Australian Institute
for Teaching and
School Leadership
Limited

TEMAG Evaluation

Stakeholder perspectives on progress

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Citation

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Executive Summary

The Australian Institute for Teaching and School Leadership (AITSL) has a key role in implementing the Australian Government's response to the Teacher Education Ministerial Advisory Group (TEMAG) *Action Now: Classroom Ready Teachers* report. Six reform themes guide the redesign of Initial Teacher Education (ITE) in the period 2015 to 2021 with the full impact apparent in 2022 (see Box 1).

Box 1: Summary of Initial Teacher Education reform themes

- Selection requirements strengthened for ITE courses

- Quality assurance of courses achieved through a nationally consistent accreditation process

- Robust assessment of pre-service teachers as classroom ready enhanced through the use of agreed performance assessment tools

- Professional experience improved through partnerships with schools

- Induction practice guidelines for graduates articulated and introduced in all schools

- National research and workforce planning strengthened through a national commitment to the systematic gathering of evidence to improve the teaching workforce.

Reform implementation is the responsibility of all jurisdictions. States' and territories' teacher regulatory authorities have the pivotal accreditation role and the reforms that are outside the accreditation process will be delivered by other parts of the education system including schools. Strengthening the quality of initial teacher education is a significant responsibility to be shared nationally.

Evaluation structure

This evaluation for AITSL explores key participants' experiences in the establishment phase of reform. The focus is primarily the development of the mechanisms and tools to commence implementation of the accreditation process as outlined in *Accreditation of Initial Teacher Education Programs in Australia, Standards and Procedures* (AITSL 2015).

Stakeholders from all teacher regulatory authorities, a sample of providers and some departments of education were consulted in August-September 2017 on their implementation steps to date.

The structured interviews focused on

- achievements in implementation

- challenges associated with reforms

- adaptation of existing processes and practices

- innovations with the potential to be applied nationally.

Main themes identified

The overall finding is that progress to date is substantive with timelines being met and stakeholders being optimistic about meeting the reform expectations set by ministers of education. There is consensus that this is a significant and achievable national reform.

Realistically though, stakeholders do not take for granted the climate of goodwill for the reform. While the reform momentum is currently strong it cannot be assumed that will be sustained without all involved successfully steering a course through the complexities ahead.

Course accreditation and related strategies are mostly in the early stages and are going well but the next iterations are seen to be more demanding. Stakeholders are looking for collaborative national processes that share data and strategies and facilitate solutions. A strong national 'narrative' will continue to be needed.

What is settled or on-track?

Significant progress has been made. The revised national accreditation process is the central feature of the reforms to date.

The following are well on-track.

- All ITE providers are engaged in the reform process, have submitted transition plans and are progressing to the next accreditation phase. This is an important foundation achievement.

- Accreditation panels are being formed and around 300 potential panellists have been trained.

- The literacy and numeracy test for ITE students has been developed.

- Positive work is occurring to enhance the impact of professional experience and some new models have been developed.

- National agreements have been established to collaborate in research and provide data to inform workforce planning and strategies.

- The requirement in the accreditation standards that all primary teaching graduates have a subject specialization is being addressed by providers and is mostly unproblematic – although some jurisdictions have concerns to be worked through.

What do stakeholders see as the main challenges?

As well as significant achievements, there are aspects of the reforms that might be regarded as the current 'hot spots' – they are the reforms with challenges. Mostly they are technical or process issues that can be analytically resolved but a few relate to matters of principle that will need further exploration in order to achieve national consistency.

Stakeholders highlighted three key reforms yet to be settled that need attention in the next period.

- The Teaching Performance Assessment (TPA) that is to occur prior to graduation is essential to quality assurance but key challenges to date revolve around national consistency and reliability in benchmarking standards and ensuring all providers have access to the highest quality tools and materials, including those developed by the two provider consortia.

- Demonstrating impact of the course and of the graduate teachers is seen as a highly worthwhile requirement but achieving it is very ambitious. The measures of impact in the current transition plans now need closer analysis and further development to meet expectations and deliver on the aspiration for a national evidence base.

- While all jurisdictions require non-academic qualities to be used in selection for ITE courses, the tests or screening tools and how they are applied in selection varies widely across the country with concerns about equity and cost effectiveness as yet unresolved.

Stakeholders also highlighted three other reforms yet to be settled that need attention. These are not so much part of the accreditation process but are relevant to achieving the reforms overall and importantly, require the buy-in of the full range of stakeholders, including schools.

- Induction – the argument for improved induction processes for graduate teachers is not contested but organising for induction is a task for employers and schools and practices are currently highly variable. Stakeholders would welcome access to the models being developed and tested by some schools and systems.

- Digital disruption with online courses – these courses are expanding and that raises a number of issues to resolve such as: providers located in one jurisdiction but offering courses in others; the assessment of professional experience and the challenge of the partnership requirement for a geographically dispersed provider with local schools.

- Cost of the reforms – all providers are bearing the additional costs of the accreditation process with larger providers managing more easily than small. Irrespective of size, providers are concerned about the additional costs of enhanced professional experience and deeper partnerships with schools.

Conceptual tensions to resolve in taking the reforms to the next level

There are three broad areas where stakeholders have different perspectives that need further clarification as the reforms are taken to the next level. These are as follows:

Consistency versus autonomy

- There is wide variation in the interpretation and value that jurisdictions and providers place on aiming for consistency versus retaining institutions' autonomy and diversity.

- Some see a resolution could be achieved through developing stronger national benchmarks for meeting the new standards as that would drive consistency without needing uniformity.

Expertise versus participation

- Consensus is that there is still a way to go in guaranteeing the effectiveness of all accreditation panels.

- The need for expertise is not contested but wide participation in panels is also valued as a mechanism for long term improvement.

- Alternative models are being canvassed that blend both objectives. For example, a small cohort of expert chairs.

Iterative development versus definitive outputs

- Complex reforms need iterations and testing but this process needs time, coordination and support to get it right.

- Some fear this more effective developmental process could be eroded by the urgency for reform outputs.

Despite tensions and challenges, the reform agenda and achievements to date are seen in a very positive light. The next reform steps will need to sustain the current momentum and goodwill and resolve the challenges and points of tension. This will involve broadening the base of stakeholders in particular, engaging schools in understanding their enhanced role in the reforms to initial teacher education.

Introduction

The Teacher Education Ministerial Advisory Group (TEMAG) 2014 provided comprehensive advice on how pre-service teachers can be prepared with the right mix of theoretical knowledge and practical skills to be successful teachers in our schools. Many reviews of initial teacher education in Australia have been conducted and have identified similar problems and obstacles but TEMAG focused on outlining a compelling reform agenda.

The Australian Institute for Teaching and School Leadership (AITSL) has a key role in implementing the Australian Government's response to TEMAG's *Action Now: Classroom Ready Teachers* report (Action Now Report). The reform agenda can be summarised as six key reform themes (Box 2).[1]

Box 2: TEMAG Reform Themes Summary

Selection
- Clearer requirements for selection
- Implementing new selection requirements
- Developing new materials for potential entrants
- Providers reporting against selection criteria, progress and outcomes

Quality Assurance
- Clear information about how to be accredited is available to providers
- National training for panel members

Robust Assessment
- Requirements for good practice in assessment are clearly articulated
- Providers collaborate to develop a suite of teaching performance assessment tools

Professional Experience
- Enhanced requirements for professional experience set and articulated
- Providers have written partnerships with schools
- Providers develop tools and materials to enable supervising teachers to provide feedback against the standards
- Supervising teachers have the skills and knowledge to provide feedback against the standards

Induction
- Clear induction best practice guidelines are available
- Systems, sectors and regulatory authorities develop policy, programs and resources that reference and clearly align with the guidelines

National Research and Workforce Planning
- Agreement to develop the capability to drive strong evidence based practice in ITE and to effectively manage its teaching workforce
- National focus on research into teacher education through articulation of research priorities
- Identification of useful data, modelling and information forms
- Agreement to share and link data across jurisdictions and data sources

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[1] This report does not re-state the arguments for reform nor provide full detail of the reform requirements. See *Accreditation of Initial Teacher Education Programs in Australia, Standards and Procedures* 2015 and other explanatory notes.
https://www.aitsl.edu.au/deliver-ite-programs

Central to implementing the reforms are the *Accreditation of Initial Teacher Education Programs in Australia, Standards and Procedures 2015* (Standards and Procedures) with processes for stronger quality assurance of teacher education programs. The Standards and Procedures address the first four reform themes; the other two are supported by jurisdictional and national processes.

Implementation of the TEMAG reform agenda is a shared national responsibility among:

- state and territory teacher regulatory authorities
- providers of initial teacher education
- education departments and employers
- schools
- AITSL.

Purpose of evaluation

This report considers the key themes that emerged from a qualitative stocktake of stakeholder views in August-September 2017 of implementation steps to date. It is an analysis of progress and issues at this point in time rather than a definitive account of the status of the reforms as a whole.

Phase one of the TEMAG Evaluation Project developed an evaluation framework for the years 2105-2022. Phase two involves operationalizing the framework with the further development of an outcomes framework with performance indicators, targets and data sources under development.

This project was designed as an initial phase two evaluation for the purpose of understanding the experiences and views of the key participants in the reform. It sought qualitative information from stakeholders on progress with the six reform themes to serve as a stocktake of implementation to date. PTR Consulting was engaged for this evaluation.

Methodology

The evaluation of the reform agenda centered on structured stakeholder interviews. Consultations were held in every state and territory from 14th August to 5th September 2017. Senior leaders of eighteen organisations were consulted (mix of face-to-face and phone). Key stakeholder groups interviewed included those engaged in the early stages of implementation – all state and territory teacher regulatory authorities, a sample of initial teacher education providers nominated by the Council of Deans of Education and some Departments of Education (See Appendix 1).

The interviews gathered qualitative data to better understand key stakeholder groups' experiences of and responses to, the TEMAG reform agenda. Questions covered:

- identifying the challenges associated with implementation of the TEMAG reforms

- identifying achievements of key stakeholder groups

- exploring how key stakeholder groups have adapted their processes in preparation for or in response to, the TEMAG reforms

- identifying new and innovative approaches that could be profiled and scaled up.

The guide for the structured interviews is in Appendix 2.

A thematic analysis of stakeholder views was conducted prior to a national TEMAG Forum (14th September 2017) with the main themes discussed by forum participants in preparation for further implementation of the reform agenda.

Structure of the report

This report is in two parts:

- Part 1: A discussion of the main themes distilled from the stakeholder interviews and incorporating key issues from the 14th September TEMAG Forum. This includes:
  - overall assessment of progress
  - reform elements that are more or less on track
  - reforms that are the most challenging where more work needs to be done
  - innovations that jurisdictions would like to share as they have potential for scaling up
  - summary of conceptual 'tensions' to be resolved so as to progress the reforms.
- Part 2: 'Snapshots' of stakeholder responses to the evaluation questions collated by jurisdiction. This includes:
  - jurisdictional descriptions of progress
  - 'self-assessment' of their achievements, challenges and innovations.

Appendices comprise:

- the consultation list (Appendix One)
- the questions that guided the structured interviews of regulatory authorities, providers and departments of education (Appendix Two).

Part one: Key themes

The discussion that follows draws out the key themes from the stocktake of stakeholders' perspectives on the implementation of the TEMAG reforms. It includes the achievements to date, the challenges ahead in sustaining the reform momentum and innovations that could be shared and scaled up. The discussion also points to three tensions to be resolved in building a strong national reform narrative to take the reforms to the next level.

1. Support for the reforms

The overall finding is that progress to date with the reforms is a positive story. The reform is two years into a long term reform agenda and national commitment to the key intentions and implementation strategy for the six TEMAG reform themes is strongly evident among all stakeholders interviewed in all jurisdictions. Jurisdictions believe there is universal awareness of the reforms among providers of initial teacher education and regulatory authorities are assured all providers are engaged in the reform process.

The reform agenda is seen as the right one to be implementing but also ambitious and challenging. Students who commence undergraduate programs in 2018, which is the first year of full implementation of the reforms, will graduate in 2022. Hence, it is vital that the momentum that is evident now in supporting the initial drive for reform, is well sustained into the next stages – which stakeholders believe will be more demanding.

The reform is therefore at a crucial juncture. National commitment and initial accreditation of transition plans demonstrate support for the reforms and a high level of good will. In looking ahead though, stakeholders acknowledge that more exacting reform processes are called for. A widely voiced view is that collectively jurisdictions need to build self-sustaining supports such as a stronger national evidence base for course design, shared exemplars and feasible measures of outcomes and impact.

Relationships among regulatory authorities and with providers, departments of education and AITSL are growing in strength and these cross sector connections are seen as an essential ingredient in making long term progress with the reform agenda.

2. On-Track: Reforms that are progressing well

The following reforms are well advanced and stakeholders are confident that expectations will be met. This is not to infer that all questions are fully resolved but these are key areas where future collaborative development will most likely be smooth and successful.

2.1 Consistency in quality assurance

TEMAG identified disparity in the quality of courses across Australia and lack of confidence in the quality of all graduates. Achieving consistency in the quality of courses primarily through a rigorous accreditation process is pivotal to the reform's success.

Accreditation

Stakeholders are positive that consistency in accreditation of courses in their jurisdictions will be achieved. Relationships are positive, all providers nationally have met interim accreditation requirements by submitting transition plans and jurisdictions are progressing at varied paces to the next accreditation stage. This is an important foundation achievement.

In moving forward into the next more demanding accreditation stage stakeholders have raised a number of issues – is consistency within a jurisdiction and meeting the state authorities' requirements sufficient; or does consistency refer to more visible national consistency.

Some jurisdictions such as NSW, WA and Victoria have relatively strong pre-existing state based ITE improvement strategies to achieve higher standards and consistency within the jurisdiction.

While some stakeholders are confident with consistency in their jurisdiction they are also seeking more explicit national consistency. NSW suggests achieving this through establishing clearer benchmarks for each standard. ACT, similarly, is seeking stronger national input and agreements on standards to achieve superior outcomes in all jurisdictions and rebuild community confidence in the quality of teachers. As Queensland expressed it, we need to strive for greater national 'accreditation literacy' to build long term quality assurance.

An early indicator of the need for greater national 'accreditation literacy' is the approval process for accreditation transition plans. Although all providers have included intended measures to be further developed and used for each standard, some authorities indicated that there is still debate on whether the measures listed are appropriate and robust. This provides an excellent opportunity for collaborative analysis in preparation for the next stages of accreditation.

Accreditation panels

The composition and function of accreditation panels is an evolving issue. Authorities and providers are deeply engaged in considering to what extent effective quality assurance requires a more robust national accreditation 'infrastructure' as in revising the composition and capabilities of the accreditation panels?

The role of accreditation panels is well accepted and panels are operational in many/all jurisdictions. Training of approximately 300 potential panel members has been conducted and there is mostly confidence in the process to date. Queensland has a history of accreditation and is an early participant in Stage 2 accreditations. Providers are engaged and committed to the process.

The test of panels' effectiveness is in achieving high standards for accreditation that are also nationally consistent. At this point in time there are reported examples of unnecessary variation in panels' interpretation of the standards but this may just be an establishment issue.

Stakeholders' views tend to support establishing a structure that blends state and territory panels with some national elements that serve a moderation function as well as contribute national expertise. Queensland in particular is trialling a number of options to address the challenge of achieving national consistency while preserving jurisdictional expertise.

National literacy and numeracy test

A further component of quality assurance that is well on track has been the introduction in all jurisdictions and providers of the national Literacy and Numeracy Test for Initial Teacher Education Students.

The above test is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching and increase the community's confidence in the skills of graduating teachers. Some providers use the test as part of their course entry requirements and others require successful test results to complete the final practicum or to register and be employed as a teacher.

2.2 Enhancing the impact of professional experience

The need to improve the interconnection between theoretical course knowledge and the application of that knowledge in the practical experience of classroom teaching has been a persistent theme in the numerous reviews of teacher education over the past two decades. It is therefore very positive that all stakeholders report progress in this area.

Improving the quality of professional experience is multi-faceted and the responsibility of a range of parties. State Departments and employers have key facilitation and implementation roles but schools' capacity and capability to enrich the practical component of teacher education is vital.

A number of states have already established significant initiatives that have enhanced the quality of the partnership between schools and providers as a way to ensure the professional experience of students is more closely aligned. WA has worked with providers to establish a Heads of Agreement that makes explicit the reciprocal expectations of school and provider and NSW has an equivalent matching process. Victoria has a well-established and state funded partnership initiative that supports a number of clusters of schools to partner with a provider to build deeper alignment between theory and practice. In the Northern Territory the provider has built a longstanding proactive and productive relationship with schools. In the ACT progress has been made through developing an observational tool and a way of recording the practical experience through a 'professional experience card'. However, a full overhaul of professional experience is challenging. Many authorities, employers, and providers are now looking ahead to the complex logistics of fully meeting the TEMAG expectations for the professional experience component of teacher education.

Higher order challenges involve considering how provider courses best dovetail with schools' perspective and capability and how the applied experience is best structured. Many providers support a longer internship model but are challenged by associated staffing costs.

More immediate questions that arose in the consultation include: do schools fully understand the extent of the changed expectations; how is the matching best managed and how does professional experience dovetail with the Teaching Performance Assessment.

2.3 National collaboration in research and workforce planning

National collaboration in research and workforce planning is the responsibility of many levels in the education system and is fully supported – at least at a high level. It relates to all other reform elements.

There is strong support to work collaboratively, to develop and refine measures and tools and a strong expression of support for building the evidence base to inform specific practices in teacher education proposed by TEMAG. Examples mentioned include evaluating over time the impact of introducing non-academic selection and assessing the effectiveness of models of professional experience, such as the value of internships.

Shared workforce-planning data collection is important but stakeholders frequently mentioned a number of caveats: standardised collection parameters are needed; workforce data needs to be at a more 'micro' level to be of use and parties need to commit to genuine transparency in sharing.

2.4 Primary specialisation

The accreditation standards require that all primary teaching graduates have a specialisation in a learning area of the Australian Curriculum. Most authorities and employers see that this has been relatively easily agreed in principle and preparation is underway. Providers generally see that it is their

responsibility to structure their course offerings accordingly and for many it is an opportunity and unproblematic.

A few jurisdictions regard implementation as an unresolved challenge. There are concerns that the requirement will essentially be interpreted as leading to a greater focus on science, technology, engineering and mathematics (STEM) to the detriment of a broader spread of capabilities; that local needs for skilled generalists in rural and remote areas could be ignored and that state based priorities also need to be taken into account. The overall view however is that any concerns will be settled through further dialogue at the local level and with reference to how other jurisdictions are adapting the accreditation standards.

3. Challenges: Key issues to be resolved

There are three reform elements that are currently the focus of attention by stakeholders and where further resolution is needed to enable effective implementation to progress. These might be regarded as the current 'hot spots'. These hot spots include: deciding the content and logistics for the teaching performance assessment; establishing how to meet the required reporting on 'impact' in stage two of the accreditation process; achieving consistency and justification for the criteria and processes for including non-academic qualities in the selection of students. These are new requirements and have long term impact.

There are three other areas where resolution is required but where attention has not been fully focused as yet: meeting the requirements for induction of graduate teachers; taking the growing number of on-line courses into account in accreditation and professional experience; the complex issue of costs in introducing the reforms and the longer term return on investment.

3.1 Teaching performance assessment

TEMAG reforms aim for teacher graduates (from any provider) being equally ready to enter classrooms to make a difference to student learning. The introduction of a final teaching performance assessment (TPA) prior to graduation is a key component in ensuring the quality of all graduates.

Program design is required to include an assessment that encompasses the elements of successful classroom practice and to have clear and measureable criteria for assessing achievement of the content of the Graduate Teacher Standards.

Two university based consortia of providers (led by University of Melbourne and the Australian Catholic University [ACU]) have been supported by AITSL to progress the development of the teaching performance assessment on the expectation that assessment frameworks, tools, and materials developed by these consortia would be more widely available. Progress appears to be satisfactory with trialling of draft TPAs underway. A few providers have already gained significantly from involvement but a number of unresolved issues have been signalled by providers and other stakeholders.

Key issues include moderating and benchmarking assessments; national consistency; and ensuring all providers can access the best quality materials. Issues include:

- There is highly variable involvement by providers in the two consortia developing a TPA. For example, in Queensland all but one of the nine providers are in the ACU-led consortium and are now ready to implement a common Graduate Teacher Performance Assessment. However, in South Australia providers chose not to be in either consortium due to unknowns about intellectual property and costs and so are developing their own processes. Other providers have partial involvement. For example, seven out of 17 are involved in NSW and five out of 12 providers in Victoria.

- Providers question how different TPAs developed by the consortia will be moderated to meet an equivalent standard and how providers outside the consortia can be included. Can they join or do they have access to the material and how will TPAs developed outside these processes be moderated and data benchmarked?

Again, the question of the need for national consistency is being raised – if it is a priority the stakeholders suggest it is now time to focus on quality and commonality and bring an end to the more speculative discussions so as to settle on standards and processes that all can access.

3.2 Demonstrating impact

At the beginning of each accreditation period providers are required to develop and then implement a plan for demonstrating program outcomes for pre-service teacher performance, graduate outcomes, and program impact. At the end of each accreditation period evidence of outcomes and impact is to be provided and relevant changes made to course design. This requires ensuring comprehensive assessments are conducted, accessing other relevant data sources, aggregating provider data and arranging longitudinal data collection in partnership with employers and education systems. The role of schools in contributing to these processes is important but yet to be fully explored and communicated.

In the above areas, stakeholders say that the requirements are very ambitious and that significant work needs to be done to meet expectations. There is a sense that collectively, providers and jurisdictions are a long way from being assured this will happen easily – although where there are existing data collection agreements some jurisdictions and providers do not anticipate much difficulty.

The views of a majority of stakeholders at this point in time include the following:

- There is highly mixed (and undeveloped) understanding of this requirement.

- Current assessment tools and arrangements among sectors (e.g. providers and employers) for sharing data will need to be significantly enhanced.

- Tracking performance depends on the context of employment of graduate teachers; in some school environments and under some employment arrangements tracking will be logistically too complex to be meaningful.

On the more positive side, where jurisdictions and providers have a history of data collection and feedback, there is progress in demonstrating impact (e.g. WA surveys graduates and principals and feedback is given to providers and there is already an example of a provider modifying a course accordingly).

One suggestion from stakeholders is that resolution of this challenge may initially lie in collectively analysing the impact measures already outlined in transition plans and accreditations so as to establish a data base of the most appropriate metrics.

3.3 Selection – non-academic qualities

Most jurisdictions report that setting selection criteria for teacher education courses is a vexed if not 'messy' issue. Jurisdictions have their selection preferences as do providers and extensive dialogue is underway in a number of locations to reach a resolution on any disparities/conflicts between these two groups.

Some jurisdictions have set a minimum ATAR for selection and all are requiring a form of non-academic criteria to also be used in selection for entry. A significant feature of entry to teacher

education courses is the high proportion of mature and career change applicants who are not directly from school.

The pattern of use of non-academic selection criteria varies widely across the country and some see that as problematic. For example:

- Victoria is exploring the use of CASPer, an international online screening tool designed to evaluate key personal and professional characteristics that make for successful students and graduates. This tool would be transferable across all providers.

- Queensland has an agreed set of qualities and the assessment will be conducted centrally.

- The University of Melbourne screening tool is being applied in Tasmania.

- In South Australia all providers are implementing their own tool and students will apply separately.

- In WA providers have included their own non-academic selection criteria in transition plans but decisions by the Authority are yet to be finalised.

- In NSW the process is not yet settled - dialogue with providers is still proceeding. NSW would prefer to consider points of transition across a course rather than just the point of entry.

There is a strong sense that a broader exploration of national patterns would be beneficial at this stage so as to settle on an approach that is relevant, backed by evidence, equitable and cost effective for applicants and providers.

3.4 Other areas of challenge

Induction

Ensuring induction arrangements are in place for graduate teachers is a TEMAG reform theme but is outside the accreditation process. Expecting graduates will have access to an effective induction program in their first places of employment is a well-accepted TEMAG reform theme although systematic implementation is seen as a future issue.

The consensus amongst stakeholders is that high quality induction is predominantly a task for employers and schools. Many schools conduct highly effective mentoring and most regulatory authorities have guidelines and professional learning for mentoring. AITSL has published national guidelines to support induction of new teachers. However an inbuilt challenge is to ensure accomplished teachers offering mentoring are in turn recognised for their efforts.

Organising for induction is also a theme to explore with providers and take into account when designing how to track the progress of graduates in employment.

WA is one jurisdiction that has induction and professional learning formally established. All new entrants have:

- a structured professional learning program in the first two years

- a centrally funded coach for each graduate

- access to schools' programs that mentor and induct graduates.

ACT is also undertaking further development of an initiative that sees induction from the perspective of the full life-cycle of a teacher and is designed to commence at enrolment in an ITE program. The ACT is developing this further with providers and employers.

Digital disruption: online courses

A number of regulatory authorities raised the challenges inherent in accrediting the increasing number of online providers. There are three issues to consider.

- Providers may be located in one jurisdiction but offer courses nationally and internationally. Is there a way for regulators to manage this, particularly when it involves jurisdictions that have specific needs such as for remote locations?

- A key issue for regulators is establishing full confidence in the on-line provider's assessment of the adequacy of professional experience. There are examples of virtual professional experience and assessment being developed that warrant further exploration.

- There needs to be better understanding of the logistics for establishing a partnership agreement between an online provider and schools hosting ITE students that may be geographically spread across the country.

Cost of the reforms and return on investment

This item was raised in most stakeholder interviews, particularly with providers.

Providers emphasise that the additional costs for accreditation of new course designs are considerable but agree that the establishment costs are higher than the on-going costs will be. Larger institutions can better manage this, particularly where there have been the resources to streamline the review of courses and the preparation of course submissions.

A strong stakeholder view is that there needs to be a better understanding of the costs to providers, pre service teachers, and schools of the TEMAG reform alongside the outcomes and impacts so as to understand the value of the return on investment. Some examples where tracking the return on investment would be useful are testing for non-academic attributes as well as literacy and numeracy testing.

Providers also need to understand the cost of their new course instruction models and their enhanced relationship with schools. The need for a review of the funding model for professional practice is a theme frequently raised by providers. They recognise that state and federal governments and schools contribute and that sustainability of good practices, particularly for professional experience, requires a clearer understanding of the resource needs and greater transparency in the allocation of costs.

4. Innovations: Some initiatives to share

In the interest of national collaboration stakeholders suggested significant areas of innovative development in their jurisdictions that could be shared more widely across jurisdictions to further implementation of the TEMAG reform themes.

The following innovations address the areas that have been signalled as challenging.

NSW

Professional Practice Agreement: The NSW department had previously designed a common agreement. Government schools nominate providers they wish to partner with so a school may have multiple partnerships. There are also a streamlined 'request week' where the providers nominate their needs for access to professional practice placements.

Victoria

Victorian Framework for Selection into initial Teacher Education: This framework balances and explains the contribution to selection of personal attributes and academic capabilities and requires

providers to assemble evidence of effectiveness and the impact of their selection criteria in supporting quality teaching and improved outcomes.

The VET pathway to ITE: This is an initiative that aims to ensure that disadvantage is not a constraint or barrier to entry into a teacher education program with the goal that entrants to ITE reflect the diversity of the Victorian community.

Queensland

The Graduate Teacher Performance Assessment: This framework is a product of the TPA consortium with ACU. It is a single authentic summative assessment to demonstrate a pre-service teacher's capability to meet the Graduate Teacher Standards.

Western Australia

Rural Remote Project: The Department funds a project to encourage ITE students to complete practicums in rural and remote schools. The project screens ITE students for suitability to work in these schools and screens schools for being able to provide professional experience for ITE students. The project has proved beneficial for both ITE students and rural/remote schools.

South Australia

Registration of early childhood teacher qualifications: SA has enhanced its focus on ensuring early childhood pre-service training is of high quality through an early childhood registration process.

ACT

Professional Experience Card: The expectation is that every initial teacher education student undertaking a professional experience placement in an ACT school or educational setting is issued with a Professional Experience card. The card indicates to principals that the initial teacher education student has a valid Working with Vulnerable People card or equivalent and is eligible to undertake a professional experience placement in an ACT school.

The card will enable the Teacher Quality Institute to collect data on Professional Experience in ACT schools and will maintain a record of professional experience for each initial teacher education student. Initial teacher education students will have access to the Teacher Quality Institute web portal and its resources.

5. Conceptual tensions: Key implementation issues to resolve

As the reform agenda is taken to the next level, there are three points of tension that need further clarification. These are not areas of disagreement as such but rather differences in emphasis in how key implementation questions are being answered. There is an appetite for wider discussion and resolution of these themes as the national reform narrative and strategies are taken to the next level.

5.1 Consistency versus autonomy

Jurisdictions and institutions are looking for guidance on the right balance between achieving national consistency in standards and practices versus valuing institutional and jurisdictional autonomy and the consequential variations and differences.

Greater clarity is being sought for where it is crucial to have national consistency and where diversity is welcome and stakeholders are asking the question of who leads the resolution of differences.

Examples of where tension is most apparent have been covered in the prior discussion: non-academic selection criteria and processes; teaching performance assessment; evidence of impact and requirements for induction of graduate teachers. A further overlay is that some states and territories have their own policies for ITE reform and have established their state based processes for internal consistency.

Some stakeholders see the way forward as agreeing on stronger national benchmarks and exemplars for meeting the standards and achieving the other reforms not included in the accreditation standards. In this way variation that is based on different contexts would be accommodated but greater all round consistency in assessing quality would also be achieved.

5.2 Expertise versus wide participation

To date, experience so far with the accreditation process has been positive with around 300 people completing training. However, the process has thrown up some anomalies such as inconsistency of judgment between panels and protracted revision processes.

The challenge with identifying the most effective panel model seems to be characterised by the choice between using highly expert panel judgments versus ensuring wide participation in the accreditation process and hence, wide buy-in. A more expert driven process would engage with a far smaller group of people while the current panel participation model, generates engagement but with the risk to effectiveness. Some stakeholders say these are not mutually exclusive options.

A majority of stakeholders advocate 'hybrid' panel models. For example, chairs would be a more restricted and expert group, executive officers would have greater responsibility in quality assurance, and panels would have cross jurisdictional membership. Expertise would be built but wider participation and a local perspective would be retained. Moreover, some express the view that if the standards were supported by more comprehensive benchmarks all panel members would be more capable. Panel assessments could also be moderated across authorities or through a national process where sample assessments are submitted.

5.3 Iterative development versus definitive outputs

This topic relates to the timeframe and steps in implementation. The tension here concerns the degree to which iterative improvements in initial teacher education is facilitated over time versus delivering definitive outputs in the shorter term.

Stakeholders, whether providers, authorities or departments and employers, argue that these complex reforms need carefully planned developmental steps and thorough testing throughout. Some are managing this and readily outline investigative projects they are conducting, but others are seeking more national leadership and support, particularly in building the detailed evidence base for the reforms.

At the same time all stakeholders are well aware of the urgency for governments to deliver education reform outputs and build community confidence in the quality of initial teacher education. Sustaining an up to date national assessment of progress, including ensuring schools understand the reforms, would build a broader base of common understanding that might take the pressure off emphasising short term gains.

Overall, despite tensions and challenges, the evaluation finds that the reform agenda is progressing and the achievements to date are seen in a very positive light.

The reform direction is also coherent and well understood; there is a strong authorising environment among education ministers, departments of education, other employers of teachers and providers of

initial teacher education; there are significant policy champions and effective and valued systemic leadership through AITSL.

The next reform steps will need to sustain the current momentum and goodwill and resolve the challenges and points of tension. This will involve broadening the base of stakeholders, in particular, engaging schools in understanding their enhanced role in the reforms to initial teacher education.

The national TEMAG Forum September 2017, canvassed the key elements of this process and has set in train the next phase for implementation of the reforms.

Part two: Snapshots: Stakeholders' perspectives on TEMAG implementation

The following pages are the consultants' summaries of stakeholder views on implementation of the TEMAG reforms – what is changing; key challenges; standout achievements and innovations to date. These accounts have served as the foundation for the prior discussion of key themes.

Stakeholders comprised the regulatory authorities, some departments of education and a sample of providers nominated by the Australian Council of Deans of Education.

Snapshots include aggregated stakeholder views from a jurisdictional perspective.

Snapshots include the following:

Jurisdiction	Stakeholders
New South Wales	NSW Education Standards Authority (NESA) Australian Catholic University (ACU)
Victoria	Victorian Institute of Teaching (VIT) Department of Education and Training (DET) La Trobe University
Queensland	Queensland College of Teachers (QCT) Griffith University, Central Queensland University
Western Australia	Teacher Registration Board of Western Australia (TRBWA) Department of Education, Western Australia (The Department)
South Australia	Teachers Registration Board, South Australia University of South Australia
Tasmania	Teachers Registration Board Tasmania University of Tasmania
Northern Territory	Teacher Registration Board of the Northern Territory (TRBNT)
Australian Capital Territory	ACT Teacher Quality Institute

New South Wales

TEMAG EVALUATION
Snapshot of stakeholders experience and perspectives
August-September 2017

Jurisdiction

New South Wales

Organisations

NSW Education Standards Authority (NESA), Australian Catholic University (ACU)

Context

NSW - 17 providers. Overall position is that achieving national systems and national consistency is the primary objective - and this may mean ensuring jurisdictional differences add value.

TEMAG reforms are being implemented in context with the comprehensive NSW Government's 2013 Great Teaching, Inspired Learning (GTIL) reforms which target improving teaching quality.

Providers therefore have had a number of years to absorb a range of changes and they are fully aware of the TEMAG related changes and are generally on board but their capacity to interact and engage in dialogue with NSW Education Standards Authority (NESA) is often determined by size and resources.

More recently, engagement in NSW on enhancing graduate teacher quality has been discussed with Vice Chancellors as well as Deans of Education as the implications of changing entry requirements become apparent.

NESA emphasis on academic entry standards is more explicit than TEMAG proposed and developments in NSW have been consistent with that.

Overall, implementation is proceeding well but an emphasis should be on achieving greater national consistency across all reforms. Program accreditation standards lack the necessary clarity to ensure strong national consistency and hence national improvement. This contrasts in a number of areas with the views of providers who value their autonomy and the diversity of offerings and practices that result.

GTIL required legislative change so that is now in place which includes that NESA has the authority to suspend and revoke accreditation.

The provider perspective is that overall progress has been very good, especially that the Council of Deans and NESA have a strong relationship.

The providers have invested heavily in the reforms and they now need to be bedded down without further changes emerging.

Challenges

Consistency requires clear standards An overall challenge is that there is an inconsistency with the agenda of TEMAG being to establish greater national consistency and the fact that a number of Program Standards are open to jurisdictional interpretation and lack a clear benchmark of how to meet the Standard.

These include: entry requirements, primary specialisations, evidence of impact, quality assurance and strengthening assessment of graduates through a TPA.

Some Program Standards are easy to measure but others rely more on professional judgment and are more ambitious in nature.

Selection Determining academic and non-academic criteria and processes is a vexed issue for NSW. Jurisdictions are moving in different ways (e.g. Victoria using ATAR) and it is an evolving set of issues. This could be addressed in a more efficient manner.

There are approaches across the full spectrum from one assessment in one jurisdiction (e.g. Queensland), a well-supported instrument in others (e.g. CASPer) versus institutions asserting their autonomy to select as they wish. The Program Standard places the onus on providers to have a measure and justify it, but does not mandate a particular measure. The NSW strategy is to engage in dialogue with the Council of Deans and to consider selection in a broader more continuous perspective that takes into account both point of entry and key transition points across the years of the degree.

Primary specialisation The interpretation of this requirement is not fully settled but most providers are adapting their course structures and many providers see this as an opportunity. The areas for specialisation need further discussion to enable a broader perspective on curriculum areas other than exclusively science, technology, engineering and mathematics (STEM).

In 2015, NESA developed its own primary teaching specialisations policy in collaboration with the Department of Education where specialisations are optional for providers and students (i.e. only the most capable of ITE students may successfully undertake them). They required the allocation of a specific number of units and specification of the content/outcomes, which are both measurable. In contrast, the national specialisations lack clarity in how a provider can meet the standard and achieve the standard's intent that graduates will possess a deeper, more extensive knowledge of the area and teaching it, especially when there is no national description of what it is all graduates need to have achieved in various teaching areas.

Teaching Performance Assessment 'It is now time to bring this free floating conversation to a more definitive position.' Seven (out of17) NSW providers are in a consortium; others are developing their own assessments, while some tacitly avoid taking those steps. Questions include: Is the consortia open to others to now join; what is the status of the Intellectual Property (IP) developed in the consortium; how to balance providers asserting their autonomy to select according to need versus consistency? A proliferation of assessments, processes and documentation landing in schools is highly undesirable.

Reporting on impact There are considerable obstacles. There is a need to clarify access to the relevant data and reporting obligations – in NSW this might build on the already established information sharing protocols between NESA and Vice-Chancellors. Providers also need to have agreements with schools and employers

Provider perspectives include the challenges and costs of designing systems to track and collect impact data. This will call for new agreements with schools.

Introducing the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) has been an onerous requirement.

Those in a TPA consortium report very positive progress.

Achievements

Professional Practice Agreement Under GTIL the NSW department has previously designed a common agreement aligned to the NESA Professional Experience Framework so this serves to meet that accreditation requirement. Government schools nominate providers they wish to partner with so a school may have multiple partnerships. There is also a streamlined 'request week' where the providers nominate their needs for access to professional practice placements.

Moderation NSW Council of Deans is establishing an on-line platform for facilitating moderation of TPAs.

Provider perspective is that the strong working relationship between NESA and Council of Deans is a solid foundation on which to review progress and design next steps.

Processes and practices adapted

GTIL had already laid the groundwork in accreditation and TEMAG reforms were not a surprise or seen as an intervention. Although NSW accreditation processes were originally challenged for their specificity, they are now readily accepted and templates are being widely used.

As a demonstration of the goodwill providers have for the reform process they have engaged in the transition planning process although legally they were not obliged to.

The provider perspective is that the process is demanding but progressing well.

Innovations

Professional Practice Agreement to drive consistency.

Facilitating compliance with the primary specialisation requirement – NESA advising providers of sample approaches to meeting that Program Standard.

New models for professional experience through provider- school partnerships, including using interactive digital technologies.

Victoria

TEMAG EVALUATION
Snapshot of stakeholders experience and perspectives
August-September 2017

Jurisdiction

Victoria

Organisations

Victorian Institute of Teaching (VIT), Department of Education and Training (DET), La Trobe University

CONTEXT

There is high level of awareness of the rationale, process and timeline for change among the 12 ITE providers. There were four well attended workshops in 2016; staff members liaise extensively with providers; they feel that providers can readily access the support they need.

However, full support and confidence with the process is not universal. While the majority are well underway, it is seen as a large change; a few providers are still somewhat uncertain as to what is required of them and some perceive the accreditation process as not fully beneficial in terms of the extent of documentation that is required. Others more optimistically see the process as a useful and timely device to re-examine and rationalise their course offerings.

The change experienced by providers is primarily generated by the TEMAG reforms but also overlaid by state government requirements in Education State, particularly the need for identifying pathways into ITE and the selection process. The Victorian context is that VIT develops and manages the accreditation; the Department is designing alternative pathways for selection and incentivising school partnerships.

CHALLENGES

Selection This is a high profile and politically charged element of TEMAG. Seen by some providers as unnecessarily 'messy' and with potential for inequities.

While there is general support for lifting standards for those entering ITE, the Deans of Education and the Vice Chancellors often differ in their perspectives and objectives with respect to constraining eligibility to enter ITE. An early intention was to develop a common assessment tool; now a framework has been developed to serve as a guideline to the attributes that need to be taken into account - this has been agreed to by universities. The academic assessment is now a minimum ATAR of 65 or an alternative: but also need to take account of those selected under different measures (27 percent are admitted through an ATAR).

Non-academic assessment is developing well with eight of the 12 providers using CASPer (a globally used online personal characteristics assessment tool). The aspiration is that it is transferable across providers but a final position is not yet established with respect to the requirement for a common instrument.

Quality assurance Understanding and complying with the requirements of accreditation is an evolving and challenging process. It is the major challenge for many providers, frequently due to the resource implications.

Providers will mostly require additional well informed staff. VIT would prefer to standardise content and provide more templates.

Providers see that measuring impact will be very demanding with respect to tracking students into the profession – not easy to see a way forward within current settings.

Teaching Performance Assessment This is the next challenge: Victoria does not anticipate one common model emerging; five of 12 providers are engaged in the two consortia; others approaches have been developed in the Victorian government supported Teaching Academies of Professional Practice and there is an international community of practice that DET and VIT support.

Providers that are engaged in the consortia report excellent support and materials but commonality across universities will most likely not occur – although ironically the various models may be very similar.

National research and workforce planning This is a shared VIT and DET function (VIT does not have a workforce planning function and contributes where possible) but establishing what data is tenable is a challenge. This is where data collections need to be standardised and the providers need to be on-side with the parameters and processes for data collection. A key idea is to feedback data to providers.

Primary specialisation This is still under consideration.

Legislation No legislation was required to implement TEMAG reforms

Costs The provider perspective emphasises the establishment and on-going costs. The professional experience requirements will also require re-thinking through how reform is funded. One provider estimated up to $1m additional costs for redesigning courses, accreditation and implementation.

Achievements

Selection The Victorian Framework for Selection into initial Teacher Education has been negotiated with providers and has established a common understanding of Victoria's selection expectations.

Professional practice School and provider partnerships occur throughout Victoria, including through the Teaching Academies of Professional Practice and demonstrate that relationships are more than just a quality placement but have spin–offs as in shared dialogue, professional development and research. Some partnerships are very mature and could serve as models for others to consider.

PROCESSES AND PRACTICES ADAPTED

Accreditation Victoria is now well into the accreditation process. (11 stage one accredited and eight in pipeline; 68 transition plans with 26 approved.) VIT is rigorously approaching Stage 2, especially developing an approach to assessing impact.

Ensuring quality assurance is not just an issue for VIT but also for large providers with numerous programs. The priority is to establish consistency of quality assurance both in providers and between. Panel members gain insights from the training but the value has to be questioned when they do not have the opportunities to develop the depth of understanding that consistency requires through participation on panels. Strategies to address this include opportunities for observation of panels and refresher courses, but there is a growing view that a mature national process requires full time accreditors.

Victoria has partnered with Tasmania and the Northern Territory to assess transition plans through the panel process contributing to shared understanding and improved consistency across jurisdictions.

The panel process has become significantly more robust compared to past processes – all Stage 1 submissions were asked for further information. Template 3 is the most problematic – all are finding it hard to assemble the amount of evidence that seems to be required.

The process has not become more streamlined at this stage.

Innovations

Victorian Framework for Selection into initial Teacher Education balances and explains the contribution to selection of personal attributes and academic capabilities and requires providers to assemble evidence of effectiveness and the impact of their selection criteria in supporting quality teaching and improved outcomes. .

The VET pathway to ITE aims to ensure that disadvantage is not a constraint or barrier to entry into a teacher education program with the goal that entrants to ITE reflect the diversity of the Victorian community.

VIT communications are well structured and geared to sustaining new relationship with providers.

Induction improvements include work on induction support materials and advice on what a proficient teacher does. This dovetails well with the TEMAG process.

Queensland

TEMAG EVALUATION
Snapshot of stakeholders experience and perspectives
August-September 2017

Jurisdiction: QLD

Organisations:

Queensland College of Teachers (QCT), Griffith University, Central Queensland University

Context

There are nine providers and there is a high level of awareness of TEMAG objectives and agreement that the reforms are beneficial. However, at the same time the changes are burdensome and some aspects are unnecessary – as in the specificity of details for accreditation.

There is a strong drive for consistency across the Queensland jurisdiction: a sense that the credibility of ITE overall benefits from all providers engaging in reform. For example, selection will be managed though a common system in 2018 developed by deans and Graduate Teacher Performance Assessment by agreement will be common among all but one provider.

No legislative change was required to undertake the TEMAG reforms.

Providers acknowledge the strong support they receive from the regulator – proactive support such as informative workshops.

Looking forward, two factors are seen as critical for a successful accreditation process with positive outcomes:

- ‘accreditation literacy’ of providers and regulatory authorities, and

- productive relationships between regulatory authorities and ITE providers in their jurisdiction.

Challenges

Timeline The tight timeline has been a challenge. Queensland wants to follow sound regulatory practice (e.g. work closely with providers) but the urgency for implementation has militated against that.

Costs and return on investment The costs are both explicit and hidden. All jurisdictions and providers need to better understand the additional costs and test for return on investment e.g. the cost benefit for students for the literacy and numeracy test might be seen as questionable when all but a tiny proportion are successful.

Professional experience This is a huge issue for Queensland and the nexus between professional experience and the TPA needs to be resolved. There are examples of virtual placements and other innovative arrangements (e.g. where university staff members are in schools and senior teaching staff are active in universities) that will need to be examined to broaden the options for advancing professional experience.

Workforce planning The value of the workforce data will be questioned if the data does not effectively go to the micro level and genuinely assist providers and employers in their forward planning. Data that is at the macro level will not be adequate.

Primary specialisation Providers express the view that the reality is that in regional and rural locations specialisms are not in as high demand as good generalist who are capable to teach in regional and rural locations.

Achievements

Consistency Valuing consistency in all the elements of reform is a significant positive feature in Queensland.

Accreditation There is a strong history of accreditation in Queensland hence jurisdiction has been able to move to Stage 2 accreditation relatively smoothly for 2 providers to date. One provider estimates approximately 25 percent of course structure has changed due to the reform requirements and that the changes are significant improvements.

Selection processes Selection has been agreed as an academic and non-academic combination, with a common non-academic assessment (that examines seven qualities) conducted by Queensland Tertiary Admissions Centre (QTAC).

The Graduate Teacher Performance Assessment (GTPA) The GTPA is underpinned by authentic assessments and with the agreed goal that the assessments are moderated across providers; this is a significant achievement.

From the providers' perspective the GTPA is comprehensive and innovative and achievable; consistency across the state is valued. However, the requirement to track impact over 24 months is highly problematic and would involve considerable tracking challenges, including sorting those with permanent versus temporary positions.

Processes and practices adapted

Consistency in the panel process is of concern to QCT. To build greater consistency in interpretation of accreditation standards QCT has three projects that explore options for improving the quality of the accreditation panel process: using observers to panels; trialling by ghost panels; and comparing expert panels to panels comprising practitioners.

There is a general feeling that too many people have been trained for panels, with a consequence that standards will vary widely.

A compromise option is to develop the panel expertise of key people in jurisdictions to have responsibility for training executive officers to panels and they in turn have responsibility for training panel chairs.

From the providers' perspective the accreditation requirements have served as a stimulus for structural change in courses (e.g. one provider reduced courses from nine to three).

The process was initially difficult to comply with but now providers generally see accreditation as a more streamlined and rigorous process than in the past.

The providers have streamlined their documentation and panels are improving their capability; although one provider talked about a submission having four iterations over 12 months.

Innovations

The Graduate Teacher Performance Assessment framework and the dissemination of the framework and advice to schools.

Non-academic selection where QTAC centrally manages and streamlines the non-academic selection requirement.

Western Australia

TEMAG EVALUATION
Snapshot of stakeholders experience and perspectives
August-September 2017

Jurisdiction

Western Australia

Organisations

Teacher Registration Board of Western Australia (TRBWA), Department of Education, Western Australia (The Department)

Context

The accreditation of ITE programs is underpinned by legislative authority in WA. Formal accreditation arrangements under that legislative authority have been implemented relatively recently (from 2013 onwards).

With the release of the AITSL revised accreditation standards, under the relevant WA legislation, the TRBWA revised the WA accreditation standards, incorporating the new AITSL accreditation standards, to meet the local context. This process included detailed consideration of new mandated accreditation requirements. The revised WA Accreditation Standards were approved by the Minister for Education in August 2016. It is too early to evaluate progress of implementing the new standards.

The new standards are more explicit about improving student learning and requiring ITEs to continually evaluate students' progress to graduation.

The six WA ITEs are well aware of the new WA Accreditation Standards and, it is understood, generally accept the intent of the reforms.

There are legislative impediments to the sharing of certain information in the way contemplated under the National Data Strategy.

The TEMAG reforms are beneficial to the Department because there is greater transparency of ITEs for employers. The reforms will lead to more longitudinal evidence being collected which will improve the evidence base for ITE.

Challenges

Reform timeline The TRBWA aims to ensure that the regulation of ITE providers is fair, reasonable and proportionate. The timeline for the implementation of some aspects of the reforms (e.g. literacy and numeracy test and improved selection arrangements) was considered unrealistic, particularly in the context of newly approved WA Accreditation Standards coming into force in August 2016.

The extension of certain timelines has been well-received by ITE providers.

The Board has also amended AITSL guidance material/templates to clarify requirements for the WA context.

ITE providers may consider the accreditation process as rigorous but also burdensome and hence costly. Work with ITEs has been collaborative and positive.

Selection The timeline for implementing changes to the selection process in WA have been pushed out to 2018.

All ITE providers have included consideration of non-academic attributes in their selection processes in their transition plans.

The Board is yet to determine whether the consideration of non-academic attributes in each ITE provider's selection process is sufficient. One ITE provider continues to interview all students.

Primary specialisation The Board is considering the nature of its implementation of this standard and therefore, WA ITE providers are not required to address this standard at this time. At a general level, there is a sense that guidance with respect to this requirement has lacked clarity and need more exemplification.

Teaching Performance Assessment It is understood that three WA ITE providers are involved in TPA consortia and three ITEs are amending their existing methods of assessing graduates. ITE providers have included information on TPAs in their transition plans, and this information will be considered.

The Department has not had any involvement in the development of TPAs but would like to be involved. The key issue for the Department is how TPAs will be moderated within an ITE, across ITEs and across placement schools.

Workforce planning It is good that national agreement has been reached about the ITE standards. More research and evidence is needed to confirm that measures for elements of the standards are in fact robust and appropriate. The National Data Strategy Group is critical to developing good information structures and data gathering tools nationally.

Achievements

Accreditation standards Since the WA Accreditation Standards were approved in August 2016 ITE providers have considered the areas of selection, quality assurance, assessment and professional experience.

All WA ITE providers have been required to show how they will progressively comply with all the new elements of the revised WA Accreditation Standards in their transition plans. The Board will consider transition plans by the end of 2017. This process has been a collaborative and iterative process.

Literacy and numeracy tests have been implemented as an accreditation requirement for all new ITE students from 2017.

Professional experience The Department has worked with all ITE providers to reach a Heads of Agreement with each provider and the Department on ITE student placements in schools. The agreement focusses on responsibilities of universities and schools that directly align to the standards.

Providers must also develop arrangements with each school to identify the number of student placements and the contribution from the university to the school.

The Heads of Agreement should result in more consistency and quality of experience for students undertaking practicums. It should assist in placement schools having the right staff and culture to support ITE students.

Impact The Department has surveyed first-year graduates (since 2015) and principals (since 2016) with a very positive 61 percent graduate response rate and 53 percent for principals. The survey ascertains views about proficiency with the *Australian Professional Standards for Teachers* and other related matters such as practicum experience and support provided by the Department.

Graduates consistently indicate that they lack skills in assessment and reporting and recently in planning. Principals are more positive than graduates about these standards. Aggregated and disaggregated data from surveys is fed back to deans of education who comment favourably on this information. One provider has already amended their course and introduced a data analysis unit.

Principals at placement schools have confirmed that, in general, graduates have the key non-academic attributes important for successful teaching.

Principals at placement schools have also indicated that some graduates are proficient teachers in their first year.

Induction Formal induction and professional learning has been incorporated in the WA Teachers' Enterprise Bargaining Agreement which includes:

- a structured professional learning program in the first two years of teaching

- a centrally funded coach for each graduate

- schools providing specific mentoring and induction for graduates.

Principals are very positive about the induction process used in WA. Since the introduction of the induction support arrangements, separation rates of early career teachers have halved.

Processes and practices adapted

Accreditation process The accreditation process seems to be onerous for providers who deploy an officer to prepare lengthy accreditation applications. Work has been devoted to developing measures to evaluate course progress and outcomes. It would be helpful if AITSL facilitated development of an exemplar accreditation application to show what is required and to avoid accreditation panels having to ask for further documentation.

Accreditation panels As no applications have fallen due accreditation panels are yet to be formed to assess an application under the new WA Accreditation Standards. The Board is in the process of identifying potential panel members to train.

It is considered that the previous panel process was rigorous but the new panel process is likely to have even greater rigour. The efficiency of the panel process requires the standards to be clear and not open to interpretation so that panels can make 'meet/not meet' decisions.

The Board is confident that further clarity of the standards will be achieved via a collaborative and iterative process working with providers on their transition plans, accreditation applications and measures of evidence. Reaccreditation (Stage 2) will begin in WA in 2019 with the majority of courses due for reaccreditation in 2020-2021.

Selection Even though all WA providers consider non-academic attributes in the selection process, it is not clear whether all methods are effective. One provider uses an interview process, one uses The University of Melbourne capability test, while the others require applicants to submit personal statements.

Professional experience-internship model Internship models for ITE student practicum were trialed in the previous Commonwealth Government's National Partnership - Improving Teaching Quality program. Principals have indicated that final-year ITE students completing 20 week internships in schools were more classroom ready with more understanding of the school environment.

Three providers are still using extended internship models while another is considering reinstituting an extended model. The Department is supportive of the extended internship model given that graduates are more class room ready and retention of first year teachers is greater. More data could be collected regarding class room readiness of all graduates.

Innovations

Collaborative and iterative development: WA is at an early stage in implementing the reforms through the new WA Accreditation Standards. This is an iterative process and will take time. There is reasonable buy-in of ITE providers to the reform process but the process cannot be rushed.

The Teacher Registration Board is cognisant of the purpose of accreditation. Graduates from an accredited program are automatically considered to meet the qualification, English language and professional standards requirements for granting Provisional Registration. In that context, it is also important to remember that graduates of non-accredited ITE courses (e.g. overseas ITE providers) may also be eligible for teacher registration.

AITSL forums for authorities across Australia on sharing implementation strategies have been very useful.

Rural remote project The Department funds a project to encourage ITE students to complete practicum in rural/remote schools. The project screens ITE students for suitability to work in these schools and screens schools for being able to provide professional experience for ITE students.

The project has proved beneficial for both ITE students and rural/remote schools. The number of graduates going to rural/remote schools has increased fourfold in five years with 95 percent of ITE students gaining jobs in these schools after graduation with a 90 percent retention rate for these new teachers in rural/remote schools.

South Australia

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Snapshot of stakeholders experience and perspectives
August-September 2017</td></tr>
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Jurisdiction

South Australia

Organisations

Teachers Registration Board, South Australia, and University of South Australia

Context

All four ITE providers in South Australia are aware of the TEMAG reforms and acknowledge that the reforms will be beneficial to ITE. The Teachers Registration Board Registrar meets regularly with each provider and Board staff members are providing significant support to providers, particularly smaller providers.

There has been steady progress in implementing the TEMAG reforms. A lot of change is required to move from input to output measures. However, once the measures are in place, the Board believes that annual reporting of progress will be easier.

Not all SA programs were nationally accredited. All providers have developed transition plans to meet the new standards. These plans will be approved in 2017, trialed in 2018 and refined in 2019. The provider noted that there are implementation differences between four year undergraduate programs and two year master level programs with a preference to move towards teacher education being a master's degree.

The provider indicated that significant change is required to implement the new Standards which have resulted in extra staff costs which will be required into the future.

Challenges

Reform timeline The key issue is the pace at which the reforms are being implemented given the changes that are required. It is imperative that robust measures are developed so the Board has resolved to trial the measures detailed in the transition plans in 2018 before refining the measures in 2019.

Selection All providers include non-academic criteria in their selection procedures. Each provider has a different process for non-academic criteria. Some selection processes are more sophisticated than others.

Currently applicants have to apply to each institution. The provider indicated that it would be preferable if all providers could agree on a common process which would streamline the process for applicants.

Including interviews in the selection processes is costly and this is a burden on smaller providers.

More research is needed on which non-academic attributes are a better selection method. There is a concern that there will be legal challenges by student applicants who are refused a place on the validity of the selection measures used.

Professional experience A key issue going forward is how to deal with student placements for online programs. A state registration board has no authority over an interstate provider but students in the state undertake placements in schools within the state. A significant number of student placements in SA are from providers in other states/territories. AITSL could facilitate development of policy in this area.

There is more demand for student placements in schools than supply. Schools are inundated with requests from providers for student placements.

The provider has developed a Memorandum of Understanding with schools for teacher placements and believes that investment by both parties improves the professional experience. The provider expressed a preference for a longer internship model for teacher placements.

Teaching Performance Assessment The development of the TPA and assessment for learning after graduation is very difficult and requires much more work.

Each provider in SA is developing/has a TPA. A common TPA is developed for the provider and then refined for each ITE program.

None of the SA providers is involved in either of the TPA consortia. The providers would not commit to a TPA consortium without full awareness of the arrangements and costs related to intellectual property. The cost of TPAs will be a big issue for the small providers.

University of SA has undertaken more development work on their TPA to incorporate software. AITSL could facilitate more sharing about the development of TPAs.

The provider indicated that TPA development work has been splintered by having 20 of 43 ITEs providers not involved in the TPA consortia.

Initial discussions have occurred with the SA Department of Education and the Catholic Education Office regarding assessing impact of pre-service programs after graduation.

The AITSL National Data Governance Group will be critical for this work.

Primary specialisation Primary specialisation was poorly defined by TEMAG. This requirement is being broadly interpreted in SA (either as learning areas or areas such as students with special needs).

Primary specialisation has been defined in each transition plan. Areas of specialisation are defined by providers and employers rather than the Teachers Registration Board. The provider indicated that primary specialisation was not a big issue for the institution but might be in the future, depending on the number of specialisations and student take up in each.

There is some issue with overcrowding in the curriculum. What is to be cut to allow for primary specialisation?

The provider indicated that more work on the standards is required to define special needs, Indigenous education and requirements for particular schools such as Islamic schools.

Achievements

Selection Most work has been done on selection to include non-academic attributes and to make the process more transparent.

Quality assurance Implementation of the literacy and numeracy test was essentially a non-issue. Although take up by student is low as they put it off till later.

Professional experience providers have a good relationships as well as formal agreements with placement schools.

Processes and practices adapted

Pathways There has been no new work on pathways to teacher education in SA. There are existing pathways through a foundation program into the B.Ed. and pathways have been established through six subject areas in different bachelor degrees into the Master of Teaching program.

Panels The new accreditation model is definitely superior to the previous model. The new model is clearer about what is required which should reduce the paperwork for panels and make the panel process more efficient. The role of panel chairs is critical in the new accreditation model. All panel chairs in SA have been involved in the transition plan stage.

Panel training has been very useful. SA has trained each provider's leadership team and others to expand expertise across the State.

SA intends to create four panels (one panel per provider) and to involve an interstate member in all panels. It is hoped that panels will be smaller than previous panels.

The panel process will be more streamlined if the measures are right.

Impact Two SA providers are adapting existing data sources (portfolio evidence or teaching practice) to monitor the impact of their current programs but more development is needed. The provider indicated that induction support is important but is really an employer responsibility. However the collection of data on impact is really important but very difficult to do given that there are so many variables affecting teaching outcomes. Models for measuring impact need to be developed, particularly models for collecting longitudinal data for ITE applicants/graduates/teachers. The AITSL National Data Project is central to this work.

The provider is introducing 'big data' courses for staff and students in order to improve data skills when teaching (e.g. using data on student progression at the micro level and not simply as summative data). AITSL could facilitate scale-up of data skills across the sector.

Innovations

Registration of early childhood teacher qualifications SA has done a lot of work on early childhood training. This is a growth area and SA could provide advice for other states and territories.

Exemplar procedures/strategies to implement the TEMAG reforms It is too early in the process to claim to have exemplars.

Advice on collecting evidence More work is required on the models for collecting evidence for each standard.

Accreditation of teachers Further work is required to define provisional teacher accreditation versus fully accredited professional teachers. The AITSL Teacher Education Expert Standing Committee could facilitate development of policy for graduate provisional registration and the requirements for teachers to become fully accredited professional teachers. Development in this area requires a further national mindset change.

Ongoing research The provider urged AITSL to facilitate more research on international ITE in relationship to the Standards so as to build the research base on 'what works' and what does not work.

Tasmania

Jurisdiction

Tasmania

Organisations

Teachers Registration Board Tasmania; University of Tasmania

Context

There is one ITE provider in Tasmania, the University of Tasmania.

The Tasmanian Teachers Registration Board has a very small number of staff with only one staff member managing ITE accreditation. The Board works very closely with the University of Tasmania.

The ITE provider and the Board see the standards as adding clarity for students to be classroom ready which will be beneficial for all; however clarity is required around how some of the Standards are stated and how students can demonstrate acquired knowledge and impact.

Although there is significant change required in collecting evidence for each standard, the development and implementation of measures in Tasmania is progressing well. This has increased costs significantly for the provider.

The provider at present is not charged a fee for the accreditation process and this significant financial burden has been met by the Board. Equally, the provider does not pass on their significant costs to students.

Challenges

Induction The Department of Education has begun work on a more structured induction process for graduates. This is a work in progress.

Impact The University of Tasmania has begun developing methods to gather data on student teacher impact on student learning but there is much more work to do in this area.

Primary specialisation Defining specialisation in masters ITE courses is proving difficult. AITSL needs to further define requirements for primary specialisation.

Teaching Performance Assessment The University of Tasmania is involved in the ACU led GTPA project. Trialling the TPA has occurred throughout 2017. The provider believes that the TPA can only apply to new students from 2018 as a trial and from 2019 for all other students. The robustness of the TPA and how it is implemented needs careful evaluation. The Board's understanding is that the TPA is required to have full implementation for cohorts completing their program in 2018.

Achievements

Selection Only 20 percent of applicants for an ITE place in Tasmania come from Year 12 graduates. The University of Tasmania has implemented the University of Melbourne process to measure non-academic

attributes. The provider is concerned that there will be legal challenges to the validity of using the non-academic attributes for selection. Research evidence is required to support the use of the non-academic attributes in the selection process.

The Board's understanding is that the University of Tasmania has utilised non-academic selection tools previously.

Quality assurance The literacy/numeracy test has been implemented for all new ITE students from 2017. The provider considers the literacy and numeracy test a waste of resources given the very low failure rate.

From the Board's perspective it will be useful to do a data comparison of the previous in-house literacy and numeracy testing with the students' LANTITE results.

Professional experience The requirement for written agreements between provider and schools has been developed for government schools and is being developed for Catholic schools. The provider has close relationships with practicum schools. Liaising with practicum schools is resource intensive but is seen as important. The provider emphasised that there is a balance between adding more responsibilities for schools for teacher practicums and schools volunteering to take student placements. More resources are needed in practicum schools.

The Board advises that anecdotal reports from teachers support changes to the professional experience regime. What is a concern for the Board is that schools in general may be unaware of what the Government's response to TEMAG is requiring in this area.

Processes and practices adapted

Transition plans: All ITE courses have approved transition plans to meet the new standards. It is expected that 2017 Annual Reports will include data analysis as specified in the transition plans. However active monitoring of the impact of courses is still very much a work in progress.

Panels: The panel process will be more rigorous as the requirements are much clearer. However, strategies are needed to ensure consistency across panels particularly when common core units are in a number of courses. The common core units should be approved once. The provider suggests that a Teacher Registration Board staff member be appointed to each panel. However it is noteworthy that the same Board staff member is the Executive Officer on all panels. Historically, some common core units have been problematic and only borderline approved. The idea of a once-only approval may have merit however these particular units in question have needed reworking to gain approval.

Accreditation: The ITE accreditation process has already improved the quality of accreditation submissions from the provider. It is expected that the accreditation process for new courses will be more sophisticated, efficient and quicker.

Innovations

It is too early to share particular procedures or strategies for implementing the new standards.

Resources are a key issue for a small state such as Tasmania. The timeline for and the requirements of any new national initiatives for ITE need to be carefully considered and extra resources need to be made available to authorities to implement any new requirements. Innovations should only be implemented if they directly improve student learning and are doable.

AITSL support for the authority has been very collaborative and of high quality.

Northern Territory

Jurisdiction

Northern Territory

Organisation

Teacher Registration Board of the Northern Territory

Context

The provider in this jurisdiction is well aware of the TEMAG reforms and has actively engaged in implementation. Whilst there has been some hesitation and apprehension, this has been based more around how the reforms could be fitted into existing accredited courses.

The state/territory has endeavoured to work in partnership at every opportunity with stakeholders to ensure the reforms are being implemented successfully.

Overall the reforms are progressing well with the provider presenting transition plans for existing courses, documentation for Stage 1 accreditation and Stage 2 accreditation.

The TEMAG reforms have inevitable resourcing challenges and have also presented issues with 'ownership', particularly with regards to the LANTITE.

The new standards and procedures have required an enormous amount of hours of extra work for the providers with regards to implementation. One of the greatest challenges which the provider has faced is to fit the reforms into already busy and crammed courses. Another issue the provider has faced is to incorporate some of the reforms immediately into existing accredited courses.

The provider would have benefitted from a phasing in the reforms so that greater consideration could be given to the best method of implementation suited to the jurisdiction and their students.

The legislation is sufficiently broad to incorporate the reforms at this stage. Future change to legislation may occur if the jurisdiction considers making successful completion of the LANTITE a requirement for teacher registration. At present one of the employer groups has made this a requirement for employment but to this date the other employer groups have not. This will be a consideration that ATRA will need to discuss and will individual regulatory authorities.

Challenges

Selection This requirement seems to have presented the most issues for the provider. As there is a requirement for transparency, the provider has had to identify the most suitable method of selection in the non-academic area. This has also required the development of attributes that the provider may be looking for in students not entering as school leavers through the academic requirements. The provider has an enrolment of 20 percent of students in ITE courses entering straight from school so the non-academic requirements have had to be tailored to suit mature age students, external students, etc.

Primary specialisation In theory, primary specialisation has been relatively positively received but the implementation is complex. As previously mentioned, the greater percentage of students is external

students so the provider has had to balance the primary specialisation offerings to not only meet employer demand but also to give consideration to employer demand in other states/territories. The provider has also had to resolve the dilemma of whether the primary specialisations should focus on local need and context or whether they should be offering specialisations which appeal to a wider cohort.

The other consideration has been whether the students will be able to find an 'expert' in the school who is able to adequately supervise them in the area of specialisation. The other difficulty is the definition of 'curriculum' versus 'subject'. This has been particularly evident for courses which have been due to expire and have had to get enough Stage 2 accreditation.

Teaching Performance Assessment The provider has been highly proactive and joined both consortia. This has given them a close look at which would be most suitable for their students and for their courses. The challenge has been how to incorporate the TPA into very busy courses well as ensuring the amount of professional experience days are not compromised.

Time and workload At this point the accrediting authorities and providers have had an enormously increased workload to meet the timeline for implementation. It is our opinion that time should be given for all of the reforms to be implemented before looking for further national opportunities.

Achievements

Professional experience This is an area which the provider has made the most progress in implementing. This has been mainly due to the provider already having a strong professional experience component in the ITE courses. Changed relationships between provider and schools have not been tested to this point in time and there is no relevant data to suggest improvement or not. Discussion in stakeholder groups however suggests that the benefits far outweigh the negatives; evidence would be welcomed.

Teaching Performance Assessment The TPA has also been going through a trial during 2017 which has meant that the provider has been able to use the resources to develop the implementation of the TPA. Whilst not all areas are finalised, the provider was highly proactive in this area to decide whether to develop their own or join the consortia. They have benefitted by being able to gauge which is most suited to their students, and their level of courses (i.e. undergraduate or post graduate). The provider has demonstrated a great willingness to work with the consortia; they do not see any benefit in resourcing a teaching performance assessment of their own.

Processes and practices adapted

All courses are nationally accredited and transition plans have been presented to panels to demonstrate how the six themes have been incorporated into existing accredited courses.

The panel process has become more rigorous but there is there is not a sense that the process is onerous. As an example of this, a recent panel took a half a day to complete its assessment of the evidence against the standards because there was less need for clarification of whether evidence was the correct evidence. By comparing it with the examples given in the guide, the panel was easily able to focus on the types of evidence required. In a further accreditation process one course failed to satisfy the panel.

The provider has consistently gathered data and presented that data to the accrediting authority on an annual basis under the previous national process. This has meant that they have had the data ready to assist them to evaluate their impact and make improvements, enhancements or changes where necessary.

The Transition Plan and the Bachelor of Education Secondary courses have since been approved by accreditation panels and the decision of the panels have been accepted by the Teacher Registration Board of the Northern Territory. Two other courses are in a resubmission phase.

Innovations

Annual report The provider has been highly proactive in providing data to the accrediting authority in the form of an annual report. Whilst this has not been a trial, it has led to the provider being able to interpret the data to look for areas for improvement or to demonstrate impact.

Mentoring One opportunity which could have a national focus could be the role of the mentor and training for teachers who are suited to, and aspire to mentor pre-service teachers. Often, the most experienced teachers become mentors to pre-service teachers but does that mean they are the most suited to the role? Perhaps some on-line programs need to be developed.

Australian Capital Territory

TEMAG EVALUATION
Snapshot of stakeholders experience and perspectives
August-September 2017

Jurisdiction

ACT

Organisation

ACT Teacher Quality Institute

Context

All programs offered by the two providers in the ACT were accredited according to previous national standards. These programs are required to transition to the new standards and procedures. The full impact of the TEMAG reforms will not be understood until programs are accredited through the new Stage 2 process or a new program comes forward for accreditation using stage 1 processes.

Overall ACT was expecting, and hoping for, a stronger drive for national consistency so as to improve broad community confidence in the quality of graduates from ITE courses. The critical issue yet to be resolved is how to validly assess quality outcomes across the country so that the impact of reform is maximised.

Challenges

Assessing impact Nationally, there remains a lot of work to be done to ensure there is sufficient understanding of what is meant by 'impact', how impact is measured and what data are of most value. A concern is that there is 'fluidity of advice' nationally in how to measure impact and that this gap will not be closed without firmer decisions.

On-line programs With the continuing expansion of courses from on-line providers, there is the question of how do on-line providers fit into the regulatory regime? This is particularly with respect to the professional experience component and the need for a regulator to establish full confidence in the on-line provider's assessment of the students in another jurisdiction to the regulator. There are examples of virtual professional practice experience and assessment being developed.

Teaching Performance Assessment There are many unanswered questions about how the TPA is best managed. The separation of the TPA from being integrated into the final practicum is not well founded and the outcomes of the trials are vital for informing a resolution.

Primary specialisation There is a sense that this requirement has not been well thought through. The need for all graduates to have a curriculum specialisation will possibly drive a focus on STEM to the detriment of a broader spread of capabilities, including those that relate to specific jurisdictional needs. The question of applying the requirement to graduate/master level primary programs is still to be answered.

Achievements

Professional experience ACT has made good progress in developing robust observational assessment for professional experience and is supporting national research into successful models of professional

experience. The ACT has developed a professional experience framework, including Professional Experience Card to improve data collection, induction in to the professional and monitoring of professional experience in the ACT.

Induction The recent national work on induction was an opportunity missed. The induction element in the TEMAG reforms is best seen from the perspective of the full life-cycle of a teacher and should be designed commence at enrolment in an ITE program. The ACT is developing this further with providers and employers even though it is not an element in the accreditation process.

National collaboration Strong national collaboration among teacher regulatory authorities has been very deliberate and constructive and is now a strong foundation for progressing high quality reforms. Regulatory authorities have to take the lead role if the benefits of the TEMAG reforms are to be fully realised.

Processes and practices adapted

Very good outcome from engaging in national training of panel members, standards setting exercises and cross jurisdictional quality assurance projects. ACT panel members are now more confident they are assessing in a more consistent way. However, it is essential that this applies nationally. There is a need for a better understanding of how experts can and should be used when requested by accreditation panels. The panel process is the central lever in the reform process and it must be robust and have the confidence of the community.

Innovations

Professional Experience Card The expectation is that every initial teacher education student undertaking a Professional Experience placement in an ACT school or educational setting is issued with a Professional Experience card. The card indicates to principals that the initial teacher education student has a valid Working with Vulnerable People card or equivalent and is eligible to undertake a professional experience placement in an ACT school

The card will enable the Teacher Quality Institute to collect data on professional experience in ACT schools and will maintain a record of professional experience for each initial teacher education student. Initial teacher education students will have access to the Teacher Quality Institute web portal and its resources.

Appendix 1: The consultation list

Organisation	Name	Institution	Position
Regulatory authority	Ms Anne Ellis and Ms Anna McKenzie and Mr Michael Bateman	ACT Teacher Quality Institute	Chief Executive Officer and Directors
Regulatory authority	Mr Paul Martin and Mr John Healy	NSW Education Standards Authority	Directors
Regulatory authority	Ms Susanne Fisher and Ms Elisabeth Antrade	Teacher Registration Board - NT	Directors
Regulatory authority	Mr John Ryan	Queensland College of Teachers	Director
Regulatory authority	Dr Peter Lind	Teachers Registration Board of SA	Registrar
Regulatory authority	Ms Lee Rayner	Teachers Registration Board, TAS	Chief Executive Officer
Regulatory authority	Ms Fran Cosgrove	Victorian Institute of Teaching	Director
Regulatory authority	Mr Richard Miles Ms Rozana Kemp Mr Peter Mitchell Ms Emma Beveridge	Teachers Registration Board, WA	Director Assistant Director Policy and QA Manager Accreditation and Qualifications Senior Qualifications Officer

Department	Ms Gene Readon and Ms Anita Brown	Department of Education, VIC	Executive Director and Manager
Department	Ms Christine Porter Mr Neil Purdy Ms Caroline Ostrowski	Department of Education, WA	Director Workforce Policy and Co-ordination Manager Workforce Planning Principal Advisor – Planning
Department	Ms Carolyn Shrives	Commonwealth Department of Education and Training	A/ Branch Manager, Teaching and School Leadership Branch
ITE Provider	Professor Karen Swabey	University of Tasmania	
ITE Provider	Associate Professor David Geelan	Griffith University	
ITE Provider	Associate Professor Joanna Barbousas	La Trobe University	
ITE Provider	Professor Stephen Dobson	University of South Australia	
ITE Provider	Dr Ricky Fischer	Central Queensland University	
ITE Provider	Professor Elizabeth Labone	ACU - NSW	

Appendix 2: Stakeholder interview questions

Regulatory authorities and education departments

AITSL has engaged PTR Consulting Dr. Dahle Suggett and Mr Graeme Jane to conduct targeted stakeholder interviews for a qualitative evaluation of progress to date

Interviews are to be held with all Regulatory Authorities, some State Departments of Education and a selection of ITE providers nominated by the Australian Council of Deans of Education.

This high level evaluation focusses on the process of implementing the TEMAG

The following twenty questions have been designed to understand the experience of and response to the TEMAG reform agenda across the system.

The questions are only a guide. Commentary can also be about the most important aspects of the processes to date for you.

Context-Holistic View

1. Are all ITE providers in your State/Territory aware of the TEMAG reforms and if so, do they see the reforms as beneficial?

2. How well do you think your State/Territory is going with implementing the TEMAG reforms?

3. How much change was required for your ITE providers to implement the new standards and procedures?

4. Did the State/Territory have to change legislation to implement the new standards and procedures? If so, how smoothly were the legislative changes made?

The challenges associated with implementation of the TEMAG reforms

5. Which of the six themes of the reforms have been most difficult to implement and why?

   o Selection

   o Quality Assurance

   o Robust Assessment

   o Professional Experience

   o Induction

   o National Research and Workforce Planning

6. Are there particular elements of the new standards and procedures that have proved difficult for ITE providers to implement?

7. Are there challenges in instituting the new teaching performance assessment; if so what are they?

8. How has the requirement for primary teachers to have a specialisation been received?

Achievements in implementing the reforms

9. Which of the six themes of the reforms has your State/Territory made the most progress in implementing?

10. Has the formal relationship between ITE providers and schools improved since the release of the new standards and procedures; any examples?

11. Are the majority of ITE providers keen to work with the University of Melbourne or ACU consortia to develop new teaching performance assessments?

How processes and practice have been adapted in preparation for or in response to the TEMAG reforms

12. What is the status of programs/ providers in terms of decisions on accreditation/ transition plans in your State/Territory?

13. Has the selection process for ITE courses become more sophisticated (e.g. new pathways; both academic and non-academic attributes considered; more transparent)?

14. Has the panel process for ITE accreditation become more rigorous?

15. Has the panel process become quicker and more streamlined?

16. Have any ITE providers found the new standards and procedures too onerous and withdrawn from the process?

17. Are ITE providers actively monitoring the impact of their current programs to use the data in their Stage 2 accreditation process? If so, how well are they monitoring impact, interpreting the data and reflecting on what it means for their current programs?

New and innovative approaches that could be profiled and scaled up

18. Are there any particular procedures/strategies to implement the reforms that have been successfully trialled and now are being scaled up?

19. Are there any exemplar procedures/strategies to implement the TEMAG reforms that could be used by other States/Territories?

20. Are there further opportunities for innovation in ITE? If so, could national initiatives be undertaken to harness these opportunities?

ITE providers

AITSL has engaged PTR Consulting Dr. Dahle Suggett and Mr Graeme Jane to conduct targeted stakeholder interviews

Interviews are to be held with all Regulatory Authorities, some State Departments of Education and a selection of ITE providers nominated by the Australian Council of Deans of Education.

This high level evaluation focusses on the process of implementing the TEMAG reforms

The following questions have been designed to understand the experience of and response to the TEMAG reform agenda across the system.

The questions are only a guide. Commentary can also be about the most important aspects of the processes to date for you.

Context-Holistic View

1. Are all ITE providers in your State/Territory aware of the TEMAG reforms and if so, do they see the reforms as beneficial?

2. How well do you think your State/Territory is implementing the TEMAG reforms?

3. How much change was required for your organisation to implement the new standards and procedures?

The challenges associated with implementation of the TEMAG reforms

4. Which of the six themes of the reforms have been most difficult to implement and why?

   o Selection

   o Quality Assurance

   o Robust Assessment

   o Professional Experience

   o Induction

   o National Research and Workforce Planning

5. Are there particular elements of the new standards and procedures that have proved difficult for you to implement?

6. Are there challenges in instituting the new teaching performance assessment; if so what are they?

7. How has the requirement for primary teachers to have a specialisation been received?

Achievements in implementing the reforms

8. Which of the six themes of the reforms do you think your State/Territory has made the most progress in implementing?

9. Has your formal relationship with schools improved since the release of the new standards and procedures; any examples?

10. is your organisation involved in the consortium with the University of Melbourne or ACU to develop new teaching performance assessments; if so what are the developments; if not, why not and are you aware of their progress?

How processes and practice have been adapted in preparation for or in response to the TEMAG reforms

11. Are your courses already nationally accredited and are you using a transition plan to meet any extra requirements of the new Standards?

12. Has the selection process for your courses become more sophisticated (e.g. new pathways; both academic and non-academic attributes considered; more transparent)?

13. What is your experience with the panel process for ITE accreditation; more streamlined, rigorous, or more onerous?

14. Are you actively monitoring the impact of the current programs so as to use the data in the Stage 2 accreditation process? If so, how are you monitoring impact, interpreting the data and reflecting on what it means for current programs?

New and innovative approaches that could be profiled and scaled up

15. Are there any particular procedures/strategies to implement the reforms that you have used that could be scaled up?

16. Are there any exemplar procedures/strategies that you have used to implement the TEMAG reforms that could be used by other States/Territories?

17. Are there further opportunities for innovation in ITE? If so, could national initiatives be undertaken to harness these opportunities?