Western Australian Standards for the Accreditation of Initial Teacher Education Programs

Program Standards

Application of the Program Standards

The following Program Standards apply to both accreditation (stage one) and re-accreditation (stage two), although the evidence that is available will differ between the stages.

Standard 1: Program outcomes

1.1   Program design and assessment processes identify where each Graduate Teacher Standard is taught, practised and assessed and require that pre-service teachers have demonstrated successful performance against all of the Graduate Teacher Standards prior to graduation.

1.2   Program design and assessment processes require pre-service teachers to have successfully completed a final-year teaching performance assessment prior to graduation that is shown to:

   a)   be a reflection of classroom teaching practice including the elements of planning, teaching, assessing and reflecting

   b)   be a valid assessment that clearly assesses the content of the Graduate Teacher Standards

   c)   have clear, measurable and justifiable achievement criteria that discriminate between meeting and not meeting the Graduate Teacher Standards

   d)   be a reliable assessment in which there are appropriate processes in place for ensuring consistent scoring between assessors

   e)   include moderation processes that support consistent decision making against the achievement criteria.

1.3   Providers identify how their pre-service teachers demonstrate a positive impact on student learning in relation to the assessment requirements in Program Standards 1.1 and 1.2.

1.4   Providers describe and evaluate the intended outcomes of their programs, after students have graduated, by using available data and specifically designed research that provide information on the effectiveness of the graduates as teachers, the achievement of specific program objectives and to inform its continuous improvement. Graduate impact on student learning is included in this evidence where available data allow. Graduate outcomes data are to be drawn from multiple sources that may include:

a) employment data

b) registration data

c) survey data including graduate and principal satisfaction surveys

d) studies designed to assess the impact of graduates on student learning including case studies and surveys

e) any other type of outcomes data that can be tenably linked to information on program improvement, graduate outcomes and/or positive impact on student learning.

Standard 2: Program development, design and delivery

2.1 Program development, design and delivery are based on:

a) a documented coherent rationale based on authoritative and evidence-based understandings of how the program will develop effective teachers who meet the Graduate Teacher Standards, including having a positive impact on student learning

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

2.2 Program development, design and delivery take account of:

a) contemporary and emerging developments in education, curriculum requirements[1], community expectations and local, employer and national system needs including workforce demands for teaching specialisations

b) the perspectives of stakeholders such as employers, professional teacher bodies, practising teachers, educational researchers and relevant cultural and community experts.

2.3 The resourcing for the program and its teaching and assessment strategies is consistent with the program's rationale and expected outcomes and:

a) prepares pre-service teachers for contemporary school environments and early childhood education environments where relevant

b) takes into account the learning and professional experience needs of pre-service teachers across all offered modes of delivery

c) includes staff who have ongoing or recent school-based experience and early childhood experience where relevant.

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

Standard 3: Program entry

3.1   Providers describe and publish the rationale for their approach to program entry, the selection mechanisms used, threshold entry scores applied and any exemptions used.

3.2   Providers apply selection criteria for all entrants, which incorporate both academic and non-academic components that are consistent with engagement with a rigorous higher education program, the requirements of the particular program and subsequent success in professional teaching practice.

3.3   All information necessary to ensure transparent and justifiable selection processes for entry into initial teacher education programs, including student cohort data, is publicly available.

3.4   The program is designed to address the learning needs of all pre-service teachers admitted, including through provision of additional support to any cohort or individual who may be at risk of not being able to participate fully in the program or achieve its expected outcomes.

3.5   Entrants to initial teacher education will possess levels of personal literacy and numeracy broadly equivalent to the top 30% of the population. Providers who select students who do not meet this requirement must establish satisfactory arrangements to ensure that these students are supported to achieve the required standard before graduation. The National Literacy and Numeracy Test is the means for demonstrating that all students have met the standard.

3.6   Program entrants must meet English language proficiency requirements for teacher registration in Australia[2], either on entry to or on graduation from the program.

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

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

   b)   for primary teaching, at least one year of full-time equivalent study relevant to one or more learning areas of the primary school curriculum.[3]

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[2] Teacher registration is the responsibility of jurisdictional Authorities and the specifications for English Language requirements are set out under the relevant regulatory schemes. The nationally agreed requirements for English language proficiency are at <http://www.aitsl.edu.au/registration/nationally-consistent-registration-of-teachers/elements-of-nationally-consistent-registration-of-teachers/english-language-proficiency>.
[3] This entry requirement also applies to combined primary/early childhood programs.

Standard 4: Program structure and content

4.1 Programs comprise at least two years of full-time equivalent professional studies[4] in education and are structured so that a graduate has undertaken a four-year or longer full-time equivalent program(s) that leads to a higher education qualification(s) in one of the following configurations:

    a) a three-year undergraduate degree providing the required discipline knowledge, plus a two-year graduate entry professional qualification

    b) an integrated degree of at least four years comprising discipline studies and professional studies

    c) combined degrees of at least four years comprising discipline studies and professional studies

    d) other combinations of qualifications proposed by the provider and approved by the Authority in consultation with AITSL as equivalent to the above that enable alternative or flexible pathways into the teaching profession.

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

4.3 Combined programs: Some programs prepare graduates for teaching across multiple educational settings, for example early childhood/primary school and primary school/secondary school ('middle school'):

    a) Programs that prepare graduates to teach in both early childhood settings and primary schools prepare teachers for teaching the curriculum across both contexts.

    b) Programs that prepare graduates for primary and secondary school teaching must fully address the requirements for primary teaching and for secondary teaching in at least one major study or two minor studies in secondary teaching areas. However, programs may have a stronger emphasis on teaching particular year levels (e.g. Years 5 to 9).

    c) Programs that prepare graduates for teaching in other specialised teaching roles in schools and other educational settings must address the specific content and pedagogy of the specialisation.

4.4 In addition to study in each of the learning areas of the primary school curriculum sufficient to equip teachers to teach across the years of primary schooling, programs provide all primary graduates with a subject specialisation through:

    a) clearly defined pathways into and/or within a program that lead to specialisations, that are in demand, with a focus on subject/curriculum areas

    b) assessment within the program requiring graduates to demonstrate expert content knowledge and pedagogical content knowledge and highly effective classroom teaching in their area of specialisation

    c) publishing the specialisations available, and numbers of graduates per specialisation through their annual reports.

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[4] Professional studies in education covers discipline-specific curriculum and pedagogical studies, general education studies and professional experience.
[5] 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.
[6] This standard applies equally to those entrants admitted under recognition of prior learning or credit transfer arrangements.

Schedule 1 for Program Standard 4.2

Primary programs

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

Undergraduate programs – mandatory content requirements

Discipline and discipline-specific curriculum and pedagogical studies[7] 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 quarter of a year EFTSL
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 one quarter of a year EFTSL
b) Mathematics/numeracy – discipline-specific curriculum and pedagogical studies	At least one quarter of a year EFTSL
c) Science – discipline-specific curriculum and pedagogical studies	At least one eighth of a year EFTSL

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

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[7] Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of 'equivalent full-time student load (EFTSL) in professional studies outlined in Program Standard 4.1.

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[8]
b) preferably a second teaching area, which must comprise at least a minor study.	Equivalent to half a year EFTSL[9]

In addition, these programs must include:

c) discipline-specific curriculum and pedagogical studies.[10]	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[11]	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.

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[8] 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.

[9] 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.

[10] Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of EFTSL in professional studies outlined in Program Standard 4.1.

[11] Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of EFTSL in professional studies outlined in Program Standard 4.1.

Standard 5: Professional experience

5.1 Formal partnerships, agreed in writing, are developed and used by providers and schools/sites/systems to facilitate the delivery of programs, particularly professional experience for pre-service teachers. Formal partnerships exist for every professional experience school/site and clearly specify components of placements and planned experiences, identified roles and responsibilities for both parties and responsible contacts for day-to-day administration of the arrangement.

5.2 The professional experience components of programs are relevant to a classroom environment, and:

    a) include no fewer than 80 days in undergraduate and double-degree teacher education programs and no fewer than 60 days in graduate-entry programs

    b) consist of supervised and assessed teaching practice undertaken over a substantial and sustained period that is mostly[12] in Australia and mostly in a recognised school setting

    c) are as diverse as practicable

    d) provide opportunities for pre-service teachers to observe and participate purposefully in a school/site as early as practicable in a program.

5.3 For every professional experience placement, regardless of delivery mode, there are clear mechanisms to communicate between the initial teacher education provider and the school the knowledge, skills and experiences pre-service teachers have already developed in a program and the expected learning outcomes of that placement.

5.4 Providers work with their placement school(s)/systems to achieve a rigorous approach to the assessment of pre-service teachers' achievements against the Graduate Teacher Standards including:

    a) identification of the standards to be assessed

    b) provision of assessment tools, protocols, practices and guidelines

    c) clarification of expectations and roles in assessment, particularly designated roles for supervising teachers in practical assessment of pre-service teachers

    d) timely identification of pre-service teachers at risk of not satisfactorily completing the formal teaching practice, ensuring appropriate support for improvement

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

5.5 Providers support the delivery of professional experience in partner schools/sites, including by identification and provision of professional learning opportunities for supervising teachers and communication from, and access to, designated initial teacher education provider staff who, preferably, have current or recent experience in teaching.

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[12] A maximum of 25% of total professional experience in the program may be undertaken overseas. This may include the final professional practice, although the requirements of Program Standard 1.2 (Teacher Performance Assessment) must be demonstrated. All professional experience, whether undertaken in Australia or overseas, must meet the requirements of Standard 5.

Standard 6: Program evaluation, reporting and improvement

6.1 Providers have processes in place for the ongoing collection, analysis and evaluation of data to inform program improvements and periodic formal evaluation of the program, including participation in national and jurisdictional data collections[13] 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.

6.2 At the beginning of each accreditation period, providers develop and then implement a plan for demonstrating program outcomes in relation to pre-service teacher performance and graduate outcomes, including program impact. The plan will identify how providers will select, use and analyse evidence that is relevant to assessing the delivery of the program including the mandatory evidence required by Program Standard 6.3.

6.3 Evidence of outcomes, including impact, is provided[14], evaluated and interpreted for the program at the end of each accreditation period. The interpretation of evidence encompasses identified strengths, program changes and planned improvements. The evidence requirements include at a minimum:

   a) aggregated assessment data from the teaching performance assessment for all pre-service teachers (Program Standards 1.2 and 1.3)

   b) aggregated assessment data from any other assessments identified in a plan for impact as contributing to evidence in relation to pre-service teacher performance and impact (Program Standards 1.1 and 1.3)

   c) aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)

   d) data and evidence from participation in national and jurisdictional data collections (Program Standard 6.1)

   e) evidence of the outcomes of graduates and/or graduate cohorts (Program Standard 1.4).

6.4 Providers report annually to the Authority including reporting on:

   a) data as identified in the plan for impact (Program Standard 6.2)

   b) changes to the program

   c) nationally required data to contribute to national and/or jurisdictional collections and for compliance and accountability purposes

   d) additional data/information requested by the Authority.

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[13] Such as the Quality Indicators for Learning and Teaching Survey (QILT).

[14] Evidence will be reported annually as part of the annual reporting requirements in Program Standard 6.4.

Graduate Teacher Standards

The Graduate Teacher Standards make explicit the professional expectations of those graduating from initial teacher education programs. They describe the professional knowledge, professional practice and professional engagement at the first of the four career stages defined in the *Australian Professional Standards for Teachers.* Because they define what graduate teachers should know and be able to do, the Graduate Teacher Standards are the key to the accreditation of programs.

For programs to be accredited, providers need to show how their graduates meet the Graduate Teacher Standards. The following is an extract from the *Australian Professional Standards for Teachers* that describes these Standards. The Standards have been developed, revised and validated through nationwide consultation and a national validation process involving several thousand teachers across the country.

Graduate teachers

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Teacher Standards.

On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics. They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies for creating rapport with students and managing student behaviour. They know how to support students' wellbeing and safety working within school and system curriculum and legislative requirements.

They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Graduate teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

Professional knowledge

Standard 1 – Know students and how they learn

Focus Area		Graduate
1.1	**Physical, social and intellectual development and characteristics of students**	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	**Understand how students learn**	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	**Students with diverse linguistic, cultural, religious and socioeconomic backgrounds**	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	**Strategies for teaching Aboriginal and Torres Strait Islander students**	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	**Differentiate teaching to meet the specific learning needs of students across the full range of abilities**	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	**Strategies to support full participation of students with disability**	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Standard 2 – Know the content and how to teach it

Focus Area		Graduate
2.1	**Content and teaching strategies of the teaching area**	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2	**Content selection and organisation**	Organise content into an effective learning and teaching sequence.
2.3	**Curriculum, assessment and reporting**	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	**Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians**	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	**Literacy and numeracy strategies**	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	**Information and Communication Technology (ICT)**	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Professional practice

Standard 3 – Plan for and implement effective teaching and learning

Focus Area		Graduate
3.1	**Establish challenging learning goals**	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	**Plan, structure and sequence learning programs**	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	**Use teaching strategies**	Include a range of teaching strategies.
3.4	**Select and use resources**	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	**Use effective communication** with students	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6	**Evaluate and improve teaching programs**	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	**Engage parents/carers in the educative process**	Describe a broad range of strategies for involving parents/carers in the educative process.

Standard 4 – Create and maintain supportive and safe learning environments

Focus area		Graduate
4.1	**Support student participation**	Identify strategies to support inclusive student participation and engagement in learning activities.
4.2	**Manage classroom activities**	Demonstrate the capacity to organise learning activities and provide clear directions.
4.3	**Manage challenging behaviour**	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	**Maintain student safety**	Describe strategies that support students' well-being and safety taking into account service, school and/or system, curriculum and legal requirements.
4.5	**Use ICT safely, responsibly and ethically**	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

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

Focus area		Graduate
5.1	**Assess student learning**	Demonstrate an understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	**Provide feedback to students on their learning**	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3	**Make consistent and comparable judgements**	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.
5.4	**Interpret student data**	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	**Report on student achievement**	Demonstrate an understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

Professional engagement

Standard 6 – Engage in professional learning

Focus area		Graduate
6.1	Identify and plan professional learning needs	Demonstrate an understanding of the role of these professional standards in identifying professional learning needs.
6.2	Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.
6.3	Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional leaning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

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

Focus area		Graduate
7.1	Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to service and school stage and context.
7.3	Engage with parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.