demonstrate positive impact on student learning</li><li>• 6.2 and 6.3 – Assessment data will contribute evidence of program impact</li></ul>   |
| <i>Additional considerations</i>   | Reference may be made to an existing teaching performance assessment tool for which validity studies have been undertaken or providers may have conducted or plan to conduct studies on their own tool.   |

## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |   |
|---|---|
| Elements requiring verification           | <p>The evidence identifies where opportunities exist to demonstrate impact on student learning in the:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> assessment of the Graduate teacher Standards (1.1) and/or</li> <li><input type="checkbox"/> final-year teaching performance assessment (1.2).</li> </ul> |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do the identified opportunities enable pre-service teachers to demonstrate impact on student learning?</li> </ul>   |

The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Explanation of the approach taken to linking impact on student learning with the Graduate Teacher Standards</li> <li>• Examples or descriptions of key assessment/s used to demonstrate impact on student learning</li> </ul>   |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 1.1 and 1.2 – Outline the assessment processes that pre-service teachers will use to demonstrate impact on student learning</li> <li>• 2.1 – Requires a rationale that incorporates demonstrating a positive impact on student learning</li> <li>• 6.2 and 6.3 – Assessment data will contribute to evidence of program impact</li> </ul>   |
| <i>Additional considerations</i>   | <p>It is a fundamental expectation that every teacher education graduate will have met the Graduate Teacher Standards, succeeded on the teaching performance assessment and demonstrated a positive impact on student learning. 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 teachers' 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 and graduate 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/graduate 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/graduate teachers, for example through a selected cohort of students from the program or case studies. This type of data collection can be included in the plan for demonstrating impact (see template 4) at the beginning of the accreditation period.</p> |

## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |   |
|---|---|
| Elements requiring verification           | <ul style="list-style-type: none"> <li><input type="checkbox"/> The provider has submitted a plan for demonstrating impact (Template 4), as required by Program Standard 6.2. See guidelines for Program Standard 6.2.</li> </ul>   |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are the multiple sources of graduate outcomes data in the plan for demonstrating impact (Template 4) a credible set of information that has relevance to measuring the outcomes of a program including impact on student learning where possible?<br/>(See guidelines for Program Standard 6.2 for additional information)</li> </ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Plan for demonstrating impact (see Template 4 and worked sample)</li> </ul>   |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 1.1, 1.2, 1.3 – The assessment processes that pre-service teachers will use to demonstrate impact on student learning</li> <li>• 6.2 and 6.3 – Plan for demonstrating impact (Template 4) and evidence of program impact</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 will be used to make an 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 rationale</li><li><input type="checkbox"/> an evidence base for the rationale</li><li><input type="checkbox"/> a sequence for the delivery of program content.</li></ul>   |
| Elements requiring professional judgement | <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 support the development of teachers who will 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 graduate cohorts been considered?</li><li><input type="checkbox"/> Are the inter-relationships between professional studies, curriculum and pedagogical studies and professional experience coherent?</li></ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"><li>• Program rationale</li><li>• Summary 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><li>• Description of how the sequence of the program has been constructed to ensure coherent connections between different units and professional experience</li><li>• Program sequence in the form of a program map or structure table</li></ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"><li>• Standard 1 – Program design and assessment processes, program impact, and pre-service teacher impact on student learning</li><li>• 2.2 – Developments in education, and stakeholder perspectives</li><li>• Standard 4 – Program structure and content</li><li>• Standard 5 – Professional experience</li><li>• Standard 6 – Program evaluation, reporting and improvement</li></ul>   |

## Program Standard 2.2

Program development, design and delivery take account of:

- a) contemporary and emerging developments in education, curriculum requirements<sup>1</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 will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <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 (e.g. Australian, state, system)</li> <li><input type="checkbox"/> stakeholder consultation and feedback.</li> </ul>   |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Have the following been taken into account: <ul style="list-style-type: none"> <li><input type="checkbox"/> relevant contemporary and emerging developments in education</li> <li><input type="checkbox"/> system needs</li> <li><input type="checkbox"/> workforce demand, including teaching specialisations</li> <li><input type="checkbox"/> community expectations</li> <li><input type="checkbox"/> stakeholder needs (e.g. local Aboriginal &amp; Torres Strait Islander groups)</li> </ul> </li> <li><input type="checkbox"/> Did the consultation with stakeholders include diverse representation relevant to the context and rationale of the program?</li> </ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Succinct analysis of contemporary research, reports, and policies relevant to program development</li> <li>• List of curricula covered in program (e.g. Australian, state, system), and the relationship of program content to these curricula</li> <li>• Description of setting and program context, including local/regional community</li> <li>• Explanation of range and purpose of stakeholder consultation, how it was conducted, and how stakeholder perspectives have been prioritised</li> <li>• Program rationale</li> <li>• Description of teaching specialisations in program and reasons for their inclusion</li> </ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 2.1 – Program rationale</li> <li>• 2.3 – Staff experience</li> <li>• 4.4 – Primary specialisation</li> </ul>   |

<sup>1</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.



## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |   |
|---|---|
| Elements requiring verification           | <p>The evidence identifies factors considered in program resourcing and program teaching and assessment strategies including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> preparing pre-service teachers for contemporary school and early childhood environments</li> <li><input type="checkbox"/> modes of delivery</li> <li><input type="checkbox"/> staff with recent school-based/early childhood experience.</li> </ul>   |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do the program resources and teaching and assessment strategies align with program rationale and outcomes?</li> <li><input type="checkbox"/> Are the teaching and assessment strategies appropriate for the environments in which graduates are likely to be teaching (e.g. school classrooms, early childhood environments)?</li> <li><input type="checkbox"/> Will program resourcing, and teaching and assessment strategies, deliver equivalent opportunities to achieve learning outcomes irrespective of mode of delivery?</li> <li><input type="checkbox"/> Do pre-service teacher cohorts have access to teaching staff with current or recent school-based, and where relevant, early childhood experience?</li> </ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <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 differs for different modes of delivery, and evidence of its effectiveness across modes of delivery</li> <li>• Evidence of graduate performance and outcomes across modes of delivery and how this has 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> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 2.1 – Program rationale</li> <li>• 2.2 – Education developments and stakeholder perspectives</li> </ul>   |

*Additional considerations*

Teaching staff may include staff not employed by the institution, for example classroom teachers involved in the delivery of program units.

Recent school-based experience encompasses either current or recent (i.e. within the last 5 years) in-school teaching. It may also include recent school based engagements – e.g. research within a school context and assessing pre-service teachers on professional experience.

# Program Standard 3 – Program entry

## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |   |
|---|---|
| Elements requiring verification           | <p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a published rationale for the program’s entry requirements</li> <li><input type="checkbox"/> published selection mechanisms used</li> <li><input type="checkbox"/> any published threshold entry scores applied</li> <li><input type="checkbox"/> any published exemptions</li> </ul> |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the rationale for the program’s approach to program entry reasonable and aligned with the program rationale?</li> <li><input type="checkbox"/> Does/will the published information align with the transparency requirement for Program Standard 3.3?</li> </ul>  |

The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Succinct description of the rationale for the approach to program entry clearly identifying the types of selection mechanisms used for admitting entrants to the program</li> <li>• Publication of the rationale for the approach to entry requirements, selection mechanisms, threshold entry scores and exemptions</li> <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> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 3.2 and 3.3 – Application of selection criteria and transparency of selection processes</li> <li>• 6.2 and 6.3 – Evidence of program impact may include program entry data</li> </ul>   |
| <i>Additional considerations</i>   | <p>See <a href="#">Action Now: Selection of entrants into initial teacher education: Guidelines</a></p> <p>Information is “publicly available” if accessible via a website in relation to each initial teacher education program.</p>  |

## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <p>The evidence in relation to selection criteria identifies:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> academic and non-academic criteria</li><li><input type="checkbox"/> the requirement for criteria to be applied to all entrants.</li></ul>   |
| Elements requiring professional judgement | <ul style="list-style-type: none"><li><input type="checkbox"/> Are the selection mechanisms used justifiable in relation to the program rationale and approach to program entry?</li><li><input type="checkbox"/> Is there an appropriate evidence base provided to justify the selection mechanisms used?</li><li><input type="checkbox"/> For each selection mechanism is there a clear and reasonable approach to the:<ul style="list-style-type: none"><li><input type="checkbox"/> criteria applied when selecting against the mechanism</li><li><input type="checkbox"/> any threshold entry score applied</li><li><input type="checkbox"/> any exemptions used when selecting against the mechanism.</li></ul></li><li><input type="checkbox"/> Are the academic and non-academic criteria that are assessed by the chosen selection mechanisms relevant to success in the program and subsequent success in professional teaching practice?</li><li><input type="checkbox"/> Are the criteria consistent with a higher education program, the initial teacher education program, and the teaching profession?</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, including through the use of student cohort data?</li></ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"><li>• Outline of the selected academic and non-academic 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 evidence base for the selection mechanism(s)</li><li>• Details of:<ul style="list-style-type: none"><li>○ criteria applied when selecting against the mechanism</li><li>○ any threshold entry score applied</li><li>○ any exemptions used when selecting against the mechanism</li></ul></li></ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"><li>• 3.1 and 3.3 – Selection requirements and transparency of selection processes</li><li>• 6.2 and 6.3 – Evidence of program impact may include program entry data</li></ul>  |
| <i>Additional considerations</i>   | <p>See <a href="#">Action Now: Selection of entrants into initial teacher education: Guidelines</a></p> <p>Student cohort data means data about the demographic profile, progress and/or performance of cohorts of students admitted through each selection mechanism.</p> <p>Refer to additional considerations in Program Standard 3.1.</p>   |

## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> public transparency and availability of selection processes, including student cohort data.</li> </ul> |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are there processes in place to use student cohort data to validate and adjust the mechanisms for entry?</li> </ul>                    |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Succinct description of student cohort data to be published</li> <li>• Public transparency of selection processes aligned with the requirements of the Program Standards and the Selection Guidelines</li> </ul>   |
| <i>Related Program Standard</i>  | <ul style="list-style-type: none"> <li>• 3.1 and 3.2 – Selection requirements and application of selection criteria</li> <li>• 6.2 and 6.3 – Evidence of program impact may include program entry data</li> </ul>   |
| <i>Additional considerations</i>   | <p>See <a href="#">Action Now: Selection of entrants into initial teacher education: Guidelines</a></p> <p>Student cohort data means data about the demographic profile, progress and/or performance of cohorts of students admitted through each selection mechanism. Information is "publicly available" if accessible via a website in relation to each initial teacher education program.</p> |

## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |   |
|---|---|
| Elements requiring verification           | <p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> mechanisms to identify students in the program who require additional support</li> <li><input type="checkbox"/> details of support programs.</li> </ul>   |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are there relevant mechanisms to identify students in the program who require additional support?</li> <li><input type="checkbox"/> Are the support programs, including academic skills support, likely to assist pre-service teachers to achieve the Graduate Teacher Standards?</li> <li><input type="checkbox"/> Are the support mechanisms relevant and effective in addressing the needs of pre-service teachers?</li> </ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Description of the process to identify students requiring additional support</li> <li>• Details of support programs including academic skills support</li> <li>• Description of evaluations or plans to evaluate the support mechanisms</li> <li>• Summary of past outcomes of the support programs, how this information has been used to improve these programs, and how this information will be used to inform support for the program under consideration</li> </ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 3.5 – Literacy and numeracy test and support</li> <li>• 6.2 and 6.3 – Evidence of program impact may include data around additional support for at risk students</li> </ul>   |

## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |   |
|---|---|
| Elements requiring verification           | <p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> where in the program structure, or prior to program entry, pre-service teachers will be expected to undertake the national Literacy and Numeracy Test and the rationale for the test be applied at this particular point</li> <li><input type="checkbox"/> support arrangements for pre-service teachers in the program who require additional literacy and numeracy support</li> <li><input type="checkbox"/> mechanisms to ensure that only those pre-service teachers who pass the Literacy and Numeracy Test will be eligible to graduate.</li> </ul> |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are there appropriate and effective support arrangements for pre-service teachers who require additional development of their personal literacy and numeracy?</li> </ul>  |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the standard</i> | <ul style="list-style-type: none"> <li>• Program structure that identifies where in the program, pre-service teachers are required to undertake the Literacy and Numeracy Test</li> <li>• Confirmation that pre-service teachers are not eligible to graduate from the program without having passed the Literacy and Numeracy Test</li> <li>• Details of literacy and numeracy support</li> <li>• Description of support mechanisms and evidence of the effectiveness of support provided</li> </ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 3.4 - Additional support</li> <li>• 6.2 and 6.3 – Evidence of program impact may include literacy and numeracy data</li> </ul>   |



## Program Standard 3.6

Program entrants must meet English language proficiency requirements for teacher registration in Australia<sup>2</sup>, either on entry to or on graduation from the program.

The following elements will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | The provider has identified: <ul style="list-style-type: none"><li><input type="checkbox"/> mechanisms for assessment of proficiency in English prior to or on graduation.</li></ul> |
| Elements requiring professional judgement | Not applicable   |

The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"><li>• Entry requirements that clearly meet the requirements for teacher registration.</li><li>• Institutional policies and procedures for ensuring the English language proficiency requirements are assessed and met.</li></ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"><li>• 3.5 – Personal levels of literacy and numeracy.</li></ul>  |

---

<sup>2</sup> 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 <<http://www.aitsl.edu.au/registration/nationally-consistent-registration-of-teachers/elements-of-nationally-consistent-registration-of-teachers/english-language-proficiency>>.

*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 focused; or
- a PEAT\*\*\* assessment of A in all four areas of listening, speaking, reading and writing.

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

\*\*\* Professional English Assessment for Teachers

## 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>3</sup>

The following elements will be used to make an assessment of the provided evidence:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> processes are in place to ensure entrants into graduate programs have appropriate prior qualifications.</li> </ul> |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do the processes identified give assurance that entrants to the program will have the required qualifications?</li> </ul>                          |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Provider's admissions policy outlining requirements for entry into graduate programs</li> </ul>  |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• Providers may cross reference evidence provided for 4.2 (schedule 1 – Graduate entry programs – mandatory content requirements)</li> </ul> |

## Additional information - Basic principles concerning program entry for the purposes of Program Standard 3

Particularly for self-accrediting providers, student selection is in the first instance a matter for the provider concerned (see Tertiary Education Quality Assurance Agency Act 2011.),

Program Standard 3 does not seek to impose, privilege or restrict particular forms of selection into ITE programs, nor to regulate the higher education functions of ITE providers.

Program Standard 3 does, however, mandate that selection mechanisms into ITE programs are grounded in evidence, comprehensive and transparent. This is an indispensable requirement for the assurance of professional quality.

Providers typically will use one or more principal mechanisms for selection through which the majority of students entering ITE degrees will be selected by that provider.

<sup>3</sup> This entry requirement also applies to combined primary/early childhood programs

These principal mechanisms may include a “threshold entry score”, including such numeric indicators as the Australian Tertiary Admission Rank (ATAR); particular calculations of Year 12 results; institution-specific indices drawing upon combinations of academic and extra-academic considerations; or other numeric indicators.

Providers may use principal mechanisms for selection that do not utilise numeric indicators and do not rely on a threshold entry score.

Alongside principal mechanisms for selection, providers typically will select students by means of diverse alternative entry schemes, which are referred to in the standards 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 Island people).

# Program Standard 4 – Program structure and content

## Program Standard 4.1

Programs comprise at least two years of full-time equivalent professional studies<sup>4</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 will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | 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> |
| Elements requiring professional judgement | Not applicable   |

<sup>4</sup> Professional studies in education covers discipline-specific curriculum and pedagogical studies, general education studies and professional experience.

The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"><li>• Outline of how the program fits with the overall structure of the qualification that will be obtained by graduates.</li><li>• Verification of institution and/or TEQSA approval.</li></ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"><li>• 4.2 – Mandatory content requirements for programs.</li><li>• 4.3 – Preparation for teaching across multiple educational settings.</li></ul>  |
| <i>Additional considerations</i>   | 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.   |

## Program Standard 4.2

Initial teacher education programs prepare pre-service teachers for the school curriculum<sup>5</sup> and learning areas of their chosen discipline and/or stage of schooling in accordance with Schedule 1.<sup>6</sup>

The following elements will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <p>The evidence outlines a program structure that includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> units for required discipline-specific curriculum and pedagogical studies (i.e. according to Schedule 1, which relates to requirements for primary programs and secondary programs).</li> </ul>  |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are the discipline-specific curriculum and pedagogical studies appropriate for the curriculum for which pre-service teachers are being prepared to teach?</li> <li><input type="checkbox"/> Do the program's units address the requirements for all disciplines and stages of schooling for which pre-service teachers are being prepared to teach?</li> <li><input type="checkbox"/> Does the program cover contemporary content and pedagogical content knowledge of the relevant discipline or learning areas?</li> </ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the standard</i> | <ul style="list-style-type: none"> <li>• Outline of overall structure of the program that identifies where the required content is covered, and any additional studies included</li> <li>• Unit outlines</li> </ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 2.1 – Program rationale</li> <li>• 4.3 – Preparation for teaching across multiple educational settings</li> </ul>  |

<sup>5</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>6</sup> This Standard applies equally to those entrants admitted under recognition of prior learning or credit transfer arrangements

## 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 (e.g. 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 Standard is only relevant to programs preparing graduates for teaching across multiple educational settings. Where this standard applies, the following elements will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <p>The evidence outlines a program structure that addresses the requirements for preparing teachers across different educational settings (if applicable), 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 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do the program structure and content reasonably ensure that pre-service teachers will be prepared to teach across multiple educational settings, in line with the overall rationale for the program?</li> </ul>  |

The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Outline of overall structure of the program that identifies where the required content is covered, and any additional studies included</li> <li>• Program sequence in the form of a program map or structure table</li> </ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 2.1 – Program rationale</li> <li>• 4.2 – Mandatory content requirements for programs</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 Standard is only relevant to programs preparing graduates to teach in primary school settings. Where this Standard applies, the following elements will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <p>The evidence outlines:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> the specialisations offered</li><li><input type="checkbox"/> advanced units offered for each specialisation</li><li><input type="checkbox"/> the pathways available within the program structure, including any related entry requirements</li><li><input type="checkbox"/> the basis for the chosen specialisations on offer</li><li><input type="checkbox"/> the specific assessment tasks in relation to the specialisation pathways</li><li><input type="checkbox"/> that the provider will report annually on the required specialisation information.</li></ul>   |
| Elements requiring professional judgement | <ul style="list-style-type: none"><li><input type="checkbox"/> Are specialisations on offer focused on curriculum areas that are in areas of employer demand?</li><li><input type="checkbox"/> Do the assessment tasks and the passing standard for each specialisation pathway adequately assess expert content knowledge, pedagogical content knowledge and highly effective classroom teaching?</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 pre-service teachers have opportunities to practise in their area/s of specialisation?</li></ul> |

The following points provide further guidance on evidence against the Program Standard:

*Possible evidence that could contribute to demonstrating the Standard*

- Program structure illustrating pathway options and any related entry requirements, and confirming that all graduates will have a specialisation
- Assessment tasks
- Evidence of consultations to establish areas of demand

*Related Program Standards*

- 2.1 - Program rationale
- 2.2 - Program development informed by stakeholder and educational needs
- 1.1, 1.2 & 5.4 – Assessment
- 2.2 - Program development informed by stakeholder and educational needs

## 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>7</sup> comprise at least one half of the program (i.e. normally two years of full-time-equivalent study), including at least:

|   |   |
|---|---|
| a) English/literacy – 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>8</sup> |
| b) Mathematics/numeracy – discipline and discipline-specific curriculum and pedagogical studies | At least one quarter of a year EFTSL  |
| c) Science – 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:

|  |  |
|--|--|
| a) English/literacy – 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>8</sup> |
| b) Mathematics/numeracy – discipline-specific curriculum and pedagogical studies | At least one quarter of a year EFTSL   |
| c) Science – 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.

<sup>7</sup> 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.

<sup>8</sup> Early reading instruction should address evidence-based practice across 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>9</sup>   |
| b) preferably a second teaching area, which must comprise at least a minor study. | Equivalent to half a year EFTSL <sup>10</sup>               |
| In addition, these programs must include:   |   |
| a) discipline-specific curriculum and pedagogical studies. <sup>11</sup>          | At least one quarter of a year EFTSL for each teaching area |

### Graduate entry programs – mandatory content requirements

These programs must provide:

|   |   |
|---|---|
| a) discipline-specific curriculum and pedagogical studies <sup>12</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.

<sup>9</sup> 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.

<sup>10</sup> 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.

<sup>11</sup> 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.

<sup>12</sup> 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 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 will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <p>The evidence identifies partnership arrangements that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> include details of the main points of contact between professional experience sites and the provider</li> <li><input type="checkbox"/> cover every professional experience school/site.</li> </ul>   |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are the roles and responsibilities specified for all parties clear and appropriate?</li> <li><input type="checkbox"/> Do the partnership arrangements clearly specify components of placements and planned experiences?</li> <li><input type="checkbox"/> Are the stated intended aims and outcomes of the partnership appropriate for facilitation of the delivery of the program and professional experience?</li> </ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Memoranda of Understanding/agreements or other signed documentation</li> <li>• Partnership documentation</li> <li>• Communication strategies</li> <li>• Professional experience handbook</li> </ul>  |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 5.4 - Partnership protocols around the respective expectations and roles of initial teacher education providers and sites including the assessment of pre-service teachers</li> <li>• 6.2 and 6.3 – Evidence of program impact may include partnerships</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 will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <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> </ul>  |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are there sufficient processes in place to ensure that pre-service teachers are supervised and assessed during their placements, including the final year teaching performance assessment (Program Standard 1.2)?</li> <li><input type="checkbox"/> Does the structure of placements include substantial and sustained professional experience that gives confidence pre-service teachers have the opportunity to achieve the Graduate Teacher Standards?</li> <li><input type="checkbox"/> Is there an appropriate approach to ensuring placements are as diverse as practicable?</li> <li><input type="checkbox"/> Are there reasonable opportunities for pre-service teachers, as early as practicable in the program, to observe and participate in the school/site that include learning about the range of aspects of a teacher's work?</li> <li><input type="checkbox"/> Does the program structure provide opportunities for pre-service teachers to observe and participate purposefully in a school/site?</li> </ul> |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Program outline showing the structure and distribution of placements</li> <li>• Description of the focus for each placement</li> <li>• Description of strategies for ensuring a diversity of placements</li> <li>• Description of the mechanisms to ensure all pre-service teachers completing professional experience outside of Australia or outside a recognised school setting have an opportunity to meet the Graduate Teacher Standards</li> </ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 1.2 – The final year teaching performance assessment as part of a process where pre-service teachers are supervised and assessed during their placements</li> <li>• 6.2 and 6.3 – Evidence of program impact may include professional experience components of a program</li> </ul>  |

*Additional considerations*

Where a provider chooses to allow pre-service teachers opportunities to undertake placements outside a Australia and/or a recognised school setting in accordance with the Standard:

- a justifiable rationale as to how the pre-service teachers will have adequate opportunity to practice and demonstrate the minimum requirements of the Graduate Teacher Standards must be provided
- the pre-service teacher must be supervised by a teacher who has a strong working knowledge of the Graduate Teacher Standards.

## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |   |
|---|---|
| Elements requiring verification           | <p>The evidence identifies communication strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> specify to the sites how the focus and requirements of placements relate to the pre-service teacher's knowledge, skills and experiences they have/have not developed through earlier placements</li> <li><input type="checkbox"/> apply across all the program's delivery modes.</li> </ul> |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Is there clear and direct communication with school/early childhood personnel including coordinators, school leadership, and/or supervising teachers to enable them to understand and to think holistically about the work-based strengths of and development opportunities for pre-service teachers?</li> </ul>  |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <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/guidebooks</li> </ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 5.4 – Assessment of pre-service teachers against the learning outcomes of the placement</li> <li>• 6.2 and 6.3 – Evidence of program impact may include professional experience placement data</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 will be used to make an assessment of the evidence provided:

| <b>Elements</b>                                  |  |
|--|--|
| <b>Elements requiring verification</b>           | <p>The evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identifies the components of the Graduate Teacher Standards that will be directly assessed during each professional experience placement, including but not limited to those within the professional practice domain</li> <li><input type="checkbox"/> confirms 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"/> Do the documented partnership protocols provide clarity around the respective roles of initial teacher education providers and sites in the assessment of pre-service teachers, including shared observations and assessment conversations?</li> <li><input type="checkbox"/> Will the assessment tools, protocols, practices, guidelines and assurance processes in place enable supervising teachers to differentiate unambiguously between pre-service teacher performance that meets the requirements of the Standards and that which does not?</li> <li><input type="checkbox"/> Are there clear measures to identify pre-service teachers who are at risk of not satisfactorily completing professional experience and appropriate support for them to improve?</li> </ul> |

The following points provide further guidance on evidence against the Program Standard:

*Possible evidence that could contribute to demonstrating the Standard*

- Partnership documentation
- Professional experience handbook/guidelines
- Assessment and reporting templates including criteria for making judgements
- Outlines for professional experience units
- Evidence guides and/or frameworks

*Related Program Standards*

- 1.2 – Teaching performance assessment
- 5.1 – Partnership protocols and roles and responsibilities between the provider and site
- 5.3 – Communication about expected learning outcomes of the placement
- 6.2 and 6.3 – Evidence of program impact may include data around professional experience

## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |   |
|---|---|
| Elements requiring verification           | <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 and contact arrangements, preferably with current or recent experience teaching in or working with schools, who will be available to provide support to supervising teachers.</li> </ul> |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are professional learning opportunities adequate to support supervising teachers 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 the provider staff have the necessary skills and experience to support supervising teachers?</li> </ul>                     |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Descriptions of professional learning programs</li> <li>• Descriptions and/or examples of support provided in selecting supervising teachers</li> <li>• Descriptions of support provided by provider staff, including the qualifications and teaching experience of these staff</li> </ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 6.2 and 6.3 – Evidence of program impact may include professional learning opportunities for supervising teachers</li> </ul>   |

# 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>13</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 will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | <p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> processes for ongoing collection, analysis and evaluation of data</li> <li><input type="checkbox"/> types of data to be collected (where not picked up in Program Standard 6.2)</li> <li><input type="checkbox"/> an outline of how data will be used to evaluate and inform program development</li> <li><input type="checkbox"/> confirmation of participation in national and jurisdictional data collections.</li> </ul> |
| Elements requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Is there a clear and appropriate process for the ongoing collection, analysis and evaluation of data?</li> <li><input type="checkbox"/> Do the processes for analysis and evaluation of data give confidence that they will lead to improvements in the program?</li> </ul>  |

The following points provide further guidance on evidence against the Program Standard:

|  |   |
|--|---|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• National and jurisdictional data collections such as the Quality Indicators for Learning and Teaching Survey (QILT)</li> <li>• Descriptions of processes for analysing and evaluating data, and how the results will be used to improve the program</li> </ul> |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 6.2 – Plan for demonstrating impact (Template 4)</li> </ul>  |

<sup>13</sup> Such as the Quality Indicators for Learning and Teaching survey (QILT)

## 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 will be used to make an assessment of the evidence provided:

| Elements                                  |   |
|---|---|
| Elements requiring verification           | <p>The evidence includes a plan for demonstrating impact (Template 4) that</p> <ul style="list-style-type: none"><li><input type="checkbox"/> sets out:<ul style="list-style-type: none"><li>a) the program outcomes used to demonstrate program impact, including pre-service teacher performance and graduate achievement as required by Program Standards 1.1, 1.2, 1.3 and 1.4 (Table 1 in Template 4)</li><li>b) any targeted outcomes of interest to the program (for example focus areas for improvement, specific objectives linked to the rationale of the program) (Table 1 in Template 4)</li></ul></li><li><input type="checkbox"/> outlines the specific evidence to be collected and reported on for all outcomes identified above, noting the mandatory evidence for pre-service teacher performance and graduate outcomes which must be included (see additional information – mandatory evidence section) (Table 1 &amp; 2 in Template 4)</li><li><input type="checkbox"/> includes an outline of how the evidence to be collected demonstrates program impact and impact on student learning and how the evidence will be used to continuously improve the program. (Table 2 &amp; 3 in Template 4)</li><li><input type="checkbox"/> Is the data (evidence) selected for demonstrating pre-service teachers' positive impact on student learning and, where possible, the post-program impact of graduates and/or graduate cohorts on student learning likely to capture useful information on impact?</li><li><input type="checkbox"/> Are the selected data collections reasonable and appropriate given the stated program objectives and program rationale (2.1), and proposed processes to drive program improvement?</li><li><input type="checkbox"/> Will the data to be collected answer important questions relevant to the rationale of the program and its past performance?</li></ul> |
| Elements requiring professional judgement |   |

## 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: <ol style="list-style-type: none"> <li>Selection cohorts (cohorts of students selected via different pathways/mechanisms)</li> <li>Students needing support for achievement of the literacy and numeracy standard</li> <li>Other student cohorts of interest (for example student cohorts which relate to areas of specialisation, focus or interest within the program, including program elements that are being evaluated to inform further improvement e.g. online students, students undertaking a longer professional experience placement).</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

The mandatory evidence for graduate outcomes is of two types.

1. Participation in and evaluation of data from any national and jurisdictional data collections and/or surveys (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 for full details). 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.

The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Plan for demonstrating impact (Template 4).</li> <li>• Survey and data collection instruments.</li> </ul> |
|--|--|

|   |   |
|---|---|
| <i>Related Program Standards</i>          | <ul style="list-style-type: none"> <li>Standard 1 – Program outcomes</li> </ul>   |
| <i>Additional considerations</i>          | See additional information below.   |
| <i>Additional explanatory information</i> | <p>The plan for demonstrating impact (Template 4) is the mechanism by which an initial teacher education 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 their regulatory authority against the data elements and processes set out in their plan for demonstrating impact. The annual reporting of data against the plan 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. A plan must clearly identify how the evidence will demonstrate pre-service teachers' positive impact on student learning and, where possible, the post program impact of graduates and/or graduate cohorts on student learning.</p> <p>Pre-service teacher performance relates to evidence that is collected from within a program in relation to pre-service teachers' performance.</p> <p>Graduate outcomes relates to evidence that is collected following completion of a program in relation to the achievements of a program's graduates and/or graduate cohort.</p> |

## Program Standard 6.3

### This standard only applies at stage 2

Evidence of outcomes, including impact, is provided,<sup>14</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:

- 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 following elements will be used to make an assessment of the evidence provided:

| Elements                                  |  |
|---|--|
| Elements requiring verification           | The evidence includes  |
| Elements requiring professional judgement | <ul style="list-style-type: none"><li><input type="checkbox"/> a narrative about program impact including strengths, program changes and planned improvements based on a range of data including at a minimum a) to e) above.</li><li><input type="checkbox"/> Is there a clear and appropriate narrative that summarises the provider's evaluation and interpretation of the data collected and reported throughout the accreditation period?</li><li><input type="checkbox"/> Within the narrative, do the data and evidence support the provider's interpretation?</li><li><input type="checkbox"/> Is there an appropriate rationale for program changes (past and future) including:<ul style="list-style-type: none"><li>a) how the provider's evidence supports the change, or</li><li>b) other factors that have required the change (e.g. change in the focus of the program)?</li></ul></li><li><input type="checkbox"/> Is there an appropriate rationale that outlines elements of the program that have not changed (past and future) including how the evidence supports the continuation of these elements?</li></ul> |

<sup>14</sup> Evidence will be reported annually as part of the annual reporting requirements in Program Standard 6.4.



The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"><li>• Summary of annual reporting data</li><li>• Summary of program changes</li><li>• Narrative explaining data analysis and conclusions</li></ul>                                 |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"><li>• Standard 1 – Program outcomes</li><li>• 3.3 – Justifiable selection processes</li><li>• 6.1 – National and jurisdictional data collections</li></ul>                         |
| <i>Additional considerations</i>   | <p>Note: the guidelines for 6.3 does not cover the full range of documentation and/or evidence required to be submitted for a subsequent (stage two) application. Further detail on stage two will be developed.</p> |

## 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.

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

The following points provide further guidance on evidence against the Program Standard:

|  |  |
|--|--|
| <i>Possible evidence that could contribute to demonstrating the Standard</i> | <ul style="list-style-type: none"> <li>• Compliance statement.</li> </ul>  |
| <i>Related Program Standards</i>   | <ul style="list-style-type: none"> <li>• 6.1 – National and jurisdictional data collections</li> <li>• 6.2 – Plan for demonstrating impact (Template 4)</li> </ul> |
| <i>Additional considerations</i>   | Further information on annual reporting will be developed.   |

# National accreditation procedures

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## Accreditation stage one and accreditation stage two

The national accreditation process focuses on program development and improvement based on evidence of impact and involves two stages:

### Accreditation stage one

Accreditation stage one applies to new programs<sup>15</sup> entering the accreditation system for the first time and focusses on a provider's plan for demonstrating impact (Template 4).

Providers submitting programs for accreditation stage one will need to provide:

- evidence against the Program Standards
- mapping of where in the program the Graduate Teacher Standards are taught, practised and assessed (Program Standard 1.1)
- a plan for demonstrating impact (Standards 6.2 and 6.3).

### Accreditation stage two

The focus of accreditation stage two is on the provider's interpretation of the evidence they have collected on program impact. This evidence is specifically in relation to the graduate performance and graduate outcomes measures described, at the commencement of the accreditation period, in the plan for demonstrating impact. Programs are required to achieve accreditation stage two following a period determined at the time of accreditation stage one, not exceeding five years.

Providers submitting programs for accreditation stage two will provide:

- an analysis and interpretation of their evidence as outlined in their plan for demonstrating impact in relation to pre-service teacher performance, graduate outcomes and program changes and planned improvements
- a plan for collecting evidence over the next accreditation period
- evidence of adherence to the Program Standards.

Once programs have been accredited at stage two they are required to re-submit for accreditation again within the specified time period determined by their Authority at the time of accreditation stage two, noting this should not exceed five years.

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<sup>15</sup> Transitional arrangements will apply for the period 2016-17 for all existing initial teacher education programs.

# Accreditation process

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## Documentation

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

- *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures (2015)*
- *Guidelines for the accreditation of initial teacher education programs in Australia (2016)*

All templates contained in the Guidelines are available on AITSL's website. When preparing an application providers will:

- submit a separate application for each program (although several applications may be submitted concurrently)
- ensure each attachment has a title, is sequentially labelled and has page numbers
- ensure that each unit outline has a title and indicates the name of the provider, the name of the program, and the unit code
- ensure all attachments are included
- ensure that documentation is provided in sequential order.

Before submitting the application providers must check that the application is complete. Incomplete applications will be returned, which may delay assessment of the application.

## Submission of an application

Applications must be submitted with the declaration form signed by the dean of education (or other appropriate person) to the relevant officer in the Authority. Contact details for the various Authorities are available on the AITSL website.

Applications will include the following documents:

- completed application in the templates provided.
- full program documentation that includes information on all units.
- additional material that the provider believes constitutes evidence for the purposes of demonstrating that Program Standards are met.

If more than one program is to be submitted for accreditation, a separate application should be submitted for each program. However, closely related programs that contain a number of common units may more efficiently be considered as one program. If there is uncertainty about what constitutes a separate program, providers should liaise with the Authority to determine whether separate applications will be needed. If separate applications are required and these are considered by different panels, the Authority will take steps to ensure consistency across panels in advice relating to the common elements. It may be more efficient to consider multiple programs from one provider at the same time. Again, in this case the provider should liaise with the Authority.

To ensure timely accreditation of programs, it is expected that providers liaise with the Authority regarding timelines to allow time for all stages of the accreditation process to be completed by the date by which accreditation is desired.

Providers are required to submit applications for accreditation stage one and two 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 formally advise AITSL that an application has been received.

## Accreditation of programs delivered across jurisdictions

### General

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.

While ITE 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 more than one jurisdiction, and delivers initial teacher education programs in multiple jurisdictions.

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

In either case, the provider will also notify each relevant individual Authority of their intention to submit an application for accreditation for a program that will be delivered on campus within that Authority’s jurisdiction.

The *lead Authority* will then take responsibility for accrediting the program. AITSL will ensure 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, then those relevant jurisdictional Authorities can participate in the ongoing monitoring, moderation and reporting processes.

### Non-legislative providers

A non-legislative provider typically will be a corporation, but may be an individual delivering higher education services.

In the case of a non-legislative provider that is a corporation which provides or intends to provide initial teacher education across jurisdictions, the application for accreditation will be lodged with the Authority in the jurisdiction in which the corporate provider maintains its registered office and principal place of business, 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 initial teacher education across jurisdictions, the application for accreditation will be lodged with the

Authority in the jurisdiction in which the provider at the time has its largest enrolment, that authority acting as the *lead authority*.

Additional information relevant to the accreditation of programs across jurisdictions is available on the AITSL website.

## Eligibility and compliance check

Upon receipt of an application of a program for accreditation, it is recommended that the Authority will make an initial determination about the eligibility based on a completeness check of the documentation ensuring that the provider has appropriately responded to all Program Standards and the Graduate Teacher Standards.

## Assessment of application

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

The Authority will convene a panel to assess the application and once membership is finalised, each panellist will be provided with a copy of the application and supporting documentation to assist in making the accreditation recommendation. Panel members will use their professional judgement in applying the evidence requirements, supported by the information and tools found in the Guidelines.

As part of the assessment process, 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.

The assessment panel may also decide that further advice is required before any recommendations can be made and advice may be forwarded to a provider identifying areas for further information or clarification. 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. Requests for further information by either party should be in writing.

On finalisation of the recommendation by the panel a final accreditation report is prepared. This report is forwarded to the provider to verify accuracy in relation to the program. In its response, the provider should correct any inaccuracies but should not indicate whether or not it agrees with the panel's views.

Upon receipt of the provider's response, the report is finalised and approved by the panel. The finalised report is forwarded to the Authority for consideration through established approval mechanisms. Normally the Authority will only receive the final report.

## Accreditation decision and notification of outcome

An Authority may decide to accredit or not to accredit a program, or where legislatively available, accredit a program with conditions.

### Accreditation with conditions

If the Standards are broadly met but there are aspects of the program requiring further evidence or adjustment, a panel may recommend accreditation be granted with conditions. A timeframe within which the conditions are to be met will be specified.

### Non accreditation

A panel may decide to recommend that a program not be accredited if the panel believes it has been unable to obtain the assurances it needs that the program will meet the Standards.

Where accreditation has been granted with conditions, the Authority will follow up with the provider to obtain evidence that conditions have been met. If necessary, the panel may be reconvened to consider the evidence.

The panel will be informed of the Authority's decision on all programs considered.

The Authority will provide AITSL with a summary report on the program's accreditation status, including program duration and any conditions which may apply to the accreditation.

## Accreditation duration

### Program changes

Accreditation is granted on the basis that the program will be and 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 program aspects, apart from those specified in any conditions attached to the accreditation, will continue to be implemented as indicated in the documentation submitted.

Providers will seek approval from the Authority for any proposed changes to an accredited program before making any changes.

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. Where changes are considered to substantially affect an accredited program, the Authority may ask the institution to re-submit the amended program for accreditation. Where the change affects the information held in the national database of accredited ITE programs, the Authority will provide that information in writing to AITSL through an updated summary report on the program's accreditation status.

## Accreditation panels

### Experience and qualities required of panel members

The panellists' primary responsibilities in the accreditation process are to assess whether or not a provider is meeting each of the Program Standards, based on documents/evidence provided. As such, it is expected that all panellists have:

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

### Information for panellists

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

- panellists are typically appointed for two year terms, which can be extended if it is supported by their Authority
- national training must be successfully completed by potential panellists and will involve both online modules and a face-to-face workshop. Trained panellists must complete online refresher training if their appointment extends beyond the two-year term.
- Prior to participating in any accreditation process, potential panellists should be made aware that the accreditation process will include at a minimum a face-to-face meeting, as well as time for reading and analysing all initial and subsequent submissions of applications and supporting documentation.

### Panel member training

Each panel member is required to undertake national training prior to participating in a panel process to ensure they have the necessary skills and knowledge to fulfil their role.

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

- have a comprehensive understanding of the accreditation process
- have an understanding of managing personal bias and conflicts of interest
- 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 officer, AITSL, panel members, panel chairs, interstate panel members and providers)
- be able to assess evidence against the Program Standards and the Graduate Teacher Standards.

The online training program will also include a specific module that panellists are required to successfully complete prior to undertaking the role as a panel chair.



## Composition of accreditation panels

Accreditation panels will comprise a minimum of four members and generally up to six members. Each panel must comprise a range of both expertise and experience relevant to the type of program being assessed, such as:

- teacher educator
- jurisdictional education authority/teacher employer
- principal/school leader
- currently registered teacher
- specialist or expert in relevant area of education.

To support consistency in accreditation decision-making, each panel will include one member from a different jurisdiction. To organise this, the Authority requiring an interstate panel member will forward the agreed request form to AITSL which specifies the following:

- accrediting jurisdiction
- 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 of who will be participating in the accreditation process.

Once the nominee has agreed to participate as an interstate panellist, AITSL will organise and fund the costs associated with travel and accommodation.

## Program reporting to the Authority

All accredited programs will be required to report annually to the Authority to allow any issues to be identified, investigated and addressed by the Authority and/or provider prior to (re)applying for accreditation stage two. This will include:

- data as identified in the plan for impact (Program Standard 6.2)
- changes to the program
- nationally required data to contribute to national and/or jurisdictional collections and for compliance and accountability purposes
- 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.

## National accreditation process quality framework

### Quality evaluation of accreditation decision-making process and consistency of decision-making

AITSL will initiate and lead a quality evaluation activity on an annual basis and will invite representatives from each Authority to attend. The purpose of this activity will be to:

- ensure that rigour and consistency is applied to accreditation decisions and to the decision-making process
- share experiences/learnings of Authorities to find solutions to any emerging challenges
- refine national resources and tools to further support the accreditation decision making process (if appropriate).

Authorities will be invited to share a sample of de-identified evidence taken from ITE program applications that have been assessed by a panel in their jurisdiction. It is intended that the sample of excerpts will have a predetermined area of focus and should showcase a variety of strengths and weaknesses from these applications.

During this activity, participants will be required to review the de-identified samples of evidence with the accreditation decision remaining undisclosed. To determine if all jurisdictions are making nationally consistent decisions in the accreditation process, participants will examine, assess and discuss the evidence supplied against particular Program Standards and Graduate Teacher Standards of the sample applications.

Following the quality evaluation activity, AITSL will distribute a summary report of key findings to each Authority. The outcomes of this activity will contribute to the ongoing improvement of the accreditation process by identifying:

- if evidence supplied against the Program Standards and the Graduate Teacher Standards is consistently assessed
- if there is a need to develop additional resources to support panel members in making nationally consistent accreditation decisions
- if additional tools are required to support providers to develop quality applications
- if the ITE accreditation panel training program is providing panellists with the skills and knowledge to effectively fulfil their role in the national accreditation process.

## Continuous improvement

The Authority will provide AITSL with a summary report on a program's accreditation outcome in the summary report template which will inform ongoing activities focussed on improving the accreditation process. Key information provided in this report will be used to update the national database of accredited ITE programs and feed into the 'National accreditation process quality framework'. The accreditation summary report will include:

- the name of the provider
- the program name
- names of panel members
- accreditation outcome including:
  - any conditions which may apply to the accreditation
  - any of the Program Standards and/or Graduate Teacher Standards which were not met
- program code
- program duration
- program commencement date
- qualification awarded
- location, campus and delivery mode(s) of the program
- a description of the program including:
  - program strengths identified by the panel
  - key focus areas of the program
- the date of accreditation and the date on which accreditation expires.

# Template 1:

## Application cover sheet

---

Date of application: [Click here to enter a date.](#)

Program title: \_\_\_\_\_

Program code: \_\_\_\_\_

Institution: \_\_\_\_\_

Faculty/School/Department: \_\_\_\_\_

Duration of program (in FTE years): \_\_\_\_\_

Delivery mode/s: \_\_\_\_\_

Campus(es) where the program is offered: \_\_\_\_\_

Length of professional experience component (days of supervised practice): \_\_\_\_\_

Stage(s) of schooling (e.g. early childhood/primary, primary, secondary): \_\_\_\_\_

If primary program, specialisation/s offered: \_\_\_\_\_

Website URL: \_\_\_\_\_

Date(s) of any preliminary meeting(s) with regulatory authority for this application: [Click here to enter a date.](#)

Date of program commencement: [Click here to enter a date.](#)

### Is the application for:

A new program       An existing program

### If existing, is this application for:

Stage One       Stage Two

### If existing, what is the date of:

Last accreditation: [Click here to enter a date.](#)      Approval expiry: [Click here to enter a date.](#)

Original program commencement: [Click here to enter a date.](#)

Program contact person:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Postal address: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

## Declaration by dean/head of school

I \_\_\_\_\_, being \_\_\_\_\_  
(name) (title of position)

endorse the attached as the formal application from \_\_\_\_\_  
(name of faculty/school)

We undertake to comply with the reporting requirement specified in Program Standard 6.4.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

# Template 2: Program Standards Matrix

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## Purpose of the template

This template requires providers to map the evidence within their application against each of the Program Standards.

The template is designed to:

- assist initial teacher education providers to indicate where the evidence relevant to each Program Standard can be located within their application
- assist initial teacher education providers to ensure that all Program Standards have been addressed within their application
- 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 template must be included for all applications for program accreditation. It is primarily designed to meet the requirements of stage one accreditation. Further information will be provided for stage two accreditation.

The template is to be used by both initial teacher education providers and accreditation panels in conjunction with the *Guidelines for accreditation of initial teacher education in Australia*.

Use of the template is not intended to be onerous for either providers or panels. The completed template must include cross-referencing to the relevant evidence in the application for accreditation. Actual evidence and/or information from within the program documentation should not be copied and pasted into this template. Generally providers need only provide reference 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 standard is addressed.

The template should be completed electronically so that the cells can be expanded as required. Reference the location of the information in your evidence documents, including appendix number, title and page numbers. Electronic submissions must include hyperlinks to documentation.

## Template for completion

Completion of the template must include cross-referencing to the relevant evidence in the application for accreditation. Actual evidence and/or information from within the program documentation should not be copied and pasted into this template. Generally providers need only provide reference 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 standard is addressed.

| Program Standard 1: Program Outcomes  | Evidence of meeting Program Standard |
|---|--------------------------------------|
| <p>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.</p>  |                                      |
| <p>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:</p> <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> <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>   |                                      |

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.



| Program Standard 2: Program development, design and delivery   | Evidence of meeting 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<sup>16</sup> 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>  |                                      |
| <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.

| Program Standard 3: Program entry   | Evidence of meeting 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 <sup>17</sup> , 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:<br>a) for secondary teaching, at least a major at least a major study in one teaching area and, preferably, a second teaching area comprising at least a minor study, or  |                                      |

<sup>17</sup> 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 <http://www.aitsl.edu.au/registration/nationally-consistent-registration-of-teachers/elements-of-nationally-consistent-registration-of-teachers/english-language-proficiency>.

|   |  |
|---|--|
| 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>18</sup> |  |
|---|--|

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<sup>18</sup> This entry requirement also applies to combined primary/early childhood programs.

| Program Standard 4: Program structure and content  | Evidence of meeting Program Standard   |
|--|--|
| <p>4.1 Programs comprise at least two years of full-time equivalent professional studies<sup>19</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>20</sup> and learning areas of their chosen discipline and/or stage of schooling in accordance with Schedule 1.<sup>21</sup></p>  |  |
| <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</li> </ul>  | <p><b>Note:</b> Standard 4.3 is only relevant to programs preparing graduates for teaching across multiple educational settings.</p> |

<sup>19</sup> Professional studies in education covers discipline-specific curriculum and pedagogical studies, general education studies and professional experience.

<sup>20</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>21</sup> This standard applies equally to those entrants admitted under recognition of prior learning or credit transfer arrangements.

|  |  |
|--|--|
| <p>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 (e.g. Years 5 to 9).</p> <p>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.</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> <p>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</p> <p>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</p> <p>c) publishing the specialisations available, and numbers of graduates per specialisation through their annual reports.</p> | <p><b>Note:</b> Standard 4.4 is only relevant to programs preparing graduates to teach in primary school settings.</p> |

| Program Standard 5: Professional experience  | Evidence of meeting 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> </ul> |                                      |

|   |  |
|---|--|
| <p>e) mandating a satisfactory formal assessment of pre-service teachers against the Graduate Teacher Standards as a requirement for graduating from the program.</p>   |  |
| <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> |  |

| Program Standard 6: Program evaluation, reporting and improvement   | Evidence of meeting Program Standard                                     |
|---|--|
| <p>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>22</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.</p>  |  |
| <p>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.</p>  |  |
| <p>6.3 Evidence of outcomes, including impact, is provided,<sup>23</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> <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> | <p><b>Note:</b> Standard 6.3 only applies at stage two accreditation</p> |

<sup>22</sup> Such as the Quality Indicators for Learning and Teaching survey (QILT).

<sup>23</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

This template requires providers to map the evidence within their application against each of the Graduate Teacher Standards as required by Program Standard 1.1. Evidence for this standard may also be related to Program Standards, 1.3, 2.1b and 5.4.

This template is designed to assist:

- initial teacher education providers to identify evidence of how the program will ensure that graduates meet the Graduate Teacher Standards
- initial teacher education providers to ensure that programs address all Graduate Teacher Standard descriptors (descriptors)
- accreditation panels to identify where in the program each descriptor is taught, practised (opportunities within a program for pre-service teachers to embed their learning following the introduction of a topic) and assessed
- accreditation panels to make professional judgements as to whether the evidence provided gives confidence that all graduates will meet each descriptor.

### Completion and use of the template

The completed template must be included for all program applications for accreditation. It is primarily designed to meet the requirements of stage one accreditation. Further information will be provided for stage two accreditation.

The template is to be used by both initial teacher education providers and accreditation panels in conjunction with the *Guidelines for accreditation of initial teacher education in Australia*.

Actual evidence and/or information from within the program documentation should not be copied and pasted into this template. Completion of the template must include cross-referencing to the relevant evidence in the application for accreditation.

The template should be completed electronically so that the cells can be expanded as required. Reference the location of the information in your evidence documents, including appendix number, title and page numbers. Electronic submissions must include hyperlinks to documentation.

## Evidence required to support completion of the template

1. Unit outlines – learning outcomes, subject content, nature of assessment tasks.
2. Critical tasks – assessment information for tasks identified by the initial teacher education provider as core to the demonstration of a descriptor. Mandatory evidence includes:
  - a. Descriptions of the task – e.g. as provided to students, example examination questions, etc.
  - b. Criteria used for making judgements – e.g. criteria sheets, rubrics, etc.

**Note:** The submission of assessment information for critical tasks will provide accreditation panels with the evidence required to confidently assess whether a program's pre-service teachers will have adequate and appropriate opportunities to meet each descriptor (see elements requiring professional judgement below). Critical tasks will be selected pieces of assessment covering both academic and professional experience contexts that a provider sees as being critical to ensuring their pre-service teachers have met the Graduate Teacher Standards.

Assessment information as described in 2 a) and b) above is only required for the tasks that providers identify as being critical to pre-service teachers demonstrating a descriptor/s and providers should note that:

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

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

## Elements requiring professional judgement

The following are questions about which the panel needs to make professional judgements to be satisfied that each descriptor is met.

1. Are all components of the descriptor covered? This may require individualised details for each component.
2. Is there adequate development of the descriptor across the program? Is it appropriate for the nature of the descriptor?
3. Is the intent of the descriptor met by the assigned assessment task(s), with an emphasis on the critical task? Consider the verb/process in the descriptor (e.g. demonstrate knowledge and understanding, demonstrate a range of verbal and non-verbal communication strategies, etc.).
4. Is the critical task clear, logical and appropriate for the descriptor? Is there alignment between the critical task description, criteria used for making judgements and the descriptor?
5. Is the context of the assessment task appropriate? (e.g. course work or part of professional experience)

## Template for completion

For program approach to the Standard, provide:

- an explanation of how the Graduate Teacher Standard descriptor is taught, practised and assessed across the program
- a connection to Program Standard 2.1b.

For the taught, practised and assessed columns:

- provide cross-references including appendix and page numbers to unit outlines where each descriptor is evidenced. Electronic submissions must include hyperlinks to documentation.
- list relevant learning outcomes, subject content and nature of assessment tasks
- identify at least one critical task for each Graduate Teacher Standard descriptor. One critical task may be used across multiple descriptors.

See worked sample for an example of how to complete the template.

## Standard 1 – Know students and how they learn

| Program approach to the Standard  |        |           |          |
|---|--------|-----------|----------|
| •   |        |           |          |
| Graduate Teacher Standard descriptor  | Taught | Practised | Assessed |
| 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.                                   |  |  |  |

## Standard 2 – Know the content and how to teach it

| Program approach to the Standard  |        |           |          |
|---|--------|-----------|----------|
| •   |        |           |          |
| Graduate Teacher Standard descriptor  | Taught | Practised | Assessed |
| 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.   |        |           |          |

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

| Program approach to the Standard  |        |           |          |
|---|--------|-----------|----------|
| •   |        |           |          |
| Graduate Teacher Standard descriptor  | Taught | Practised | Assessed |
| 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.                           |        |           |          |

## Standard 4 – Create and maintain supportive and safe learning environments

| Program approach to the Standard   |        |           |          |
|--|--------|-----------|----------|
| •  |        |           |          |
| Graduate Teacher Standard descriptor   | Taught | Practised | Assessed |
| 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. |        |           |          |



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

| Program approach to the Standard   |        |           |          |
|--|--------|-----------|----------|
| •  |        |           |          |
| Graduate Teacher Standard descriptor   | Taught | Practised | Assessed |
| 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.   |        |           |          |
| 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. |        |           |          |

## Standard 6 – Engage in professional learning

| Program approach to the Standard   |        |           |          |
|--|--------|-----------|----------|
| •  |        |           |          |
| Graduate Teacher Standard descriptor   | Taught | Practised | Assessed |
| 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.      |        |           |          |

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

| Program approach to the Standard   |        |           |          |
|--|--------|-----------|----------|
| •  |        |           |          |
| Graduate Teacher Standard descriptor   | Taught | Practised | Assessed |
| 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.       |        |           |          |

## Worked sample

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

#### Program approach to the Standard

Pre-service teachers are introduced to the professional practices of assessment and reporting through a dedicated unit in the second year of the course. As shown on the course map (p. 22, *Course Documentation*), this happens after the first professional experience unit so that pre-service teachers have some contextual understandings of classrooms and teaching prior to engaging in this introductory unit. The content of this unit systematically covers each of the focus areas; theoretical underpinnings of assessment strategies, feedback, validity and reliability of judgements, interpretation of student data, and reporting (see PES210, p.26, *Unit Outlines*). This is then reflected in the assessment tasks for this unit which have been identified as critical tasks in the demonstration of understandings of this standard.

The learning from this introductory unit is then developed through the application of assessment and reporting practices across curriculum and pedagogy units. The curriculum and pedagogy units for each learning area for primary schools covers assessment strategies specific to the learning area (GTS 5.1). Each curriculum and pedagogy unit then focuses on one other focus area. The key units covering focus areas 5.2 to 5.5 include:

- English: ECP201 Curriculum and Assessment for English (emphasises GTS 5.2) (p. 62, *Unit Outlines*)
- Science and Technology: SCP301 Curriculum, Pedagogy and Assessment for Science (emphasises GTS 5.3) (p. 78, *Unit Outlines*)
- Mathematics: MCP201 Curriculum and Assessment for Mathematics (emphasises GTS 5.4) (p. 74, *Unit Outlines*)
- HASS: HCP301 Curriculum, Pedagogy and Assessment for Humanities and Social Science (emphasises GTS 5.5) (p. 66, *Unit Outlines*)

Other curriculum units covering assessment include:

- HPE: SCP302 Curriculum, Pedagogy and Assessment for HPE (p. 82, *Unit Outlines*)
- The Arts: HCP302 Curriculum, Pedagogy and Assessment for the Arts (p. 70, *Unit Outlines*)

The culminating assessment of this standard is then integrated with professional experience through the application of the *Teacher Performance Assessment* (see Appendix 15, p.86, *Course Documentation*) in the final supervised professional experience block (see PEP402, p.167, *Unit Outlines*).

| Graduate Teacher Standard descriptor  | Taught   | Practised  | Assessed   |
|---|--|--|--|
| <p>5.1 Assess Student Learning<br/><i>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</i></p> | <p><i>PES210 Assessment and Reporting in the Primary School</i> (p.26)<br/>LO: 1<br/>Task: 1 Assessment Task Analysis<br/>Task: 3 Assessment Portfolio</p>                             | <p>In each curriculum unit (listed above) see:<br/>LO: 5<br/>Task: 2 Application of Assessment Practices to the Learning Areas</p>                                     | <p><u><i>Critical Task 1:</i></u><br/>PES210: Task 3 (p. 15, <i>Critical Tasks</i>)<br/><u><i>Critical Task 2:</i></u><br/>Teacher Performance Assessment: Assessing Student Learning (Appendix 15, p.86, <i>Course Documentation</i>)</p> |
| <p>5.2 Provide feedback to students on their learning<br/><i>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</i></p>             | <p><i>PES210 Assessment and Reporting in the Primary School</i> (p.26)<br/>LO: 2<br/>Task: 2 Mock Assessment: Marking, Feedback and Moderation</p>                                     | <p><i>ECP201 Curriculum and Assessment for English</i> (p. 62)<br/>LO: 6<br/>Task: 2; includes preparation of feedback on examples of student work</p>                 | <p><u><i>Critical Task 1:</i></u><br/>PES210: Task 2 (p. 12, <i>Critical Tasks</i>)<br/><u><i>Critical Task 2:</i></u><br/>Teacher Performance Assessment: Assessing Student Learning (Appendix 15, p.86, <i>Course Documentation</i>)</p> |
| <p>5.3 Make consistent and comparable judgements<br/><i>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</i></p> | <p><i>PES210 Assessment and Reporting in the Primary School</i> (p.26)<br/>LO: 1, 2<br/>Task: 2 Mock Assessment: Marking, Feedback and Moderation<br/>Task: 3 Assessment Portfolio</p> | <p><i>SCP301 Curriculum, Pedagogy and Assessment for Science</i> (p. 78)<br/>LO: 6<br/>Task: 2; includes moderation of misconceptions as evidenced in student work</p> | <p><u><i>Critical Task:</i></u><br/>PES210: Task 2 (p. 12, <i>Critical Tasks</i>)</p>  |

|  |  |  |  |
|--|--|--|--|
| <p>5.4 Interpret student data<br/><i>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</i></p>  | <p><i>PES210 Assessment and Reporting in the Primary School (p.26)</i><br/>LO: 4<br/>Task: 2 Mock Assessment: Marking, Feedback and Moderation</p> | <p><i>MCP201 Curriculum and Assessment for Mathematics (p. 74)</i><br/>LO: 6<br/>Task: 2; includes diagnostic testing, planning and implementation of work plan for a case study student</p>                             | <p><u><i>Critical Task 1:</i></u><br/>PES210: Task 2 (p. 12, <i>Critical Tasks</i>)<br/><u><i>Critical Task 2:</i></u><br/>Teacher Performance Assessment: Assessing Student Learning (Appendix 15, p.86, <i>Course Documentation</i>)</p> |
| <p>5.5 Report on student achievement<br/><i>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.</i></p> | <p><i>PES210 Assessment and Reporting in the Primary School (p.26)</i><br/>LO: 5<br/>Task: 3 Assessment Portfolio</p>                              | <p><i>HCP301 Curriculum, Pedagogy and Assessment for Humanities and Social Science (p. 66)</i><br/>LO: 6<br/>Task: 2; includes assessment and reporting materials for communicating with students and parents/carers</p> | <p><u><i>Critical Task:</i></u><br/>PES210: Task 3 (p. 15, <i>Critical Tasks</i>)</p>  |

# Template 4:

## Plan for Demonstrating Impact

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### Purpose of this template

This template is designed to fulfil the requirements for a plan for demonstrating impact (the plan) under Program Standard 6.2. The template requires initial teacher education (ITE) providers to describe 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 provides an important function in ensuring providers will be collecting appropriate and relevant evidence, including the requirements of Program Standard 6.3, in preparation for Stage 2 accreditation. When completing this template, the mandatory evidence listed in Program Standard 6.3 must be incorporated.

In addition, providers will be expected to report annually (Program Standard 6.4) to their teacher regulatory authority, including the data elements and processes set out in their plan. This will contribute to the collection of evidence required at the end of an accreditation period.

## Completion and use of this template

The completed template must be included for all program applications for accreditation.

The template is to be used by both initial teacher education providers and accreditation panels in conjunction with the *Guidelines for accreditation of initial teacher education in Australia*, in particular, Standard 6.2 on page 42 of the Guidelines.

This template comprises four components as identified in the table below.

| Component                          | Purpose  |
|------------------------------------|--|
| 1. Introduction to context         | A description of the provider and program context and the specific targeted outcomes of interest to be addressed through the plan for demonstrating impact.  |
| 2. Impact statements               | Provider developed, measurable statements which are drawn from the targeted outcome(s) of interest, minimum reporting requirements, and mandatory evidence requirements.   |
| 3. Data framework<br>(Table 1 & 2) | <p>Table 1 captures the range of data sources that will be collected and reported against each of the impact statements. It also identifies how each data source will be aggregated to allow measurement of each impact statement.</p> <p>Table 2 shows each identified data source and provides a summary outlining how each source will be reported, aggregated and whether or not it relates to annual reporting.</p> |
| 4. Operational plan<br>(Table 3)   | Provides information on the nature of each data source and outlines the methods that will be used to collect, analyse, and incorporate the data into quality assurance and program improvement processes.  |



## 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.

## 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).

## 1. Introduction to context

The *Introduction to context* section outlines the contextual factors that will frame the remainder of the Plan. It should identify areas of interest specific to the provider and/or this program that will be considered in the assessment of the program's impact.

### Instructions

Identify the factors relating to the context of your institution and this program which will be significant to evaluating program outcomes and impact. These factors should relate to the development of the program and selection of entrants. They should be identified in, and may be extracted from:

- Program Standard 2.1 – the rationale for the program
- Program Standard 2.2 – stakeholder needs and workforce demands
- Program Standard 3.4 – learning needs of program entrants
- Program Standard 5 – professional experience.

[Introduction to context: include a short description (approximately one to two pages) of context/areas of interest specific to your program. Your context/area(s) of interest might be cross referenced with, but not limited to, the Standards as outlined in the instructions above. Where appropriate, use evidence referenced in other Program Standards rather than creating evidence specifically for this section. Refer to the worked sample for further guidance.]

## 2. Impact statements

### Instructions

Develop impact statements that will be used to evaluate the outcomes of the program. The impact statements form the basis of the Plan and should be explicit and measurable statements about your program. The impact statements in the Plan must take into consideration the:

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

Impact statements must relate to the:

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

[Insert your impact statements in this box that, at the very least, must cover the minimum reporting requirements, mandatory evidence, and area(s) of interest, as noted above.

Insert these impact statements into Table 1 under the following headings:

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

See worked sample.

### 3. Data framework

The purpose of the data framework is to outline the data sources in relation to your impact statements and then to identify the data that will be collected and reported against each data source.

#### Instructions

Complete Tables 1 and 2 taking into consideration the:

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

Please note that all data sources listed for impact statements in Table 1 must be included in Table 2.

Each data source should appear only once in Table 2. In addition, only populate cells in Table 2 where relevant. See worked sample.

Table 1 – Impact statement mapping

| Performance of pre-service teacher                                |   |   |
|---|---|---|
| Impact statements   | Data sources  | Data aggregation  |
| Insert impact statements from your list above. See worked sample. | Insert the data sources you have identified and selected as relevant to evidencing your impact statements, noting the minimum and mandatory requirements. | Describe how your data sources will be reported (aggregated) linked back to your impact statement(s). |
| <i>[Insert impact statement]</i>                                  | <i>[Insert your data sources here]</i>  |   |
| <i>[Insert impact statement]</i>                                  |   |   |
| Performance of the program – graduate outcomes                    |   |   |
| Impact statement  | Data sources  | Data aggregation  |
| <i>[Insert impact statement]</i>                                  |   |   |
| <i>[Insert impact statement]</i>                                  |   |   |
| Performance of the program – other program improvements           |   |   |
| Impact statement  | Data source   | Data aggregation  |
| <i>[Insert impact statement here]</i>                             |   |   |
| <i>[Insert impact statement here]</i>                             |   |   |

Add rows as required. See worked sample

Table 2 – Framework of data sources

| Data source<br>(insert from table 1)  | Reportable data  | Minimum and/or mandatory requirements   | Target                               | Data will be reported by:   |                                     |   | Reporting timeline   |  |
|---|--|---|--------------------------------------|---|-------------------------------------|---|--|--|
|   |  |   |                                      | Impact on student learning  | Selection cohorts                   | Areas of interest(s)  | Annually (Program Standard 6.4)                                  | Stage 2  |
|   |  |   |                                      | <i>Indicate (tick) whether your data source (related back to your impact statement) will be reported by: Impact on student learning, selection cohorts, and your areas of interest. As identified in table 1.</i> |                                     |   |  |  |
| <i>[Insert your data source here and connection to your impact statements (s)].</i> | <i>[Insert how your aggregated data will be reported.]</i> | <i>[Indicate that you acknowledge when your reportable data has minimum (PS 6.2 Guidelines) and mandatory requirements (PS 6.3).]</i> | <i>[If relevant, insert target.]</i> | <i>[Indicate (tick) if your data will measure any impact on student learning.]</i>  | <i>[Provide detail of cohorts.]</i> | <i>[For more than one area of interest/selection cohort, you may need to insert an additional column(s).]</i> | <i>[Indicate (tick) if your data will be reported annually.]</i> | <i>[Some data may only be reported at Stage 2 – e.g. detailed qualitative analysis.]</i> |

Add rows as required. See worked sample.

## 4. Operational plan

The purpose of the operational plan is to outline the methods that will be used to collect, analyse, and incorporate the data into your quality assurance and program improvement processes.

### **Instructions**

Drawn from Table 2, list your data sources and associated methods. The final step is to then identify how these processes will be aligned with your quality assurance processes and practices for program evaluation and improvement (Program Standard 6.1 and 6.3). Please note that all data sources in Table 2 must be replicated in Table 3. See worked sample.

Table 3 – Operational plan

| Data source   | Methods  | Quality assurance mechanisms                  |
|---|--|---|
| [Insert your chosen data sources here related to your impact statements.] | [Insert your chosen method(s) here related to your impact statements.] | [Describe quality assurance mechanisms here.] |

*Add rows as required. See worked sample.*



# Worked sample - Template 4: Plan for Demonstrating Impact

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## Purpose of this worked sample

This worked sample is provided to support initial teacher education providers to complete Template 4: Plan for demonstrating impact. Template 4 is designed to assist initial teacher education providers to fulfil the requirements of Program Standard 6.2. The worked sample provides one possible approach to completing Template 4.

The worked sample shows a completed Template 4 as it would be included within a full application, as such it makes reference to other elements of an application where it is relevant to do so. The evidence from other referenced elements has not been included as part of this worked sample.

Consistent with the Template 4 document, this worked sample comprises four components as identified below. The instructions included with the template have been removed for the purposes of this worked sample.

| Component                                  | Purpose   |
|--|---|
| <b>1. Introduction to context</b>          | A description of the provider and program context and the specific targeted outcomes of interest to be addressed through the plan for demonstrating impact.   |
| <b>2. Impact statements</b>                | Provider developed, measurable statements which are drawn from the targeted outcome(s) of interest, minimum reporting requirements, and mandatory evidence requirements.  |
| <b>3. Data framework (Table 1 &amp; 2)</b> | Table 1 captures the range of data sources that will be collected and reported against each of the impact statements. It also identifies how each data source will be aggregated to allow measurement of each impact statement.<br><br>Table 2 shows each identified data source and provides a summary outlining how each source will be reported, aggregated and whether or not it relates to annual reporting. |
| <b>4. Operational plan (Table 3)</b>       | Provides information on the nature of each data source and outlines the methods that will be used to collect, analyse, and incorporate the data into quality assurance and program improvement processes.   |

## 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.

## 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:

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).

## 1. Introduction to context

The School of Education at the University will introduce the Master of Teaching (Primary) [MTeach (Pri)] to enable graduates from various disciplines to gain qualifications required for teaching in primary school settings. As described in the rationale (see rationale, p.4 of program documentation), the program is designed as an AQF level 9 award for graduates with prior degrees.

The University is a regional university with campuses in two regional centres in the state. Feedback from stakeholders has identified the need to focus this program on developing primary teachers who are well prepared and capable of having an impact in their classrooms across a range of rural and regional settings (see stakeholder feedback summary, p.15 of *program documentation*). In response to this, key partnerships have been established with schools and regional offices across the University's catchment area (see Program Standards 5.1 and 5.2, p.23 of Template 2: Program Standards Matrix).

In relation to this area of focus, the data collected, analysed, reported and used to assess and improve this program will interrogate:

- outcomes and destinations for graduates, with an emphasis on identifying preparedness, student impact and employment patterns in rural and regional settings
- professional experience expectations, requirements and satisfaction for rural and regional schools and districts
- employer satisfaction, with an emphasis on rural and regional school leaders

As the program is delivered across two campuses data on the above areas of focus will also be compared between both campuses.

All program entrants will have completed a bachelor degree (AQF level 7) of at least three years. The Master of Teaching at the University aims to provide access to the teaching profession for two key groups of pre-service teachers: recent graduates and career changers (see program entry requirements, p.11 of program documentation). To understand the performance and outcomes for both these cohorts of entrants relevant data sources will be aggregated across:

- recent graduates (<5 years) of undergraduate programs at the University/other providers
- career changers.

All entrants to the program will undertake the National literacy and numeracy test in their first semester. Data on pre-service teachers who do not meet the benchmark on the literacy and numeracy test in the first instance will be analysed separately. This data will inform the ongoing analysis of the program's selection processes and in-program support for literacy and numeracy.

A range of data in relation to pre-service teacher satisfaction and performance will also be collected reported and used to assess and improve the program including

- program retention and attrition
- pre-service teacher/graduate satisfaction with teaching and learning
- performance against the Graduate Teacher Standards and the teaching performance assessment, including impact on student learning.

## 2. Impact statements

### Performance of pre-service teacher

The impact of this program will be evidenced by pre-service teachers that:

1. Demonstrate the Graduate Teacher Standards through the successful completion of on-campus assessments and professional experience placements, and assessment of a portfolio.
2. Successfully complete the Australian Teacher Performance Assessment during the final professional experience block.
3. Demonstrate impact on student learning as evidenced through the Evidentiary Portfolio and the Australian Teacher Performance Assessment.

### Performance of the program – graduate outcomes

The program and its processes are designed to ensure that:

1. Professional experiences maximise pre-service teachers' opportunities to prepare to teach successfully in rural and regional contexts
2. Graduates gain employment in primary school settings and successfully transition to full registration within four years of provisional registration.
3. Employers, particularly in rural and regional contexts, are satisfied with the work readiness of graduates and their capacity to positively impact student learning.

### Performance of the program – other program improvements

The program and its processes are designed to ensure that:

1. Professional experience partnerships facilitate effective professional experience opportunities for pre-service teachers.
2. Learning needs of both recent graduates and career changers, including those that require support to meet the literacy and numeracy benchmark are provided for in the teaching, learning, and assessment of the program.
3. Pre-service teachers have equally positive experiences across the two campuses.
4. Student, professional partnership, school and employer feedback is used in the ongoing and continuous development of units, courses, and processes.

### 3. Data Framework (Table 1 & 2)

Table 1 – Impact statement mapping

| Performance of pre-service teacher   |   |  |
|--|---|--|
| Impact statement   | Data sources  | Data aggregation   |
| 1. Demonstrate the Graduate Teacher Standards through the successful completion of on-campus assessments and professional experience contexts, and the collation of a portfolio. | Teaching performance assessment   | <ul style="list-style-type: none"> <li>• Whole cohort</li> </ul> And by: <ul style="list-style-type: none"> <li>• recent graduates</li> <li>• career changers</li> <li>• literacy and numeracy support cohort</li> </ul> |
|  | Evidentiary portfolio: Graduate Teacher Standards   |  |
|  | Assessment data: Critical tasks   |  |
| 2. Successfully complete the Australian Teaching Performance Assessment during the final professional experience block.  | Teaching performance assessment   |  |
| 3. Demonstrate impact on student learning as evidenced through the Evidentiary Portfolio and the Australian Teaching Performance Assessment.                                     | Teaching performance assessment<br><i>(Pre-service teacher performance against criteria related to impact on student learning.)</i>   | Selection of items or criteria identified as relevant for demonstrating impact on student learning (as listed in Template 2: PS 1.3, p.4)  |
|  | Evidentiary portfolio: Graduate Teacher Standards<br><i>(Pre-service teacher demonstration against graduate teacher standards that exemplify impact on student learning.)</i> |  |
|  | Assessment data: Critical tasks<br><i>(Pre-service teacher demonstration against graduate teacher standards that exemplify impact on student learning.)</i>                   |  |

### Performance of the program – graduate outcomes

| Impact statement  | Data sources   | Data aggregation   |
|---|--|--|
| 4. Professional experiences maximise pre-service teachers' opportunities to prepare to teach successfully in rural and regional contexts.                               | Quality Indicators for Learning and Teaching – Graduate Outcomes, Employer Satisfaction            | By rural and regional contexts, where possible                     |
|   | Provider survey of graduates: employment and registration  |  |
|   | Professional Experience Advisory Committee   |  |
|   | Professional partnerships survey   |  |
| 5. Graduates gain employment in primary school settings and successfully transition to full registration within four years of provisional registration.                 | Quality Indicators for Learning and Teaching – Pre-service teacher Satisfaction, Graduate Outcomes | By rural and regional contexts, where possible                     |
|   | Provider survey of graduates: Employment and registration  | By selection cohorts and campus                                    |
| 6. Employers, particularly in rural and regional contexts, are satisfied with the work readiness of graduates and their capacity to positively impact student learning. | Quality Indicators for Learning and Teaching – Employer Satisfaction                               | NB: Graduate case studies will identify impact on student learning |
|   | State-based moderation and comparison activities   |  |
|   | School Advisory Committee; Program Review Committee  |  |
|   | Professional partnerships survey   |  |
|   | Graduate case studies: Experience data   |  |

### Performance of the program – other program improvements

| Impact statement   | Data sources                                    | Data aggregation                               |
|--|---|--|
| 7. Professional experience partnerships facilitate effective professional experience opportunities for pre-service teachers. | Pre-service teacher evaluation of teaching data | By rural and regional contexts, where possible |
|  | Program experience focus groups                 |  |

|  |  |  |
|--|--|--|
|  | Professional Experience Advisory Committee   |  |
|  | Professional partnerships survey   |  |
| 8. Learning needs of both recent graduates and career changers, including those requiring support to achieve the literacy and numeracy benchmark, are provided for in the teaching, learning, and assessment of the program. | Retention and attrition data   | By selection: <ul style="list-style-type: none"> <li>recent graduates</li> <li>careers changers</li> <li>literacy and numeracy support cohort</li> </ul> |
|  | Teaching performance assessment  |  |
|  | Evidentiary portfolio: Graduate Teacher Standards  |  |
|  | Assessment data: Critical tasks  |  |
| 9. Pre-service teachers have equally positive experiences across the two campuses.   | Retention and attrition data   | By campus: <ul style="list-style-type: none"> <li>campus 1</li> <li>campus 2</li> </ul>  |
|  | Teaching performance assessment  |  |
|  | Evidentiary portfolio: Graduate Teacher Standards  |  |
|  | Assessment data: Critical tasks  |  |
| 10. Student, professional partnership, school and employer feedback is used in the ongoing and continuous development of units, program, and processes.  | Quality Indicators for Learning and Teaching – Satisfaction with program, Graduate Outcomes, Employer Satisfaction | N/A  |
|  | State-based moderation and comparison activities   |  |
|  | School Advisory Committee; Program Review Committee  |  |
|  | Pre-service teacher evaluation of teaching data  |  |
|  | School Advisory Committee; Program Review Committee  |  |
|  | Pre-service teacher evaluation of teaching data  |  |
|  | Program experience focus groups  |  |
|  | Professional partnerships survey   |  |

Table 2 – Framework of data sources

| Data source   | Reportable data  | Minimum and/or mandatory requirement    | Target  |                            |  |                                 |  | Reporting timeline              |         |
|---|--|---|---|----------------------------|--|---------------------------------|--|---------------------------------|---------|
|   |  |   |   | Impact on student learning | Selection cohorts (recent grads / career changers) | Area of interest (two campuses) | Area of interest (literacy and numeracy) | Annually (Program Standard 6.4) | Stage 2 |
| <b>A. Teaching performance assessment</b><br><br><i>(Impact statements 1, 2, 3, 8, 9)</i> | Frequency distribution; overall results  | Yes – PS 6.3a; 6.3c and Guidelines 6.2. | 80% of PSTs at credit or better   | √                          | √  | √                               | √  | √                               | √       |
|   | Analysis of feedback comments: strengths, improvement                                    |   |   | √                          |  |                                 |  |                                 | √       |
|   | Benchmarking with other institutions using the Australian Teacher Performance Assessment |   | Percentage achieving distinction or above higher than average of all institutions | √                          |  |                                 |  | √                               | √       |
| <b>B. Evidentiary portfolio</b><br><i>(Impact statements 1, 3, 8, 9)</i>                  | Descriptive statistics; items, GTS   | Yes – PS 6.3b; 6.3c and Guidelines 6.2. |   | √                          | √  | √                               | √  | √                               | √       |
| <b>C. Assessment data: Critical tasks</b><br><i>(Impact statements 1, 3, 8, 9)</i>        | Frequency distributions; results   | Yes – PS 6.3b; 6.3c and Guidelines 6.2. | increasing PST success across semesters   | √                          | √  | √                               | √  | √                               | √       |
|   | Analysis of feedback comments: strengths, improvement                                    |   |   |                            |  | √                               |  |                                 | √       |



| Data source  | Reportable data  | Minimum and/or mandatory requirement | Target |                            |  |                                 |  | Reporting timeline              |         |
|--|--|--------------------------------------|--------|----------------------------|--|---------------------------------|--|---------------------------------|---------|
|  |  |                                      |        | Impact on student learning | Selection cohorts (recent grads / career changers) | Area of interest (two campuses) | Area of interest (literacy and numeracy) | Annually (Program Standard 6.4) | Stage 2 |
| <b>D. Quality Indicators for Learning and Teaching – satisfaction, destination, employer</b><br>( <i>Impact statements 4, 5, 6, 10</i> ) | Analysis of outcomes of QILT data, including Student Experience Survey, Graduate Outcomes Survey (including employment rates), and Employer Satisfaction Survey. | Yes – PS 6.3d; 6.3e                  |        |                            | √  | √                               |  | √                               | √       |
|  | Analysis of QILT data for the program compared against whole of institution data.  |                                      |        |                            |  |                                 |  | √                               | √       |
|  | Analysis of QILT data compared against initial teacher education providers offering ITE program(s) at the Masters level.   |                                      |        |                            |  |                                 |  | √                               | √       |
| <b>E. Program experience focus group</b><br>( <i>Impact statements 7, 10</i> )   | Analysis of focus group interview data   |                                      |        |                            |  |                                 |  |                                 | √       |
| <b>F. Provider survey of graduates</b><br>( <i>Impact statements 4, 5</i> )  | Descriptive and statistical analysis of employment and registration data   | Yes – PS 6.3c; 6.3e                  |        |                            | √  | √                               |  | √                               | √       |

| Data source  | Reportable data   | Minimum and/or mandatory requirement | Target                               |                            |  |                                 |  | Reporting timeline              |         |
|--|---|--------------------------------------|--------------------------------------|----------------------------|--|---------------------------------|--|---------------------------------|---------|
|  |   |                                      |                                      | Impact on student learning | Selection cohorts (recent grads / career changers) | Area of interest (two campuses) | Area of interest (literacy and numeracy) | Annually (Program Standard 6.4) | Stage 2 |
| <b>G. Graduate case studies</b><br>( <i>Impact statements 6</i> )                                    | Analysis of graduate and employer interviews  | Yes – PS 6.3e                        |                                      | √                          |  | √                               |  |                                 | √       |
| <b>H. Pre-service teacher (student) evaluation of teaching</b><br>( <i>Impact statements 7, 10</i> ) | Frequency distributions: survey responses; analysis of comments.                                      |                                      | 85% agreement in relation to quality |                            | √  | √                               |  | √                               | √       |
|  | Analysis of evaluations of teaching data compared against other programs within the institution.      |                                      |                                      |                            |  |                                 |  | √                               | √       |
| <b>I. Retention and attrition data</b><br>( <i>Impact statements 8, 9</i> )                          | Tabulated data; descriptive statistics  |                                      | 80% retention                        |                            | √  | √                               | √  | √                               | √       |
|  | Comparative analysis of the Master's program with all institution retention and attrition data.       |                                      |                                      |                            |  |                                 |  | √                               | √       |
|  | Comparative analysis of the Master's program against retention data provided in the AITSL data report |                                      |                                      |                            |  |                                 |  | √                               | √       |
| <b>J. Professional Experience Advisory Committee</b>   | Consideration of strengths, recommended improvements  |                                      |                                      |                            | √  | √                               |  |                                 | √       |

| Data source  | Reportable data  | Minimum and/or mandatory requirement | Target                                    |                            |  |                                 |  | Reporting timeline              |         |
|--|--|--------------------------------------|---|----------------------------|--|---------------------------------|--|---------------------------------|---------|
|  |  |                                      |   | Impact on student learning | Selection cohorts (recent grads / career changers) | Area of interest (two campuses) | Area of interest (literacy and numeracy) | Annually (Program Standard 6.4) | Stage 2 |
| <i>(Impact statements 4, 7)</i>  |  |                                      |   |                            |  |                                 |  |                                 |         |
| <b>K. Professional partnerships survey</b><br><i>(Impact statements 4, 6, 7, 10)</i>           | Statistical analysis: survey responses<br>Analysis of open-ended responses |                                      |   | √                          | √  | √                               |  | √                               | √       |
| <b>L. School Advisory Committee</b><br><i>(Impact statements 6, 10)</i>                        | Consideration of strengths, recommended improvements                       |                                      |   |                            | √  | √                               |  | √                               | √       |
| <b>M. Program Review Committee</b><br><i>(Impact statements 6, 10)</i>                         | Consideration of strengths, recommended improvements                       |                                      |   | √                          | √  | √                               |  |                                 | √       |
| <b>N. State-based moderation and comparison activities</b><br><i>(Impact statements 6, 10)</i> | Consideration of strengths, recommended improvements                       | Yes – PS 6.1                         | Meet or better State minimum requirements |                            |  |                                 |  | √                               | √       |

## 4. Operational plan

Table 3 – Operational plan

| Data source  | Methods   | Quality assurance mechanisms   |
|--|---|--|
| <b>A. Teaching performance assessment</b>              | <ul style="list-style-type: none"> <li>• See Template 2 Program Standard 1.2 for explanation of the teaching performance assessment processes, including the key assessment criteria related to measuring a pre-service teacher's demonstration of student impact.</li> <li>• Teaching performance assessment tools are included as Appendix 4 (p.235)</li> <li>• Using the Australian Teacher Performance Assessment allows comparisons with the six other institutions currently using this assessment, and others who adopt it in the future.</li> </ul> | Program Implementation Committee – annual;<br>Program Review Committee |
| <b>B. Evidentiary portfolio</b>                        | <ul style="list-style-type: none"> <li>• See Template 2 Program Standard 1.1 for explanation of the evidentiary portfolio processes</li> <li>• Data collated on:               <ul style="list-style-type: none"> <li>- coverage of the Graduate Teacher Standards</li> <li>- on-balance judgement of demonstration of the Professional Standards 1–7</li> </ul> </li> </ul>  | Program Implementation Committee – annual;<br>Program Review Committee |
| <b>C. Assessment data: Critical tasks</b>              | <ul style="list-style-type: none"> <li>• See Template 3 for explanation of each critical task</li> <li>• See Template 2 Program Standard 1.1 for list of critical tasks</li> <li>• Data collated on:               <ul style="list-style-type: none"> <li>- frequency distributions of results</li> <li>- common issues with student performance</li> <li>- actions in relation to unsuccessful PST performance</li> <li>- modifications to task description, criteria</li> </ul> </li> </ul>   | Program Implementation Committee – annual;<br>Program Review Committee |
| <b>D. Quality Indicators for Learning and Teaching</b> | <ul style="list-style-type: none"> <li>• Institutional analysis of national data collection</li> <li>• Analysis covers student satisfaction, graduate destination (including employment rates), employer satisfaction</li> <li>• QILT data specific to this program will be compared with the whole of institution data and available national QILT data for ITE programs.</li> </ul>   | Faculty Leadership Group – annual;<br>Program Review Committee         |
| <b>E. Program experience focus group</b>               | <ul style="list-style-type: none"> <li>• On-campus focus group interviews conducted at each campus in final semester of the program</li> <li>• Semi-structured focus group protocols covering strengths and weaknesses of the program, including professional experience</li> <li>• Qualitative analysis of data for themes, commendations and recommendations</li> </ul>   | Program Implementation Committee – annual;<br>Program Review Committee |
| <b>F. Provider survey of graduates</b>                 | <ul style="list-style-type: none"> <li>• Online survey instrument: employment, registration status, satisfaction</li> <li>• Statistical analyses of data: distributions, descriptive statistics, comparisons of cohorts and campuses</li> <li>• Graduates accessed through alumni database</li> </ul>   | Program Review Committee   |

| Data source  | Methods  | Quality assurance mechanisms  |
|--|--|---|
| <b>G. Graduate case studies</b>                                | <ul style="list-style-type: none"> <li>Yearly interviews with a selection of graduates and employers</li> <li>Semi-structured interview protocols – covering strengths and weaknesses of the program, preparedness, impact on student learning</li> <li>Graduates – 2 per cohort for each campus – total of 6 per year</li> </ul>  | Program Review Committee  |
| <b>H. Pre-service teacher (student) evaluation of teaching</b> | <ul style="list-style-type: none"> <li>Institution collection of student evaluations of teaching: including survey data, open-ended questions</li> <li>Statistics analyses: including distribution, central tendency, classification of comments, institutional comparison</li> <li>Qualitative analysis of open-ended responses: strengths and improvements</li> <li>Analysis of evaluation of teaching data compared against other programs within the institution.</li> </ul> | Teaching and Learning Committee – each semester;<br>Program Review Committee  |
| <b>I. Retention and attrition data</b>                         | <ul style="list-style-type: none"> <li>Institutional analysis of retention and attrition from Year 1 to Year 2</li> <li>Comparative analysis of retention and attrition data across the institution</li> <li>Comparative analysis of all initial teacher education provider program retention and attrition data. This data will be sourced from the AITSL ITE data report.</li> </ul>   | Faculty Leadership Group – annual;<br>Program Review Committee  |
| <b>J. Professional Experience Advisory Committee</b>           | <ul style="list-style-type: none"> <li>Bi-annual meeting – minutes recorded</li> <li>Collation of stakeholder feedback: review annually</li> <li>Identification of strengths, improvements and analysis of commendations and recommendations</li> </ul>  | Program Implementation Committee – annual;<br>Program Review Committee  |
| <b>K. Professional partnerships survey</b>                     | <ul style="list-style-type: none"> <li>Yearly online survey instrument: quality of professional experience processes and outcomes</li> <li>Statistical analyses of data: distributions, descriptive statistics, comparisons of cohorts and campuses</li> <li>Rotate survey annually between principals, school-based coordinators, supervising teachers</li> </ul>   | Professional Experience Advisory Committee – annual;<br>School Advisory Committee – annual;<br>Program Review Committee |
| <b>L. School Advisory Committee</b>                            | <ul style="list-style-type: none"> <li>Bi-annual meeting – minutes recorded</li> <li>Identification of strengths, improvements</li> <li>Analysis of commendations and recommendations</li> </ul>   | Faculty Leadership Group – annual;<br>Program Review Committee  |
| <b>M. Program Review Committee</b>                             | <ul style="list-style-type: none"> <li>Three meeting/review cycle – minutes recorded</li> <li>Collation of stakeholder feedback: review annually</li> <li>Identification of strengths, improvements</li> <li>Analysis of commendations and recommendations</li> </ul>  | Academic Board  |
| <b>N. State-based moderation and comparison activities</b>     | <ul style="list-style-type: none"> <li>Participation in state-based moderation and comparison activities of units, graduate teacher standards and assessments within the program and across other institutions offering ITE programs.</li> <li>Analysis of feedback and outcomes: commendations and recommendations.</li> </ul>  | Faculty Leadership Group – annual;<br>Program Review Committee  |

# Glossary of terms

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## Aggregated data

Data that have been combined into related groups to provide information at a broad rather than individual level.

## Authority for accreditation

In this document, the teacher regulatory authority or other body accrediting initial teacher education programs in a jurisdiction is referred to as 'the Authority'.

## Classroom

Physical environment where learning takes place, including:

- classrooms in schools
- rooms in early childhood education and care services
- other areas where teaching and learning occurs.

## Content validity

How accurately an assessment represents the content it is designed to measure, in this case pre-service teachers' performance against the Graduate Teacher Standards.

## Construct validity

The degree to which an assessment measures the actual practices of teaching (including planning, teaching, reflecting and assessing).

## Critical task

Any task identified by the initial teacher education provider as core to the demonstration of a Graduate Teacher Standard descriptor (descriptor). Mandatory evidence includes descriptions of the task and the criteria used for making judgements. One critical task may capture multiple descriptors.

## Curriculum

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 (EYLFA).

NB: While this definition was part of the endorsed Standards and Procedures policy in Dec 2015, it should be interpreted to acknowledge curriculum as meeting the requirements of the Australian Curriculum, the EYLFA and any curriculum authorised by (and/or mandated by) jurisdictional authorities'.

## Principal/School Leader

A person with the responsibility of shaping school/early childhood setting vision, culture and environment so all members of the school/early childhood community maximise student learning.

## Graduate outcomes

Evidence that is collected after completion of a program in relation to the achievements of a program's graduates.

## Impact

Evidence of an initial teacher education program's impact in relation to pre-service teacher performance and graduate outcomes. Pre-service teacher performance relates to evidence that is collected from within a program, for example assessment data. Graduate outcomes relate to evidence that is collected following completion of a program about the achievements of that program's graduates for example the performance of graduates employed in particular types of settings. Impact might also include areas of overall program impact such as evidence evaluating an innovative element introduced into a program, (see explanatory information on pages 7 to 9 of the *Accreditation of initial teacher education programs in Australia: Standards and Procedures*).

## Initial teacher education provider

An institution providing one or more accredited initial teacher education programs, or seeking to have programs accredited.

## Inter-rater reliability

A measure of reliability used to assess the degree to which different judges or raters agree in their assessment decisions.

## Major study

Study equivalent to a total of three-quarters of a year of successful equivalent full-time student load, 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.

## Moderated

A moderated assessment is an assessment for which there are appropriate processes in place to ensure consistent scoring between assessors, and consistent decision-making against the achievement criteria, including to separate those that meet the standard and those that do not. Moderation could include benchmarking with other programs or cross-marking within programs or within and/or between institutions.

## Minor study

Study undertaken for a minor study will be equivalent to a total of half 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 at first-year level.

## Ongoing or recent school-based experience

Employee who has current teaching experience, recent teaching experience (i.e. within the last five years), or recent school based engagements such as research within a school context and assessing pre-service teachers on professional experience.

## Practised

In the context of "taught, practised, assessed", practised refers to the opportunities within a program that pre-service teachers have to embed their learning following the introduction of a topic.

## Predictive validity

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 school student learning. 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.

## Pre-service teacher

A student enrolled in an accredited initial teacher education program.

## Pre-service teacher performance

Achievement of pre-service teachers within a program against the Australian Professional Standards for Teachers, including their ability to have a 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.

## Professional experience

Any component of an accredited initial teacher education program that comprises workplace learning in a school or other education site relevant to the program. To contribute to meeting Program Standard 5.2 professional experience must include the minimum requirements outlined in the standard.

## Professional studies in education

Professional studies in education covers discipline-specific curriculum and pedagogical studies, general education studies and professional experience.

## Reliable

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.

## School/early childhood setting

Any site dedicated to the learning of children and young people, including early childhood settings, primary, middle and/or secondary schools or their equivalent.

## Student

A young person undertaking formal stages of schooling (foundation to Year 12 equivalent) and where relevant may include learners in an early childhood setting.

## Student learning

In the context of program accreditation, the focus for student learning is on the ITE provider demonstrating the impact that a pre-service and/or graduate teacher has on a student or students' learning.



## Supervising teacher

A registered teacher responsible for the coaching, providing feedback to and assessing pre-service teachers during work-based learning in professional experience sites.

## Teaching performance assessment

An assessment of classroom teaching performance, across a sequence of lessons that reflects the range of teaching practice. Please see the detailed information on page 8 of the [Accreditation of initial teacher education programs in Australia: Standards and Procedures](#) and the guidelines for [Program Standard 1.2](#).