



Australasian Forum of Teacher Registration and Accreditation Authorities: The Framework for the National Recognition of Approved Pre-service Teacher Education Programs

Draft for Consultation

Purpose

1. The Framework for the National Recognition of Pre-Service Teacher Education Programs by Australia's teacher registration and accreditation authorities sets out the broad course requirements including common elements that each authority in the Australian States and Territories will include in its program approval process. All programs formally approved by a member of the Australasian Forum of Teacher Registration and Accreditation Authorities (AFTRAA) under approval processes complying with this Framework, will be recognised by all other AFTRAA members for the registration/accreditation of teachers. AFTRAA members will publicise the programs they approve on their websites. Accordingly, AFTRAA members will only consider programs for approval from universities and other providers within their own State or Territory. Discussions will take place to explore the inclusion in the Framework of New Zealand with whom mutual recognition arrangements already exist.

Background

2. Pre-service teacher education programs are offered by universities and other accredited Higher Education Institutions within all State and Territories of the Commonwealth of Australia. Such programs have been subject to a wide variety of differing forms of approval, accreditation or evaluation.
3. Programs offered by Universities, which are self accrediting institutions, are subject to the general requirements governing the development, approval and review of degrees and diplomas established by each university, and accountability reviews such as those conducted under the auspices of the Australian Universities Quality Agency (AUQA).
4. Programs offered by other accredited Higher Education Institutions, which are non-self accrediting Institutions, must be formally accredited by the appropriate local authority in accordance with the *Tertiary Education Act 1993*.
5. In the past, pre-service teacher education programs have also been accredited, reviewed or approved by teacher regulatory bodies or Departments of Education. The formal authority for this function has been variously described across the jurisdictions, including arrangements which were primarily consultative, voluntary in some places, and formal approval processes in other places.
6. In 2006 regulatory authorities in all jurisdictions have the approval or consideration of pre-service teacher education programs as part of their legislative brief. This function operates to assist the allied function of determining the qualifications and other requirements for registration or accreditation as a teacher in that jurisdiction.
7. The regulatory authorities in the various Australian jurisdictions are:
 - Queensland College of Teachers
 - New South Wales Institute of Teachers
 - Victorian Institute of Teaching
 - Teachers Registration Board, Tasmania
 - Teachers Registration Board of South Australia
 - Western Australian College of Teaching

- Teacher Registration Board of the Northern Territory.

The Australian Capital Territory is exploring a possible model for the establishment of a similar authority.

Contact details of each authority are at Appendix 2.

8. Jurisdictions which have exercised a program accreditation or approval function have developed criteria based on the requirements for the registration/accreditation of teachers. Broadly, programs were expected to meet the qualifications specifications, demands of current jurisdictional curriculum frameworks, English language and professional experience requirements and other locally determined requirements.

9. At the July 2003 meeting of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), State, Territory and Federal Education Ministers endorsed the *National Framework for Professional Standards for Teaching* aimed at achieving:

National consistency and a common approach to recognising quality, as well as to facilitate a national cooperative approach in supporting teacher quality. The Framework provides a mechanism through which the detailed work within jurisdictions and professional associations can have national application.

Having endorsed the Framework, Ministers also agreed to use it to align graduate, or entry level teaching standards that apply in each State and Territory, and this initiative was subsequently endorsed by the Australian Education Systems Officials Committee (AESOC) meeting in September 2003.

10. The May 2005 meeting of MCEETYA endorsed the report *Nationally aligning graduate level teaching standards* and agreed that in the context of implementing the National Framework for Professional Standards for Teaching:

- all jurisdictions align their teacher registration/accreditation arrangements with the National Framework by the end of 2006;
- all employers align their employment requirements with the National Framework by the end of 2006; and
- all jurisdictions establish guidelines for pre-service teacher education programs that are aligned with the National Framework by the end of 2006.

11. The formation of the Australasian Forum of Teacher Registration and Accreditation Authorities (AFTRAA) was noted at the May 2005 MCEETYA meeting, and AFTRAA was formally recognised at the July 2006 MCEETYA meeting. During 2006, AFTRAA has developed this paper, the Framework for the National Recognition of Approved Pre-Service Teacher Education Programs, setting out the common requirements for such programs.

12. The common requirements are expressed through:

- professional teaching standards
- formal qualifications
- English Language requirements
- professional experience expectations.

Requirements for Programs

Professional Teaching Standards

13. The *National Framework for Professional Standards for Teaching* sets out the MCEETYA endorsed framework of teaching standards with which all State and Territory statements of teaching standards are, or will be, aligned.

14. The constitutional responsibility of States and Territories for providing school education is recognised by the National Framework. As well, the Framework promotes the necessity for professional teaching standards to be relevant to practising teachers in their places of work in the different jurisdictions.
15. The *National Framework for Professional Standards for Teaching* aims to:
 - *Provide common national understandings of what teachers need to know and be able to do to support and improve student learning;*
 - *Describe levels of teaching quality to which teachers might aspire and ensure teacher development opportunities are available nationally to achieve these levels;*
 - *Provide a basis for national recognition of the quality of teaching;*
 - *Provide the basis for national alignment of standards for graduates of teacher education programs;*
 - *Strengthen initial teacher preparation and ensure national commitment to effective and adequate teacher preparation; and,*
 - *Provide a basis for ongoing commitment by Commonwealth and State and Territory governments to support teachers' professional learning.*
16. All pre-service program review and approval processes in the various jurisdictions are to be based, in the main, on the capacity of the program to meet the requirements of the locally expressed graduate level of the professional teaching standards.
17. The graduate level of professional teaching standards recognises that a graduate 'is not yet recognised as a competent and capable practitioner with full professional standing'. The National Framework describes this level thus:

Effective graduate teachers are equipped to engage in and negotiate a process of on-going professional learning. They identify their development needs and seek advice and support from colleagues. They have high expectations of themselves as professional learners and for the learning of their students. Their commitment to students and student learning is reflected in their desire to support students' achievement of the highest possible education outcomes. They have the commitment, enthusiasm and interpersonal skills to assume a professional role within their schools and its broader communities and to contribute to the operations of a school as a whole.
18. The Professional Elements of the National Framework are attached at Appendix 3 and are structured around:
 - Professional knowledge
 - Professional practice
 - Professional values
 - Professional relationships
19. Each jurisdiction will assess the appropriateness of pre-service teacher education programs mainly on the basis of the jurisdiction's published graduate level expectations of these Professional Elements of the National Framework.
20. Each jurisdiction's graduate level expectations of these Professional Elements of the National Framework will also be consistent with graduate standards prepared by colleague interstate teacher registration and accreditation authorities.

Formal Qualifications

21. Programs approved within the scope of this national recognition framework will meet the requirements of the Australian Qualifications Framework.

The minimum requirements for approved programs are that they are:

- a three year undergraduate degree providing relevant discipline knowledge, plus an end-on professional qualification of at least one year, or
- a four year integrated professional qualification, or
- combined degrees covering discipline and professional studies of at least four years duration, or
- other combinations of qualifications deemed by an provider to be equivalent to the above and approved as such by a regulatory authority.

English Language Requirements

22. It is a requirement of the professional teaching standards that graduate teachers be able to communicate effectively in English with their students and members of their communities.

All jurisdictions will require providers of pre-service teacher education programs to satisfy appropriate levels of English language capacity by way of course entry requirements and/or at the point of graduation.

Professional Experience Expectations

23. Professional experience refers to the placement of pre-service teachers in schools and other settings, including practicum, internship and other placement arrangements. Professional experience is an essential component of any pre-service teacher education program and the approval or accreditation of programs will require a judgement as to the appropriateness of the arrangements for such placements.

High quality professional experiences will facilitate the integration of theoretical knowledge and professional practice across the professional teaching standards. The program documentation must set out: the elements of the relationship between the teacher education provider and the relevant staff at the school, or other institution; the nature and length of the placements, and the components of the placement including the quality of the experiences planned, assessment procedures and protocols and other supervisory and professional support arrangements.

Each jurisdiction will provide documentation to assist the teacher education provider to develop appropriate professional experience components of their programs, including the minimum number of days required for the practicum component.

Implementation

24. This Framework, with the State and Territory based requirements additionally specified, will govern approval processes during 2007 and 2008 across Australia.

During this period, all jurisdictions will aim to complete the implementation of the MCEETYA *National Framework for Professional Standards for Teaching* and, through the processes of AFTRAA, moderate and further determine specific requirements for professional experience, English language requirements and any other matter for which a common minimum standard is or becomes desirable.

25. AFTRAA will monitor and, if appropriate, revise this Framework in the light of developments that may have a bearing on the Framework, including decisions of various jurisdictions. This mechanism will enable the Framework to address emerging priorities and areas of national significance, as well as reflecting State and Territory requirements.

Appendix 1

Summary of Common Elements in the Guidelines for Approval of Pre-Service Teacher Education Programs

1. Teacher Education Institutions will provide documentation on their pre-service programs that:

- (i) Demonstrates how the program allows the graduate teacher to meet the professional teaching standards of the relevant Institute, College or Board (the regulatory authority). These professional teaching standards are aligned with the National Framework for Professional Standards for Teaching.
- (ii) Meets the general expectations of all pre-service teacher education programs, including that the program will:
 - lead to an at least four year full-time equivalent qualification
 - include a mix of professional studies, discipline studies and embedded professional experiences
 - ensure appropriate subject content studies
 - ensure personal proficiency with literacy and numeracy
 - equip graduates with the capacity to teach literacy and numeracy
 - ensure personal proficiency in the use of ICT
 - equip graduates with the capacity to use ICT for educational purposes
 - have assessment processes that are appropriate for their purpose and are aligned to the teaching standards
 - involve an appropriate consideration of current jurisdictional curriculum frameworks
 - be developed in consultation with professional bodies and/or the direct involvement of practising teachers and employing authorities.
 - be delivered by appropriately qualified staff in an environment that conforms to the general expectations of universities in relation to facilities, resources and institutional context.
 - equip graduates to address the special learning requirements of school students.
 - develop satisfactory classroom management skills in graduates
 - meet specific state/territory based learning standards or requirements meeting the needs of indigenous and NESB students
 - meet specific state/territory based learning standards or requirements in relation to knowledge of the indigenous dimension of Australian history and culture
 - address the ethical and legal context of teachers' work, including any child protection requirements
- (iii) Specifies the entry/selection requirements that entrants to the program must meet. This includes English proficiency requirements including those for overseas students whose first language is not English and who did not study in a country whose official language is English.
- (iv) Sets out the key elements of the professional experience component of the program, including the required number of days of practicum in schools, which must be no fewer than the following:
1 year programs: 45 days 2 year programs: 60 days 4 year programs: 80 days

Note: There is a variety of current requirements; jurisdictions will review their requirements and the Framework will be amended as appropriate following such reviews.

2. Elements of the Approval/ Accreditation Procedure

- (i) Programs will normally be approved for a 4 or 5 year period, whereupon they will be reviewed. In particular cases a shorter period of approval, or an extension of approval, may be warranted, including to facilitate alignment with existing university / institutional review cycles.

In some jurisdictions the initial approval or accreditation will be followed by a subsequent assessment that allows a judgement on the success of programs in meeting the standards and other requirements. This may include a confirmation or suspension of the initial approval.

- (ii) The process of documentation review, role of review panels, opportunity for consultation between the regulatory authority and the program provider, arrangements for site visits where required, decision making protocols and appeal mechanisms will be provided to teacher education program providers by the regulatory authority in the guidelines it issues for the program approval process.
- (iii) The guidelines of each regulatory authority will specify the involvement of members of the teaching profession in the program development process and the program approval process.
- (iv) The regulatory authority will monitor the implementation and conduct of the program once approved/accredited. Mechanisms for this purpose may include:
 - annual reporting
 - site visits
 - the provision of relevant and available data on graduates in their first year (and later years) of teaching to inform ongoing improvement of university courses
- (v) Any modification to the program within the approval period must be notified to the regulatory authority and any significant modification must be approved by the regulatory authority prior to implementation.

Appendix 2

Details of Regulatory Authorities

Queensland College of Teachers

Office at: Level 10 Sherwood House
Sherwood Road
Toowong
Brisbane

Postal Address: PO Box 389
Toowong QUEENSLAND 4066

Phone: 07 3377 4777
Fax: 07 3870 5006 or 07 3876 7248
Website: www.qct.edu.au
Email: enquiries@qct.edu.au

NSW Institute of Teachers

Office at: Level 6, 15-19 Bent Street
Sydney NSW 2000

Postal Address: PO Box 3890
Sydney NSW 2001

Phone: 1300 739 338
Fax: 02 924 66313
Website: www.nswteachers.nsw.edu.au

Victorian Institute of Teaching

Office at: Level 24, 570 Bourke Street
Melbourne VICTORIA 3000

Postal Address: PO Box 531
Collins Street West
Victoria 8007

Phone: 03 8601 5800 or 1300 888 067
Fax: 03 8601 5801
Website: www.vit.vic.edu.au
Email: vit@vit.vic.edu.au

Teachers Registration Board, Tasmania

Office at: Level 4
Kirksway House
2 Kirksway Place
Battery Point

Postal Address: GPO Box 539
Hobart TAS 7001

Phone: 03 6233 5992
Fax: 03 6233 2549
Website: www.trb.tas.gov.au
Email: TRB.admin@education.tas.gov.au

Teachers Registration Board of South Australia

Office at: Level 6
70 Pirie Street
Adelaide SA 5000

Postal Address: Level 6
70 Pirie Street
Adelaide SA 5000

Phone: 08 8226 2666
Fax: 08 8226 2667
Website: www.trb.sa.edu.au
Email: info@trb.sa.edu.au

Western Australian College of Teaching

Office at: Level 2, 165 Adelaide Terrace
East Perth WA 6004

Postal Address: GPO Box 2607
Perth WA 6001

Telephone: 08 9221 1300
Fax: 08 9221 1301
Website: www.collegeofteaching.wa.edu.au
Email: info@wacot.wa.edu.au

NT Teachers Registration Board

Office at: 2nd Floor Harbour View Plaza
8 McMinn Street (cnr McMinn St and Tiger Brennan Dr)
Darwin NT 0801

Postal Address: GPO Box 1675
Darwin NT 0801

Phone: 08 8999 4197
Fax: 08 8999 4195
Website: www.trb.nt.gov.au
Email: trb@nt.gov.au

Appendix 3

The Professional Elements in the MCEETYA National Framework

'The career dimensions of the MCEETYA National Framework can be described through specific aspects of teachers' work. The categories outlined below have been drawn from a mapping of a range of activities, nationally and internationally. These categories are interdependent and overlapping. In practice, no teacher activity will be applied in a way that draws on any area independently of the other. In addition, the extent or complexity of achievement may not be captured in a two dimensional category. But neither a framework for standards nor standard statements are intended to or capable of capturing the complexity of practice. They are intended as common and recognisable reference points for professional engagement.

Professional knowledge

Teachers know and understand the fundamental ideas, principles and structure of the disciplines they teach. They know and understand the links to other content areas and are able to integrate learning across and between content areas. They know how to effectively teach that content, and understand the prompts and barriers to learning likely to be encountered by students.

In addition, effective teachers have a detailed understanding of how young people learn and their role in facilitating that learning. They know and understand and can articulate a range of philosophies of learning. They critically evaluate the range of teaching and learning theories and know how to apply them where appropriate. They know and understand and take account of the diverse social, cultural and special learning-needs background of their students and the influences these have on teaching and learning. Effective teachers structure learning to take account of these differences.

Professional practice

Teachers communicate effectively with their students and establish clear goals for learning. They possess a repertoire of inquiry techniques and teaching strategies, and use a range of tools, activities, and resources to engage their students in learning. They select and organise the content in logical and structured ways to meet learning goals. They are adept at managing the range of behaviours and situations that occur in the classroom and establishing a climate where learning is valued and fostered. Teachers create safe and supportive learning environments and recognise and are attentive to their child protection and welfare roles.

Teachers plan for learning, and utilise a range of formative and summative assessment techniques to report on learning and to inform their planning. They understand the need to evaluate their teaching and the importance of providing both formal and informal feedback to students as a stimulus to learning.

Professional values

Teachers are committed to their own development and continually analyse, evaluate and enhance their professional practice. They understand that the contexts in which they work are continuously evolving and changing and the need to adapt and respond to these changes. They work closely with parents and carers to acknowledge that the education of students is a shared enterprise.

They uphold high professional ethics with regard to their own conduct and that of others, and respect their students and value their diversity. They act professionally at all times in their dealing with their students, peers, members of the profession and members of the community.

Professional relationships

Teachers engage with diverse student populations representing equally diverse communities. They meet these challenges by forming professional relationships at all levels of the community. It is within this context that teachers design and manage learning experiences for individuals and groups of students that value opportunities to actively engage with other members of their profession and their wider school communities. They work productively with colleagues and other professionals to enhance the learning of their students, and understand and value the importance of close links between the school, home and community in the social and intellectual development of their students. They understand and foster the critical relationship between them and the student. This is a relationship that is underpinned by trust, respect and confidence.'