



Teacher Education Ministerial Advisory Group

Action Now: Classroom Ready Teachers Report – Recommendations

The Australian Government is committed to putting students first and recognises that quality teaching is one of the keys to driving student outcomes. Raising the quality of teaching starts with those who enter teaching, the type of training they receive, and the support they receive. Improving teacher education is a key component of the Australian Government's *Students First* policy.

The Teacher Education Ministerial Advisory Group, comprising eight educational experts, was established early in 2014 to provide advice on how teacher education could be improved to better prepare new teachers for the classroom.

The expertise and contribution of the Advisory Group Chair, Professor Greg Craven, and the Advisory Group members Professor Kim Beswick, Mr John Fleming, Mr Trevor Fletcher, Ms Michelle Green, Dr Ben Jensen, Professor Eeva Leinonen and Professor Field Rickards, was invaluable to this important work.

Recommendations

The Advisory Group focussed on providing evidence-based advice and practical solutions. The following 38 recommendations outline the changes proposed by the Advisory Group so that new teachers are ready to be effective from their first day in the classroom.

Recommendation 1: Standards for the quality of initial teacher education be set high, programs rigorously assessed and requirements made transparent.

Recommendation 2: The Australian Government acts on the sense of urgency to immediately commence implementing actions to lift the quality of initial teacher education.

Recommendation 3: The Australian Institute for Teaching and School Leadership be reconstituted to undertake a stronger role to ensure high standards of initial teacher education in Australia.

Recommendation 4: The Australian Government establish a national initial teacher education regulator through a reconstituted Australian Institute for Teaching and School Leadership to overhaul and manage the accreditation of initial teacher education programs, and work with the states and territories to ensure rigorous accreditation processes operate effectively with teacher registration.

Recommendation 5: The national initial teacher education regulator assess evidence



that demonstrates the achievement of graduate outcomes.

Recommendation 6: Initial accreditation of programs require higher education providers to demonstrate that their programs have evidence-based pedagogical approaches, effective integration of professional experience, rigorous and iterative assessment of pre-service teachers throughout their education, and final assessments that ensure pre-service teachers are classroom ready. Higher education providers provide a set of measures that assess the effectiveness of their programs in achieving successful graduate outcomes.

Recommendation 7: Initial accreditation of programs be considered provisional and full accreditation only occur once higher education providers have developed sufficient evidence to demonstrate successful graduate outcomes. Higher education providers build evidence on a continual basis that captures each cohort of pre-service teachers.

Recommendation 8: Accreditation panel members be appropriately qualified and skilled, and supported by the national initial teacher education regulator.

Recommendation 9: Higher education providers that can demonstrate evidence of successful graduate outcomes at reaccreditation be monitored through a 'light touch' process.

Recommendation 10: Higher education providers select the best candidates into teaching using sophisticated approaches that ensure initial teacher education students possess the required academic skills and personal characteristics to become a successful teacher.

Recommendation 11: Higher education providers publish all information necessary to

ensure transparent and justifiable selection processes for entry for initial teacher education programs, including details of Australian Tertiary Admission Rank bonus schemes, forced offers and number of offers below any published cut-off.

Recommendation 12: Higher education providers identify entrants who may need additional support to meet the academic requirements of the program, and provide them with targeted support to ensure all pre-service teachers have the academic skills needed to become effective teachers.

Recommendation 13: Higher education providers use the national literacy and numeracy test to demonstrate that all pre-service teachers are within the top 30 per cent of the population in personal literacy and numeracy.

Recommendation 14: Higher education providers deliver evidence-based content focused on the depth of subject knowledge and range of pedagogical approaches that enable pre-service teachers to make a positive impact on the learning of all students.

Recommendation 15: Higher education providers equip pre-service teachers with data collection and analysis skills to assess the learning needs of all students.

Recommendation 16: Higher education providers equip pre-service teachers with the skills to effectively engage with parents about the progress of their children.

Recommendation 17: Higher education providers equip all primary and secondary pre-service teachers with a thorough understanding of the fundamentals of teaching literacy and numeracy.

Recommendation 18: Higher education providers equip all primary pre-service



teachers with at least one subject specialisation, prioritising science, mathematics or a language. Providers publish specialisations available and numbers of graduates from these programs.

Recommendation 19: Higher education providers deliver integrated and structured professional experience throughout initial teacher education programs through formalised partnership agreements with schools.

Recommendation 20: Higher education providers guarantee that sufficient placements of appropriate timing and length are available for all pre-service teachers.

Recommendation 21: Higher education providers ensure pre-service teachers have early opportunities to assess their suitability for teaching, including through exposure to the classroom.

Recommendation 22: Higher education providers ensure staff delivering initial teacher education are appropriately qualified, with a proportion having contemporary school teaching experience.

Recommendation 23: Systems/schools be required to use the *Australian Professional Standards for Teachers* in identifying highly skilled teachers to supervise professional experience, and work with higher education providers to ensure rigorous, iterative and agreed assessment of pre-service teachers. The Australian Institute for Teaching and School Leadership develop guidelines to ensure supervising teachers have the skills required to be effective in the role.

Recommendation 24: School leaders actively lead the integration of pre-service teachers in the activities and culture of their school.

Recommendation 25: Higher education providers assess all pre-service teachers against the Graduate level of the Professional Standards.

Recommendation 26: The Australian Institute for Teaching and School Leadership develop a national assessment framework, including requirements for a Portfolio of Evidence, to support higher education providers and schools to consistently assess the classroom readiness of pre-service teachers throughout the duration of their program.

Recommendation 27: Pre-service teachers develop a Portfolio of Evidence to demonstrate their achievement of the Graduate level of the Professional Standards.

Recommendation 28: Higher education providers and schools work together to assist pre-service teachers to develop and collect sophisticated evidence of their teaching ability and their impact on student learning for their Portfolio of Evidence.

Recommendation 29: The Australian Institute for Teaching and School Leadership undertake a review of the Graduate level of the Professional Standards to ensure that the knowledge, skills and capabilities required of graduates align with the knowledge, skills and capabilities beginning teachers need for the classroom.

Recommendation 30: The Australian Institute for Teaching and School Leadership develop national guidelines for beginning teacher induction that will guide consistent implementation of effective induction programs.

Recommendation 31: School systems and employers provide effective induction for all beginning teachers, including those employed on a short-term or casual basis.



Recommendation 32: Schools identify highly skilled teachers to mentor, assess and guide beginning teachers from provisional registration to full registration.

Recommendation 33: Beginning teachers build on their Portfolio of Evidence to reach full registration at the Proficient level of the Professional Standards.

Recommendation 34: The Australian Institute for Teaching and School Leadership's functions be reconstituted and expanded to provide a national focus on research into teacher education, including into the effectiveness of teacher preparation and the promotion of innovative practice.

Recommendation 35: Higher education providers pre-register all entrants to initial teacher education programs, on a nationally consistent basis.

Recommendation 36: Teacher regulatory authorities collect robust workforce data on a nationally consistent basis, including areas of specialisation, to inform workforce planning.

Recommendation 37: Teacher regulatory authorities share data to inform a national workforce dataset and contribute to national workforce planning.

Recommendation 38: Higher education providers take into account national workforce needs, in consultation with employers, when making decisions about student intake to better respond to market demand

recommendations, Australian Government response, public submissions and commissioned research is available on the *Students First* website at: www.studentsfirst.gov.au.

Further information

Information on the Teacher Education Ministerial Advisory Group including the *Action Now: Classroom Ready Teachers* Report and

