Addendum

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

Acknowledgement of Country

The Australian Institute for Teaching and School Leadership (AITSL) acknowledge the traditional custodians of the land, sea county and waterways from across Australia. We honour and pay our respects to their Elders, past, present and future.

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Preamble

This addendum to the *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (Standards and Procedures) outlines changes to the requirements an initial teacher education program must meet to be nationally accredited.

The addendum enables the implementation of:

- core content into all initial teacher education programs by December 2025

- changes to the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)

Providers must provide updated evidence to the following Program Standards to meet updated requirements:

- Core content implementation

  - Program Standard 1.5 (new Program Standard)

  - Program Standard 2.1

  - Program Standard 4.2

  - Schedule 2 – Core Content

- LANTITE changes

  - Program Standard 3.5

Updates to programs using the addendum may occur outside of the accreditation cycle via a program change. Teacher regulatory authorities will work to timeframes agreed by Ministers to implement the changes outlined in the Addendum in accordance with their legislative frameworks.

Program Standards to implement core content

Standard 1: Program outcomes

New Program Standard:

1.5 Program design and assessment processes must require that pre-service teachers have successfully demonstrated knowledge and met the Learning Outcomes of the core content as outlined in Schedule 2.

Standard 2: Program development, design and delivery

Revised Program Standard:

2.1 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 Graduate Teacher Standards; and

        ii.   successfully demonstrate knowledge of and meet the Learning Outcomes of the core content in Schedule 2

    b. a coherent and sequenced delivery of program content including professional experience that facilitates achievement of the Graduate Teacher Standards.

Standard 3: Program entry

Revised Program Standard:

3.5 Initial teacher education graduates will possess levels of personal English language literacy and numeracy broadly equivalent to the top 30% of the 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 means of demonstrating that students have met the required standard of English language literacy and numeracy. In the case of First Nations language speakers, recognition of First Nations language proficiency by the relevant cultural authority is an acceptable alternative standard.

    b. Students who are required to undertake the LANTITE are expected to attempt it before the end of the first year of their initial teacher education qualification.

    c. Providers must support students' access to the LANTITE and provide targeted assistance to those who need support to achieve the required standard before graduation. Providers must have an established process to confirm recognition of First Nations language proficiency.

    d. Providers are also required to support those students who meet the First Nations language proficiency to develop their English literacy and numeracy skills.

Standard 4: Program structure and content

Revised Program Standard:

4.2 Initial teacher education programs prepare pre-service teachers for the school curriculum[1] and learning areas of their chosen discipline and/or stage of schooling in accordance with Schedule 1[2]. Discipline-specific curriculum and pedagogical studies must be consistent with the core content outlined in Schedule 2.

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[1] 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.

[2] This Standard applies equally to those entrants admitted under recognition of prior learning or credit transfer arrangements.

Addendum to the *Accreditation of initial teacher education programs in Australia: Standards and Procedures*, AITSL

Schedule 2 – 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.
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,

Core Content 2 – Effective Pedagogical Practices	
Learning Outcome	**Core Content**
	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
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 4.2.

Core Content 2 – Effective Pedagogical Practices

Learning Outcome	Core Content
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 4.2.
	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.

Core Content 3 – Classroom Management	
Learning Outcome	**Core Content**
	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 clear understanding of the efficacy of proactive practices in preventing misbehaviour and/or disengagement, including the role of high-quality instruction as a proactive practice.	**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.
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	**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.

Core Content 3 – Classroom Management

Learning Outcome	Core Content	
rather than the undesired behaviour.	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

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.

Core Content 4 – Responsive Teaching

Core Content

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.