Accreditation of initial teacher education programs in Australia

Standards and Procedures

Accreditation of initial teacher education programs in Australia: Standards and Procedures

Contents

Preamble

The *Accreditation of initial teacher education programs in Australia: Standards and procedures* (Accreditation Standards and Procedures), set out the:

- requirements for nationally accredited initial teacher education programs
- procedures for national accreditation.

National accreditation for initial teacher education programs involves shared responsibilities, obligations and a commitment to improving initial teacher education for providers, education settings, teachers, employers and teacher regulatory authorities.

National accreditation focuses on program:

- development
- delivery
- outcomes, with an emphasis on demonstrating impact
- improvement, focusing on continuous improvement during and at the end of the accreditation period.

National accreditation comprises 3 integrated elements:

1. Teacher Standards (Graduate level)

Standards for the Graduate level as defined by the Australian Professional Standards for Teachers.

They describe the knowledge, skills and attributes of graduates from nationally accredited programs.

2. National Program Standards

These standards describe what high-quality initial teacher education programs must do.

3. National accreditation procedures

These procedures set out a nationally consistent accreditation process for initial teacher education programs, including:

- applying for national accreditation
- establishing and choosing accreditation panels (panels)
- assessing initial teacher education programs
- reporting accreditation decisions
- evaluating the accreditation process.

Jurisdictional teacher regulatory authorities lead and implement the Accreditation Standards and Procedures in their local contexts. Implementation is supported by the G*uidelines for the accreditation of initial teacher education programs in Australia* (Guidelines). The Guidelines provide additional information to guide the selection, preparation and assessment of evidence to meet each National Program Standard.

The Accreditation Standards and Procedures reflect the shared commitment of the teaching profession, providers, employers of teachers and the broader education community to deliver high-quality initial teacher education programs across Australia.

National accreditation ensures that pre-service teachers have the knowledge and skills they need to succeed in the classroom. They ensure that pre-service teachers:

- ✔ meet the Teacher Standards (Graduate level) as a graduation requirement

- ✔ meet the education qualification requirements for teacher registration in line with the *Framework for Teacher Registration in Australia*

- ✔ learn evidence-based teaching strategies that have the greatest impact on student learning

- ✔ gain professional knowledge and skills for highly productive teaching practices.

Pre-service teachers draw on their individual strengths and personal attributes (knowledge, understanding, capabilities, values and dispositions) during their initial teacher education program. They build on these strengths and personal attributes throughout their program by meeting the Teacher Standards and descriptors at the Graduate level.

The descriptors identify areas such as communication, student engagement, cultural sensitivity, respect, collegiality and reflective practice. By meeting and demonstrating these standards through their studies, professional experience and teaching performance assessment, graduates have the appropriate skills, dispositions and attributes required of beginning teachers.

Across Australia, providers are implementing a range of innovative and flexible initial teacher education programs, including employment-based programs, to meet the needs of diverse student cohorts. The Accreditation Standards and Procedures enable these programs to be developed and accredited.

Providers must ensure that programs comply with:

- ✔ the Accreditation Standards and Procedures

- ✔ the current threshold Higher Education Standards as established by the Tertiary Education Quality and Standards Agency Act 2011 and the Education Services for Overseas Students Act 2000.

Key components of accreditation

This section provides an outline of key accreditation components, including:

- Teacher Standards (Graduate level)
- core content
- teaching performance assessments.

Teacher Standards (Graduate level)

The Teacher Standards (Graduate level) describe the professional knowledge, practice and engagement for the first career stage defined in the *Australian Professional Standards for Teachers*.

For programs to be accredited, providers need to show how their graduates meet the Teacher Standards (Graduate level) (Program Standard 2.1).

Core content

Core content describes the knowledge and evidence-based practices that have the greatest impact on student learning. The core content is aligned to the Teacher Standards (Graduate level).

For programs to be accredited, providers need to show how their graduates successfully demonstrate knowledge of the core content and meet the core content learning outcomes.

Teaching performance assessments

All accredited initial teacher education programs must include a teaching performance assessment (Program Standard 2.3).

A teaching performance assessment is a tool used to assess the practical skills and knowledge of pre-service teachers. Pre-service teachers collect evidence of practice and complete a teaching performance assessment in the final year of their initial teacher education program. The teaching performance assessment is assessed by providers and is a requirement for graduation. Teaching performance assessments are endorsed by the Australian Moderation Assessment and Advisory Committee (AMAAC).

For more information about teaching performance assessments, see the Guidelines.

Accreditation stages

National accreditation comprises two stages: stage one and stage two.

Stage one

Stage one applies when providers submit either:

- a new program for the first time
- an accredited program that has changed significantly since it was last accredited.

Stage one focuses on the provider's plan for demonstrating impact. Providers develop this plan, which describes what data they will collect, report and use to show the impact of their programs during and at the end of the accreditation period. This data includes pre-service teacher performance and graduate outcomes.

An accredited program may need to be resubmitted for stage one if it:

- has significant changes to its learning outcomes
- has significant changes to its structure or rationale
- has significant replacement or redesign of any units
- prevents pre-service teachers from transferring from their original program to the new one.
- Providers consult with their teacher regulatory authority to determine if a program should be submitted as stage one or stage two.

Stage two

Stage two applies to accredited programs that have not undergone significant change since they were last accredited. This stage focuses on monitoring and evaluating a program's impact and planning for improvements.

Providers only need to submit evidence for individual National Program Standards if their evidence has changed since the program was last accredited.

For more information about stage one and stage two accreditation, see the Guidelines.

National Program Standards

Standard 1: Program Rationale and Structure

1.1 Rationale and sequence

The program development, design and delivery are based on:

a. a documented evidence-based rationale of how the program will develop effective teachers who:

   i. meet the Teacher Standards (Graduate level)

   ii. successfully meet the learning outcomes and address the focus areas of the core content in Schedule 1

b. a coherent and sequenced delivery of program content (including professional experience, curriculum and pedagogical studies) that enables achievement of the Teacher Standards (Graduate level).

1.2 Developments and stakeholder perspectives

The program design and delivery takes account of:

a. contemporary and emerging developments in education, curriculum requirements, research, community expectations, local employer and national system needs, including workforce demands for teaching specialisations

b. the perspectives of stakeholders such as:

   • employers

   • professional teacher bodies

   • practising teachers

   • relevant cultural and community experts.

1.3 Program resourcing

The program resourcing:

a. is consistent with the program's rationale and expected outcomes

b. supports the program's teaching and assessment strategies

c. prepares pre-service teachers for contemporary school environments and, where relevant, early childhood education environments

d. considers pre-service teachers' learning and professional experience needs across all offered modes of delivery

e. includes staff who have ongoing or recent school-based experience and, where relevant, experience in early childhood education environments.

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

Standard 1: Program Rationale and Structure

1.4	**Higher education qualification configurations**	Programs comprise at least 2 years of full-time equivalent (FTE) professional studies in education. They are structured so that a graduate undertakes a 4-year or longer FTE program(s) that leads to a higher education qualification(s) in one of the following configurations: a. a 3-year FTE undergraduate degree providing the required discipline knowledge, plus a 2-year FTE graduate entry professional qualification b. an integrated degree of at least 4 years FTE comprising discipline studies and professional studies c. combined degrees of at least 4 years FTE comprising discipline studies and professional studies d. other combinations of qualifications, proposed by the provider and approved by the teacher regulatory authority that enable alternative or flexible pathways into the teaching profession. Prior to approval, teacher regulatory authorities are to consult with AITSL in relation to program equivalency and precedents
1.5	**Curriculum and learning areas**	Programs prepare pre-service teachers to teach the school curriculum and the learning areas of their chosen discipline and/or stage of schooling in accordance with Schedule 2. Discipline-specific curriculum and pedagogical studies are consistent with the core content outlined in Schedule 1.

1.6	**Combined programs and specialised teaching roles**	Combined programs prepare graduates for teaching across multiple education settings, e.g. early childhood/primary school or primary school/secondary school ('middle school'):
		
		a. programs that prepare graduates to teach in both early childhood settings and primary schools prepare teachers for teaching the curriculum across both contexts
		
		b. programs that prepare graduates for primary and secondary school teaching:
		
		  • address all the requirements for primary teaching
		
		  • address at least one major study or two minor studies in secondary teaching areas
		
		  Note: programs may have a stronger emphasis on teaching particular year levels (e.g. Years 5 to 9)
		
		c. programs that prepare graduates for teaching in other specialised teaching roles in schools and other education settings address the specific content and pedagogy of the specialisation.

Accreditation of initial teacher education programs in Australia: Standards and Procedures, AITSL

Standard 2: Program Design

2.1	**Teacher Standards (Graduate level)**	Program design and assessment processes: a. identify where each Teacher Standard (Graduate level) is taught, practised and assessed b. require pre-service teachers to show successful performance against all the Teacher Standards (Graduate level) before graduation.
2.2	**Core content**	Program design and assessment processes require pre-service teachers to successfully demonstrate knowledge of the core content and meet the core content learning outcomes as outlined in Schedule 1.
2.3	**Teaching performance assessment - design**	The program includes a final year teaching performance assessment that: a. reflects classroom teaching practice including planning, teaching, assessing, and reflecting b. is a valid assessment of the content of the Teacher Standards (Graduate level) c. has clear, measurable and justifiable achievement criteria that discriminate between meeting and not meeting the Teacher Standards (Graduate level) d. is a reliable assessment that includes appropriate processes for ensuring consistent scoring between assessors e. includes a moderation process to support consistent decision-making against the achievement criteria.
2.4	**Teaching performance assessment - implementation**	Providers implement a final-year teaching performance assessment at a point in the program that ensures pre-service teachers have the best opportunity to meet its outcomes. All pre-service teachers are required to successfully complete a teaching performance assessment before graduation. Providers participate in cross-institutional moderation activities.
2.5	**Pre-service teacher support mechanisms**	The program is designed to address the learning needs of all pre-service teachers and has mechanisms in place (where reasonable) to support any cohort or individual who may be at risk of not being able to participate fully in the program or achieve its expected outcomes.

Standard 2: Program Design

2.6 **Literacy and Numeracy Test for Initial Teacher Education Students**

Initial teacher education graduates will possess levels of personal English language literacy and numeracy broadly equivalent to the top 30% of the Australian adult population and/or possess high levels of Australian First Nations language proficiency.

a. The Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) is the primary means of demonstrating that pre-service teachers have met the required standard of English language literacy and numeracy.

b. Providers must support pre-service teachers' access to LANTITE. Pre-service teachers who are required to undertake LANTITE are expected to attempt it before the end of the first year of their initial teacher education program.

c. For Australian First Nations language speakers, recognition of First Nations language proficiency by a relevant cultural authority is an acceptable alternative to LANTITE.

d. Providers must have an established process to confirm recognition of First Nations language proficiency.

e. Providers must give targeted assistance to pre-service teachers who need support to achieve the required standard before graduation.

Standard 3: Program Entry

3.1 Program entry rationale

Providers describe their program entry requirements which are consistent with the program's rationale including:

a. the selection mechanisms used

b. threshold entry scores applied

c. any exemptions used.

3.2 Program entrant selection criteria

Providers apply selection criteria for all entrants that are evidence-based and consistent with:

a. engagement in a rigorous higher education program

b. the program's requirements

c. subsequent success in professional teaching practice.

3.3 English language proficiency requirements

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

3.4 Graduate entry prerequisites

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

a. for secondary teaching, at least a major study in one teaching area and, preferably, a second teaching area comprising at least a minor study, or

b. for primary teaching and combined primary/early childhood programs, at least one year equivalent full-time student load (EFTSL) study relevant to one or more learning areas of the primary school curriculum.

Standard 4: Professional Experience

4.1	Professional experience and formal partnerships	Formal partnerships, agreed in writing, are developed and used by all providers, schools, professional experience sites and systems, to enable and support quality professional experience.

These partnerships:

- outline placement components and planned experiences
- specify roles and responsibilities for all parties
- identify key contacts for day-to-day administration.

4.2	Professional experience components	The professional experience components of the program are relevant to a classroom / learning environment and:

a. include at least 80 days in undergraduate and double-degree initial teacher education programs; and at least 60 days in graduate-entry programs

b. comprise supervised and assessed teaching practice undertaken over a substantial and sustained period that is mostly in Australia and mostly in a recognised school setting

c. provide opportunities for pre-service teachers to observe and participate purposefully in a school / professional experience site as early as practicable in the program

d. are as diverse as practicable (within and/or across settings)

e. are designed to support pre-service teacher participation in employment-based and/or flexible pathways (if applicable).

4.3	Professional experience communication	For every professional experience placement, regardless of delivery mode, location or associated employment arrangements, there are clear mechanisms for the provider to communicate to the school / professional experience site:

a. the knowledge, skills and experiences pre-service teachers have already developed

b. the expected learning outcomes for the pre-service teacher of each placement.

Standard 4: Professional Experience

4.4	**Professional experience and the Teacher Standards (Graduate level)**	Providers work with their schools / professional experience sites to assess pre-service teachers' achievement against the Teacher Standards (Graduate level) and associated core content including:
		a. identifying the Teacher Standards (Graduate level) and core content to be assessed
		b. providing assessment tools, protocols, practices and guidelines
		c. clarifying expectations and roles in assessment, particularly designated roles for supervising teachers
		d. timely identification of pre-service teachers at risk of not satisfactorily completing their placement, ensuring appropriate support for improvement.
4.5	**Professional experience support for schools / sites**	Providers support schools / professional experience sites by:
		a. identifying and providing professional learning opportunities for supervising teachers
		b. ensuring provider staff (who preferably have current or recent experience in teaching) are available to offer guidance and support.

Standard 5: Program Outcomes and Reporting

5.1 Plan for Demonstrating Impact

All accreditation applications include a plan for demonstrating program outcomes in relation to pre-service teacher performance and graduate outcomes, including program impact.

The plan identifies processes for how providers will select, collect, use, analyse and evaluate evidence of program delivery to inform future program improvements. This will include mandatory evidence required by Program Standard 5.2, unless this data is not reportable due to the nature and size of the cohort.

5.2 Evidence of program outcomes and impact

Evidence of program outcomes, including impact, is provided, evaluated and interpreted at the end of each accreditation period.

The interpretation of evidence includes identified strengths, program changes and planned improvements for the next accreditation period.

The evidence requirements include, at a minimum, aggregated data on:

a. assessment data from the teaching performance assessment for all pre-service teachers

b. data from the nationally consistent, transparent indicators

c. any other pre-service teacher performance and impact data as identified in the Plan for Demonstrating Impact.

5.3 Annual reporting and data collection

Providers report annually to the relevant teacher regulatory authority on:

a. data as identified in the Plan for Demonstrating Impact

b. changes to the program.

Providers also submit data and information for national and/or jurisdictional collections and participate in quality assurance activities as required, such as to support local and national teacher workforce supply reporting, program and provider benchmarking, and to build a cumulative database of evidence relating to the quality of teacher education in Australia.

Schedule 1 – Core content

Core Content 1 – The Brain and Learning

Learning Outcome	Core Content	
1.1 Knowledge of what it means to be a 'novice' learner in comparison to an 'expert'. Knowledge of and skill in the related implications for practice.	**Novice vs expert learners**	
	1.1.1	The difference in the process of knowledge acquisition in the brain of a novice vs the brain of an expert. This should be taught with reference to the development of mental models and schemas.
	1.1.2	The features of biologically primary vs biologically secondary knowledge acquisition and the importance of teacher-led instruction for biologically secondary knowledge acquisition.
	1.1.3	The foundations of how a student's brain develops from early childhood through to young adult, including the development of executive functions and the implications for teaching.
	1.1.4	The research evidence that shows why the use of self-directed approaches as a starting point for novices is ineffective and should be avoided.
1.2 Knowledge of the most efficient and effective process of knowledge acquisition in the brain, including the function of memory and the concept of cognitive overload.	**How the brain learns and retains information**	
	1.2.1	The cognitive process of learning, including how the brain moves information through working memory into long-term memory, how to optimise this process and the potential barriers to this process.
	1.2.2	The limits of working memory including how cognitive overload occurs, and the common causes of cognitive overload.
	1.2.3	The most effective teaching practices to reduce cognitive overload, including explicit instruction, scaffolding, and clearly structured content that connects new information to prior learning.
1.3 Knowledge of the process that occurs in a novice brain during progression towards mastery. Knowledge of and skill in the need to adjust practice in response.	**How the brain masters knowledge**	
	1.3.1	How the brain applies attained knowledge to solve problems by accessing memory or combining and re-combining memory to generate possible solutions.
	1.3.2	Why teaching practices must adapt as a student's familiarity with the knowledge of a subject increases, including when to move from scaffolded practice to independent practice, and why this is important.
	1.3.3	How to develop and use worked examples for students who are unfamiliar with a subject, followed by more challenging problem-solving activities as students become more familiar with the knowledge of a subject.

Core Content 1 – The Brain and Learning

Learning Outcome	Core Content
1.4 Knowledge and understanding of common neuromyths and the impact of their perpetuation.	**Neuromyths**
	1.4.1 How to identify common neuromyths that are related to education (e.g. multiple intelligences, left vs right brain, learning styles, 10% of the use of our brain) and describe the evidence that disproves them.
	1.4.2 The negative impacts of making instructional choices based on neuromyths, including how neuromyths conflict with current understandings of how the brain learns.

Core Content 2 – Effective Pedagogical Practices

Learning Outcome	Core Content
2.1 Knowledge of and skill in planning and sequencing content and tasks so that they become increasingly challenging and incorporate spacing and retrieval practice.	**Planning and sequencing**
	2.1.1 The key features of coherent and deliberate planning and sequencing of tasks and lessons including curriculum-aligned learning objectives, clear descriptions of how students will show evidence of mastery, the common progression of learning in a subject area and the critical curriculum knowledge needed for students to progress.
	2.1.2 How to plan a sequence of lessons that incorporate spacing and retrieval practice, build upon each other, meet students where they are in their learning and help students retrieve past learning and consolidate it in long-term memory.
	2.1.3 How to sequence tasks within a lesson that build upon each other, meet students where they are in their learning and help them understand the progression of skills needed to attain mastery.

Core Content 2 – Effective Pedagogical Practices

Learning Outcome	Core Content
2.2 Knowledge of and skill in explicit teaching, modelling and scaffolding practices that support how a student's brain learns.	**Explicit modelling and scaffolding**
	2.2.1 The research base that shows explicit teaching, modelling and scaffolding practices are highly effective and attend best to how a student's brain learns.
	2.2.2 How to effectively begin instruction of a task through using a clear explanation of what students are expected to learn, chunked into small, manageable tasks with well-defined goals.
	2.2.3 The importance of presenting all information required to complete these chunked tasks in one place and at one time, excluding information not directly related to the task, to reduce cognitive overload.
	2.2.4 How to explicitly model new skills and content through 'worked examples' that clearly demonstrate how to complete the task, followed by a progressive removal of scaffolding as students become more proficient.
	2.2.5 How to develop and deliver appropriately challenging recall practice to promote retention and plan to include ample opportunities to practise in a lesson or sequence of lessons.
	2.2.6 Why independent problem-solving is only effective once a student approaches proficiency (i.e. after ample opportunities to practise progressively challenging tasks) and why independent problem-solving should not represent a large proportion of teaching and learning time.
2.3 An ability to effectively select a range of evidence-based assessment practices to evaluate progress, adjust instruction, provide targeted feedback, and support learning.	**Assessment and feedback**
	2.3.1 How to pitch an introductory lesson at an appropriate level, before starting a new unit of work, by identifying where a student is in their learning through assessing what they know, or think they know.
	2.3.2 How to use formative assessment practices to gather and interpret information about student learning as learning is taking place – for example, use of simple, low-key assessments such as exit slips, quick quizzes or targeted oral questioning to prompt students to articulate their reasoning and identify common student misconceptions.
	2.3.3 How to design summative assessment to assess students against a standard or benchmark to gain an understanding of the level of mastery attained.
	2.3.4 How to produce and use developmental rubrics with criteria tailored to the specific task and/or work samples so that students understand what is expected.
	2.3.5 How to provide feedback as learning is taking place that is specific, honest, constructive, and clear, and uses explicit teaching strategies to re-teach concepts, scaffold, or correct misconceptions as necessary.

Core Content 2 – Effective Pedagogical Practices

Learning Outcome	Core Content
2.4 Appropriate subject matter expertise in the effective teaching of literacy, including the explicit teaching of phonics in early reading and the explicit teaching of reading and writing in subjects other than English.	**Literacy**
	2.4.1 How to deliver effective reading instruction that attends to how the brain learns to read through systematic and explicit teaching practices for the following elements: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language.
	2.4.2 The research that shows explicit reading, and writing comprehension instruction tailored to discipline-specific content improves students' academic understanding and engagement with material, as well as their overall academic performance.
	2.4.3 How to explicitly deliver reading and writing instruction through discipline and discipline-specific curriculum and pedagogical studies as outlined in standard 1.5.
2.5 Appropriate subject matter expertise in the effective teaching of numeracy, including the explicit teaching of mathematics and building of fluency, understanding, problem solving and reasoning.	**Numeracy**
	2.5.1 A conceptual understanding of the six strands of mathematics: number, algebra, geometry, measurement, statistics and probability; and the four proficiencies: understanding, fluency, problem solving and reasoning.
	2.5.2 The research that shows numeracy is a fundamental component of learning, discourse, and critique across all areas of the curriculum and improves students' understanding of and engagement with material within and beyond the mathematics curriculum.
	2.5.3 How to deliver explicit numeracy instruction followed by a progressive removal of scaffolding as students become more proficient through a combination of underpinning mathematical concepts and skills (numerical, spatial, graphical, statistical, and algebraic); mathematical thinking and strategies; and general thinking skills as appropriate to discipline and discipline-specific curriculum and pedagogical studies as outlined in standard 1.5.
	2.5.4 The importance of independent problem-solving once a student approaches proficiency in underpinning mathematical concepts.
2.6 Knowledge of theory of an MTSS framework, the direct relationship to evidence-based teaching practices and skill in how to practically implement tier 1 in the classroom.	**Multi-tiered systems of support (MTSS)**
	2.6.1 The fundamental elements and underpinning theory of a multi-tiered system of support and why it is effective.
	2.6.2 How a multi-tiered framework works in a classroom setting, with the opportunity to observe implementation of a multi-tiered framework.
	2.6.3 The research evidence showing the positive impact of high-quality instruction delivered by the classroom teacher as a protective measure in reducing the need for further intervention.

Core Content 3 – Classroom Management

Learning Outcome	Core Content
3.1 A strong understanding of the role of rules and routines in establishing a structured, safe, and positive classroom environment.	**Rules and routines**
	3.1.1 How to develop and use effective rules and routines, or cues that are focused on creating learning habits that encourage students to respond quickly to instructions to reduce wasted learning time.
	3.1.2 When and how pre-service teachers can practise using rules and routines in a professional experience setting so that they are best supported to transition to the classroom.
	3.1.3 The research evidence that shows the impact of developing and reinforcing clear and well-defined rules and routines and why rules and routines need to be explicitly taught and reinforced to students to be effective.
	3.1.4 Specific examples of rules and routines that are shown by the research to be effective and how to use them in a lesson. This could include what can be used at the beginning and end of lessons (e.g. 'do-nows', lesson reflections), for different types of learning activities (e.g. protocols for small group or class discussions such as 'pair shares', 'jigsaws' or 'I do, we do, you do') and for transitions (e.g. protocols for moving quickly from one activity to the next).
3.2 A strong understanding of the role of rules and routines in establishing a structured, safe, and positive classroom environment.	**Proactive practices**
	3.2.1 The research evidence that shows the positive impacts clear and high expectations have on student behaviour and achievement and why it results in improved motivation, better self-accountability and understanding of consequences
	3.2.2 The research evidence that shows the relationship between effective pedagogical practices and increased positive behaviour including why specific practices are particularly effective in preventing undesired behaviour.
	3.2.3 Practices should include the use of structured lessons, clear and explicit instruction, effective questioning that encourages participation, reducing cognitive load and use of specific and positive feedback that acknowledges student effort.
3.3 An ability to practise and apply proactive practices, including setting high expectations, building positive relationships, providing structure, and setting ambitious, achievable and personalised goals.	**Proactive practices**
	3.3.1 How to effectively set ambitious and achievable student goals including how to collaborate with students to set goals, and what consistent and persistent reinforcement looks like in the classroom so that those goals can be realised.
	3.3.2 The research evidence that shows the positive impact of building positive relationships on classroom behaviour and student outcomes.
	3.3.3 How to plan and implement practices that create a predictable and safe environment for students by reducing variance in classroom environment – for example, classroom arrangement, consistent location of prompts, consistent use of space, visible rules, and routines.

Core Content 3 – Classroom Management

Learning Outcome	Core Content
3.4 An ability to practise and apply techniques that positively and effectively manage behaviour in classroom contexts, including the use of calm, consistent and proportional responses, behaviour modelling and feedback that gives attention to the desired behaviour rather than the undesired behaviour.	**Managing behaviour**
	3.4.1 The research evidence that shows why consistent and proportional responses to student behaviour to reinforce expectations and maintain safety is most effective when paired with verbal and non-verbal calm, expected, and escalating responses.
	3.4.2 How to effectively model desired behaviour (such as respectful interactions, being organised, and being on time) and how to explicitly point to this modelling to prompt positive behaviour by setting and reinforcing expectations.
	3.4.3 How to pre-plan and rehearse responses including the use of early intervention techniques such as simple prompts, pre-corrections and verbal feedback, which reinforce high expectations in the classroom and which focus on expected behaviour. Opportunities should also be provided to practise in a practicum setting.
3.5 A foundational understanding of common whole-school behaviour frameworks	**Whole-school behaviour frameworks**
	3.5.1 Examples of common 'whole school approaches', processes or frameworks for positive behaviour and how a teacher engages effectively with these frameworks.

Core Content 4 – Responsive Teaching

Focus Area		Core Content
4.1 First Nations peoples, cultures and perspectives	4.1.1	The content covered in the Australian Curriculum Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority across stages and subjects.
	4.1.2	The diversity within and across First Nations people including culture, perspective, language, history and varied impact of colonisation on different groups.
	4.1.3	The research evidence that shows the positive impact of engaging with communities and families to drive successful outcomes for First Nations students and teach what appropriate engagement with families and communities can look like in practice.
	4.1.4	Explicitly teach the concept of cultural safety and explore practical examples of what it can look like in a classroom context.
	4.1.5	Cover content related to local First Nations context developed in collaboration with local First Nations groups with appropriate and authentic subject matter expertise.
4.2 Cultural responsiveness, including EAL/D students	4.2.1	The concept of positionality through engagement in critical self-inquiry for both academic writing and as a core mechanism of effective ongoing professional teaching practice.
	4.2.2	The concept of ongoing intercultural development and the importance of self-reflection and reflexivity as ever-evolving career practices.
	4.2.3	About the cultural diversity within classrooms and communities in Australia, and in the local context, to understand and value the perspectives of diverse groups including EAL/D and First Nations students.
	4.2.4	How biases and assumptions about diverse groups and worldviews affect practices, behaviours, and attitudes in the classroom and how these biases adversely impact specific groups.
4.3 Family engagement for learning	4.3.1	The research evidence that outlines the most effective approaches for engaging with families to promote learning appropriate to student stage of learning.
	4.3.2	Practices schools may employ, including two-way positive communication, light-touch learning updates and collaborative planning and problem solving, and understanding the role and responsibility of an individual teacher in these practices.
4.4 Diverse learning needs, including students with disability	4.4.1	The research evidence that shows how practices outlined in the core content are highly effective for the vast majority of students, particularly those with additional needs or from disadvantaged backgrounds.
	4.4.2	The legislation, regulations, policies and obligations related to inclusion and support including international agreements (e.g. the UN Convention on Children's Rights, 1989), and legal entitlements as defined by the Commonwealth Disability Discrimination Act 1992 and core educational policy such as the Disability Standards for Education, 2005, which state that students with disability should have the same opportunities and choices in their education as students without disability.
	4.4.3	The evidence-based approaches to cater for specific needs and disabilities that a teacher may encounter during their career, with a focus on needs with high prevalence in Australian classrooms. Content should be developed in collaboration with appropriate subject matter expertise from a range of disciplines – for example, linguistics, psychology, health, and education.

Schedule 2 – Equivalent full-time student load requirements

Primary programs

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

Undergraduate programs – mandatory content requirements

Discipline and discipline-specific curriculum and pedagogical studies[1] comprise at least one half of the program (i.e. normally two years of full-time-equivalent study), including at least:

a. English/literacy – discipline and discipline-specific curriculum and pedagogical studies	At least one-half of a year EFTSL, including at least one-eighth of a year EFTSL for early reading instruction[2]
b. Mathematics/numeracy – discipline and discipline-specific curriculum and pedagogical studies	At least one-quarter of a year EFTSL
c. Science – discipline and discipline-specific curriculum and pedagogical studies	At least one-eighth of a year EFTSL

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

Graduate entry programs – mandatory content requirements

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

a. English/literacy – discipline-specific curriculum and pedagogical studies	At least three-eighths of a year EFTSL, including at least one-eighth of a year EFTSL for early reading instruction[2]
b. Mathematics/numeracy – discipline-specific curriculum and pedagogical studies	At least one-quarter of a year
c. Science – discipline-specific curriculum and pedagogical studies	At least one-eighth of a year EFTSL

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

---

1. Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of equivalent full-time student load (EFTSL) in professional studies outlined in Program Standard 1.4.

2. Early reading instruction should address evidence-based practice across the following elements: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language.

Secondary programs

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

Undergraduate programs – mandatory content requirements

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

These programs must provide discipline studies:

a. of at least a major study in one teaching area, and	Equivalent to three-quarters of a year EFTSL[3]
b. preferably a second teaching area, which must comprise at least a minor study.	Equivalent to half a year EFTSL[4]

In addition, these programs must include:

c. discipline-specific curriculum and pedagogical studies.[5]	At least one-quarter of a year EFTSL for each teaching area

Graduate entry programs – mandatory content requirements

These programs must provide:

a. discipline-specific curriculum and pedagogical studies.[5]	At least one-quarter of a year EFTSL for each teaching area

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

---

3. Study undertaken for a major study will be equivalent to a total of three-quarters of a year of successful EFTSL, usually comprising sequential discipline study taken over three years. In most programs, this equates to six units, with no more than two at first-year level and no fewer than two units at third-year level.

4. Study undertaken for a minor study will be equivalent to a total of half a year of successful EFTSL, usually comprising sequential discipline study taken over two years. In most programs, this equates to four units, with no more than two at first-year level.

5. Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of EFTSL in professional studies outlined in Program Standard 1.4.

National accreditation procedures

These procedures apply to stage one and stage two.

1.	Program application
2.	Accrediation panel
3.	Accreditation report
4.	Accreditation decision
5.	Provider obligations
6.	Evaluation and review

1. Program application

1.1 Preparation and timeframes

Providers are required to submit applications for accreditation to the teacher regulatory authority.

Generally, providers must apply for accreditation to the relevant teacher regulatory authority no later than 8 months before either:

- the program commencement
- the program's accreditation expires.

Teacher regulatory authorities support providers to prepare stage one and stage two applications, ensuring they contain the required evidence and documentation.

Before starting an application, providers should:

- discuss the program with the teacher regulatory authority
- read and understand the Guidelines.

The Guidelines support implementation of the Accreditation Standards and Procedures. The Guidelines:

- include templates, advice and guidance materials to support providers, teacher regulatory authorities and panels
- promote consistent assessment and a rigorous accreditation process.

1.2 Combined primary and early childhood education program applications

Programs that prepare graduates to teach in early childhood settings also need to meet the Australian Children's Education & Care Quality Authority's requirements.

1.3 Cross-jurisdictional programs

Providers delivering or intending to deliver an on-campus program across multiple jurisdictions must apply to the teacher regulatory authority in the jurisdiction where the provider is formally established or governed. This teacher regulatory authority becomes the lead teacher regulatory authority.

The lead teacher regulatory authority is responsible for:

- sharing the application with relevant teacher regulatory authorities
- confirming that the program meets jurisdictional requirements for on campus delivery in each jurisdiction.

⌁ For more information about cross-jurisdictional programs, see the Guidelines.

1.4 Application submission

Applications are submitted to the teacher regulatory authority, and include:

- a completed application using the templates provided in the Guidelines (and/or those provided by the teacher regulatory authority)
- full program documentation in support of the application
- any additional evidence that demonstrates the program meets the National Program Standards.

The teacher regulatory authority will review the application and determine whether it:

- includes all relevant documents
- addresses all National Program Standards.

If there are any gaps, the teacher regulatory authority will liaise with the provider to clarify or add information.

For cross-jurisdictional programs, the lead teacher regulatory authority will share the application with relevant teacher regulatory authorities to ensure it addresses jurisdictional requirements.

2. Accreditation panel

2.1 Preparation of panellists

Teacher regulatory authorities identify and nominate individuals to train as initial teacher education accreditation panellists (panellists). Panellists are chosen from across the teaching profession, including schools and providers.

AITSL trains panellists, equipping them to assess applications against the National Program Standards. AITSL also provides panellist refresher training and specialist training for panel chairs.

For more information about panel training, see the Guidelines.

2.2 Convening a panel

The relevant teacher regulatory authority convenes a panel to assess the application.

Panels comprise a minimum of 4 panellists, including:

- a chair, nominated by the teacher regulatory authority

- an interstate panellist to support consistency in assessments across jurisdictions.

Each panel includes people with a range of expertise and experience relevant to the program being assessed, such as:

- initial teacher education provider staff

- jurisdictional education authority or teacher employer staff

- principals or school leaders

- registered teachers

- specialists or experts in relevant education areas, including core content.

When needed, panels can co-opt people with specific expertise to provide advice.

The teacher regulatory authority nominates the chair of the panel and advises AITSL that an application has been received. AITSL organises an interstate panel member.

An executive officer from the relevant teacher regulatory authority, who has completed panel training, supports each panel.

For cross-jurisdictional programs delivered on-campus, the panel should include representatives from every jurisdiction where the program will be delivered.

For more information about panels, see the Guidelines.

2.3 Individual panel member assessment

Before the panel meets, each panellist:

- receives a copy of the provider's application and any supporting documentation provided by the teacher regulatory authority

- individually reviews all the documentation and makes a determination against each National Program Standard, using the Guidelines to support their judgements.

2.4 Panel meeting

At the panel meeting, panellists discuss their individual determinations against the National Program Standards. To gain accreditation, panellists must agree the program meets all National Program Standards.

If the panel finds that a National Program Standard is not met, or further evidence or clarification is required, this is noted in the draft accreditation report (see section 3.1).

Interaction between a panel and the provider occurs at the discretion of the teacher regulatory authority. The panel may undertake a site visit, hold a teleconference/ videoconference or meet face-to-face with key provider personnel to seek further information in support of an application.

3. Accreditation report

3.1 Draft report

The executive officer prepares a draft accreditation report on behalf of the panel:

- outlining performance against each National Program Standard
- identifying any areas where the panel needs further information.

Once the panel approves the draft accreditation report, the teacher regulatory authority sends the report to the provider.

The provider responds to the draft report and works with the teacher regulatory authority to decide a timeframe for their response (typically 6 weeks). This time allows providers to:

- address any evidence gaps
- clarify any identified issues
- action changes to address the panel's findings.
- If a panel identifies that further evidence is required to support an application, the number of requests to the provider for further information will generally be limited to two occasions.

3.2 Final report

The panel assesses the provider's response to the draft report and agrees its final decision.

The executive officer prepares a final report on behalf of the panel outlining the accreditation recommendation.

A panel can recommend that a program:

- be accredited because it has met all National Program Standards
- be accredited subject to conditions and timeframes, e.g., if required by jurisdictional legislation
- not be accredited, specifying which National Program Standards the program has not met.

The final report is approved by the panel and submitted to the teacher regulatory authority.

4. Accreditation decision

4.1 Role of teacher regulatory authority

The teacher regulatory authority bases its decision on the panel's final accreditation report and advises the provider of the outcome.

For cross-jurisdictional programs, the lead teacher regulatory authority shares the accreditation decision with relevant teacher regulatory authorities.

The teacher regulatory authority sets the length of accreditation for each program (no longer than 5 years).

The teacher regulatory authority sends AITSL a summary of the final report.

4.2 Appeals

Providers can appeal the accreditation decision in line with the relevant teacher regulatory authority's legislative, policy and administrative requirements.

4.3 Program extensions

The teacher regulatory authority notifies AITSL of any extensions to the accreditation period and the reasons for the extension

4.4 Publication of accredited ITE programs

AITSL publishes a list of all accredited initial teacher education programs.

Teacher regulatory authorities publish a summary of each accreditation decision, using an agreed national template.

Accreditation of initial teacher education programs in Australia: Standards and Procedures, AITSL

5. Provider obligations

5.1 Annual reporting

Providers report annually to the relevant teacher regulatory authority on:

- data as identified in the Plan for Demonstrating Impact (Program Standard 5)
- changes to the program.

Providers also submit data for national and/or jurisdictional collections as required.

For cross-jurisdictional programs delivered on campus across multiple jurisdictions, the lead teacher regulatory authority is responsible for ongoing monitoring, moderation and reporting processes. Other relevant teacher regulatory authorities can also take part in these processes.

If annual reporting identifies a risk, the teacher regulatory authority may request more information from the provider. In high-risk cases, the teacher regulatory authority may ask a provider to reapply for program accreditation ahead of schedule (where legislatively possible).

5.2 Program changes

Accreditation is granted on the basis that the program will continue to be implemented as accredited by the teacher regulatory authority.

Providers must notify the teacher regulatory authority about any changes they wish to make to an accredited program. The teacher regulatory authority then decides whether:

- the program continues to meet the National Program Standards and is approved by the teacher regulatory authority
- the change is significant and requires a stage one accreditation application.

6. Evaluation and review

AITSL, in partnership with teacher regulatory authorities, teacher employers, providers and other key stakeholders, undertakes a range of activities to determine if the accreditation process is having the desired impact on program quality and the preparation of graduates over time. This includes:

- evaluating and reviewing the Accreditation Standards and Procedures periodically
- evaluating panels' training and operation
- coordinating and collating authoritative research and evidence on the quality assurance of initial teacher education
- analysing data collected through the accreditation process.

Reports detailing the outcomes of this work will be made available to Education Ministers (or delegates) as needed.

Connect with us

Requests for information and queries about this document can be sent to info@aitsl.edu.au

AITSL has a range of useful tools and resources available on our website for teachers and leaders. You can also subscribe to AITSL Mail to have the latest news and resources delivered straight to your email inbox.

W aitsl.edu.au

✉ aitsl.edu.au/subscribe

in linkedin.com/company/aitsleduau

f facebook.com/aitsl

⊙ instagram.com/aitsleduau/