

THE STANDARDS, GUIDELINES AND PROCESS
FOR THE ACCREDITATION OF PRE-SERVICE
TEACHER EDUCATION COURSES



PREPARING FUTURE
TEACHERS JUNE 2007

BACKGROUND

The Victorian Institute of Teaching (the Institute) is an independent regulatory body for the teaching profession, established in Victoria under the *Victorian Institute of Teaching Act 2001*. This Act was repealed in 2006 and will be replaced by Part 2.6 of the *Education and Training Reform Act 2006*.

One of the Institute's key functions is to assess and approve courses that will lead to qualifications and competencies in teaching that satisfy the requirements for registration as a teacher. This task is the responsibility of the Institute's Accreditation Committee using the standards, guidelines and the process approved by the Institute Council.

The Institute, which initially used the guidelines developed in 1998 by the former Standards Council of the Teaching Profession, established the Future Teachers Project to:

- develop new professional standards for graduating teachers
- review and develop committee guidelines for the accreditation of courses
- review and develop the committee process for the accreditation of courses.

The project initially drew upon work undertaken by the Australian Council for Educational Research (ACER) on the Institute's behalf. The ACER research report¹ is available on the Institute's website under 'Teacher Education'. The report considered:

- the changing contexts of teaching and learning
- perceptions of the effectiveness of current models of teacher education in this State
- the implications of this for teacher education over the years to 2010.

In addition, the results of various enquiries around the country into the nature and quality of pre-service teacher education were used to inform the Institute's work, along with similar work in Queensland and New South Wales. These included:

- the inquiry of the Education and Training Committee of the Victorian Parliament into the Suitability of Pre-Service Teacher Training Courses, which culminated in the report presented to Parliament in February 2005, *Step Up, Step In, Step Out*
<<http://www.parliament.vic.gov.au/etc/>>
- the inquiry into teacher education conducted by the House of Representatives Standing Committee on Education and Vocational Training. The report of the enquiry *Top of the Class*, was tabled in Parliament on 26 February 2007
<<http://www.aph.gov.au/house/committee/evt/teachereduc/report.htm>>
- the Commonwealth Government report, *Australia's Teachers: Australia's Future – Advancing Innovation, Science, Technology and Mathematics*, which recommended an action plan to attract more teachers to the profession and improve the quality of teaching, especially in mathematics, science and technology
<www.dest.gov.au/sectors/school_education/publications_resources>

The Institute also developed a draft set of *Standards of Professional Practice for Graduating Teachers* which are aligned to the standards for full registration. New graduates will be expected to meet these standards on completion of their course(s) in Victoria.

In June 2006, the Institute invited teachers, principals, teacher educators and organisations representing education stakeholders to comment on a draft Future Teachers Project paper, *The Standards, Guidelines and Process for the Accreditation of Pre-service Teacher Education Courses*.

¹ 1 Ingvarson, LC, Beavis, A & Kleinhenz, E 2004, *Teacher Education Courses in Victoria: Perceptions of their Effectiveness and Factors Affecting their Impact*, Report to the Victorian Institute of Teaching, Melbourne.

Stakeholders were asked:

- Have the essential features for the preparation of future teachers been addressed? If not, what additional essential features should be included?
- Do you believe the guidelines describe courses that will produce graduates who can function effectively as beginning teachers in schools? If not, what additional guidelines should be included?
- Would courses that satisfy these guidelines adequately prepare graduates to effectively deliver current and future curriculums (e.g. curriculums based on the Victorian Essential Learning Standards)?
- Will the accreditation review process described provide sufficient evidence to be confident of the quality of approved courses?

The consultation was advertised via *iteach* (the Institute's quarterly publication posted to every registered teacher in Victoria) and on the Institute's website. Copies of the draft discussion paper were distributed to identified stakeholders and selected schools, and posted to other stakeholder groups or individuals on request. The draft discussion paper was also published for downloading on the Institute's website. A number of public consultation forums were advertised and conducted around the state in metropolitan and regional locations. Several stakeholder groups also requested information and discussion forums which were provided.

In addition to feedback from the briefing sessions and forums, 44 written responses were received by the close of the consultation period from the organisations and individuals listed:

Annette Whiter, Victorian Qualifications Authority
Association for Children with a Disability
Association of Heads of Independent Schools of Australia (Victoria)
Australian Society for Music Education
Australian Association of Teachers of the Deaf
Australian Catholic University (National)
Australian Catholic University (Victoria)
Australian College of Educational Leaders
Australian Education Union (Vic)
Carole O'Neill, La Trobe University
Caulfield Grammar School
Christine Bellert, St Anne's Primary School
Curriculum Corporation
Dagmar Turnidge, Centre for Strategic Education
Department of Education
Department of Education, Hume Regional Office
Deakin University
Eltham College Collective
Faculty of Education, University of Tasmania
Geoff Pryor
Helen Champion, Arts Curriculum Unit, Victorian Curriculum and Assessment Authority
Janette Ryan, Monash University
Judy Swan, School of Human Movement and Sport Sciences, University of Ballarat
Junior School Heads Association of Australia (Victorian Branch)
Kathryn Choules, Faculty of Education, Deakin University
Kim Keamy, School of Educational Studies, La Trobe University
Linda Kirkman, La Trobe University
Lisa Burgess, VET Curriculum Unit, Victorian Curriculum and Assessment Authority
Mathematical Association of Victoria
Modern Language Teachers Association of Victoria
Monash University
Murray School of Education, Charles Sturt University, Albury
Penny Collet, La Trobe University
Peter Shaw-Truex, Department of Education, Grampians Regional Office
RMIT University
School Library Association of Victoria
School of Education, La Trobe University
School of Education, Victoria University
School of Educational Studies, La Trobe University
Victorian Curriculum and Assessment Authority

Victorian Home Economics and Textile Teachers' Association
Victorian Independent Education Union
Victorian Parents Council
Western Zone Principals Group, Catholic Archdiocese of Melbourne

The feedback from this process was used to further inform the development of the *Standards, Guidelines and Process for the Accreditation of Pre-service Teacher Education Courses* before it was approved by the Institute Council for implementation.

The resultant standards, guidelines and process are described in this document and will be used by the Institute's Accreditation Committee to approve courses from 2007.

INTRODUCTION

Teachers in Victoria are committed to the learning and wellbeing of the students they teach and make a significant contribution to the communities in which they work. Teachers make a difference.

Pre-service teacher education courses prepare graduates for this crucial role in society. These structured programs provide the foundation for future professional practice. They also provide the critical professional knowledge and skill required for teachers to:

- engage with their colleagues
- contribute to policy and research
- analyse trends and initiatives within education
- contribute to the body of professional knowledge over time.

CONTEXT

Prior to December 2002, the Secretary of the then Department of Education and Training approved pre-service teacher education courses for the purpose of employment of their graduates in government schools. The Secretary was advised in these matters by the former Standards Council of the Teaching Profession from 1994 to 1999. All teachers graduating from Victorian pre-service teacher education programs in recent years have completed pre-service teacher education courses approved under the guidelines developed by the Standards Council.

Teachers may be prepared for teaching through four-year undergraduate programs in either a single education degree (e.g. Bachelor of Education) or a double degree where two degrees are completed at the same time (e.g. Bachelor of Teaching/Bachelor of Arts). Alternatively, graduates who already hold a non-teaching degree or equivalent may undertake their pre-service teacher education in a postgraduate course of one or two years duration (e.g. Graduate Diploma of Education, Graduate Diploma in Education, Bachelor of Teaching).

Central to all pre-service teacher education is supervised teaching practice (known as the practicum) which under Standards Council guidelines cannot be less than 45 days. Most one-year postgraduate programs include 45–60 days. Longer postgraduate and undergraduate programs include 60–100 days of supervised teaching practice. Many also include periods of professional field experience (not usually formally supervised teaching practice) in schools.

To be fully effective, this mix of formal study, supervised teaching and field experience requires strong collaborative partnerships between the tertiary institutions, the schools and pre-service teachers themselves. A broader partnership exists between schools, tertiary institutions, sector authorities and the teaching profession to achieve continuing improvement in the quality of school education and of teacher professionalism. Developing and maintaining such partnerships is a central policy objective of this document.

STANDARDS FOR GRADUATING TEACHERS

It is expected that pre-service teacher education courses will produce graduates who:

- can function effectively as beginning teachers in government and non-government schools
- can meet the criteria for registration determined by the Institute
- understand the need to keep learning and developing throughout their teaching career.

The *Standards of Professional Practice for Graduating Teachers* specify what graduating teachers should know and be able to do as a result of their pre-service course. The standards have been used to shape the criteria to apply to the approval of pre-service courses by the Institute.

Pre-service teacher education courses approved by the Institute will be those which demonstrate, through the criteria and process outlined in this document, that successful graduates are equipped to meet the Institute's standards for graduating teachers.

The standards, included in full as an appendix to this document, comprise three broad themes and eight standards which, together, describe the essential elements of teaching.

The three broad themes and associated standards are:

PROFESSIONAL KNOWLEDGE	PROFESSIONAL PRACTICE	PROFESSIONAL ENGAGEMENT
1 Teachers know how students learn and how to teach them effectively.	4 Teachers plan and assess for effective learning.	7 Teachers reflect on, evaluate and improve their professional knowledge and practice.
2 Teachers know the content they teach.	5 Teachers create and maintain safe and challenging learning environments.	8 Teachers are active members of their profession.
3 Teachers know their students.	6 Teachers use a range of teaching practices and resources to engage students in effective learning.	

Each of the eight standards is then defined by the characteristics of effective teaching. During their course, all teacher graduates should have had the opportunity to consider, understand and demonstrate the standards.

While they are not intended as a checklist of competencies to be marked off, the standards provide clear guidance to tertiary institutions on the nature and structure of the courses they provide.

GUIDELINES FOR THE APPROVAL OF PRE-SERVICE TEACHER EDUCATION COURSES

The guidelines specifically focus on the outcomes required for graduates, as defined in the *Standards of Professional Practice for Graduating Teachers*. They also set broad directions for tertiary institutions to ensure graduates meet the standards.

It is recognised that those who design and conduct courses have the necessary professional expertise in both education theory and practice to develop an appropriate range of programs for pre-service teachers in Victoria. Hence the guidelines are broad in their nature rather than specifications of particular content or time for study. It is nevertheless expected that those involved in the development and delivery of approved pre-service teacher education courses will be able to demonstrate current knowledge of, and experience in, the curriculum and teaching situation in Victorian schools.

The nature and emphases of courses inevitably will vary. Graduates will have completed different discipline studies. It is important, therefore, that the tertiary institution offering a pre-service course provides documentation that is sufficiently detailed to enable the Institute to analyse and approve the course as one which will produce graduates who meet the standards. The Institute will develop an appropriate course approval pro forma to enable tertiary institutions to fulfill this requirement.

THERE ARE SIX GUIDELINES.

Guideline 1: Selection requirements for the course

Guideline 2: General expectations of courses

Guideline 3: Preparing graduates to meet the standards for professional knowledge

Guideline 4: Preparing graduates to meet the standards for professional practice

Guideline 5: Preparing graduates to meet the standards for professional engagement

Guideline 6: Practicum requirements for the course

- 1 It is expected that selection for the course is based on applicants' academic capacity, although tertiary institutions may make special provision for inclusion of students from identified disadvantaged groups.
- 2 For undergraduate courses, successful applicants will need to have a solid foundation in English and mathematics. This means that they must:
 - have a study score equivalent to at least 25 in one of the VCE English group of studies at Units 3 and 4
 - have satisfactorily completed a minimum equivalent to VCE Mathematics Units 1 & 2, not including Foundation Mathematics.

The Institute recognises that approximately 85% of those currently accepted into undergraduate courses have a VCE English score of at least 30. Tertiary Institutions are strongly encouraged to maintain this standard and recognise that the above English and mathematics requirements should be a minimum to cater for exceptional circumstances.

- 3 For postgraduate courses, selectors must consider the applicants' prior academic studies in determining whether they will be able to meet the expectations for primary and/or secondary teaching in Victoria. The *Institute's Specialist Area Guidelines* (available on the Institute website at <www.vit.vic.edu.au> under 'Teacher Education') describes the minimum level of study expected for preparation as a specialist teacher.
- 4 All applicants who did not complete their initial tertiary qualification in English at an approved institution must also have sufficient English skills to achieve an overall academic IELTS score of 7.0, with no band less than 7.0, by completion of their course.
- 5 Institutions should encourage applications from students who have, or are likely to develop, such attributes needed for teaching as:
 - effective interpersonal communication skills
 - motivation to help children and adolescents learn
 - an inquiring mind and willingness to learn
 - flexibility and a preparedness to adapt
 - patience and a capacity to listen to others
 - cultural sensitivity and empathy
 - a focus on outcomes and how these best can be achieved
 - enthusiasm and initiative
 - being well organised with an ability to meet deadlines
 - an ability to work independently, with others and in teams
 - an ethical approach to their work.

- 6 Courses should enable pre-service teachers to develop the knowledge, skills and dispositions needed for teaching in Victorian schools as defined in the *Standards for Graduating Teachers*.
- 7 Courses should provide pre-service teachers with an opportunity to acquire an appropriate balance of:
 - knowledge
 - understanding
 - creative and critical thinking
 - practical skills
 - personal and interpersonal capacities (e.g. communication and conflict resolution).
- 8 Graduates will have completed the equivalent of at least four years of full-time academic study, including professional studies in education, discipline studies and embedded professional experiences delivered in partnership between tertiary institutions and schools.
- 9 In developing such programs, tertiary institutions must seek the views of both employing authorities and peak professional bodies to ensure that courses accord with what is expected of teachers in today's schools.
- 10 The processes for assessment and reporting of pre-service teachers should clearly acknowledge their strengths and weaknesses. Pre-service teachers who do not perform satisfactorily in either their academic or practical work must fail the course. It is the tertiary institution's responsibility to seek structured feedback on the pre-service teacher's practicum performance from the supervising teacher(s) and to provide support and counselling to the pre-service teacher.
- 11 It is expected that a graduate who has completed a primary pre-service teacher education course will have been prepared to teach across the primary year levels. Similarly, it is expected that a graduate who has completed a secondary pre-service teacher education course will have been prepared to teach across year levels 7 to 12. A graduate who has completed a P-10 or P-12 course will have been prepared to teach in both primary and secondary settings.
- 12 The introduction of the Victorian Essential Learning Standards (VELS) from 2006 in Victorian schools requires graduates to:
 - be prepared to teach domains from the Physical, Personal and Social, the Discipline-based and the Interdisciplinary learning strands of the standards; and
 - understand how knowledge, skills and behaviors from the learning strands can be incorporated in student learning programs.
- 13 The centrality of literacy and numeracy to all teaching and learning programs in schools requires graduates to be adequately prepared to incorporate appropriate strategies into general teaching strategies that address the literacy and numeracy needs of students they will teach.
- 14 Courses should ensure that graduates have a good knowledge of the principles of good classroom management and discipline, enabling the maintenance of a safe and inclusive environment while maximising effective learning.
- 15 Courses should prepare graduates with the appropriate level of skills and strategies they will need to respond effectively to:
 - gender differences
 - students with special needs
 - community goals for Indigenous students
 - culturally and linguistically diverse student groups
 - socioeconomically disadvantaged students.

- 16 All graduates will be expected to demonstrate competence in using information and communications technologies (ICT) appropriate to teaching and learning in the subject discipline domains and levels for which they have been prepared to teach. This includes using ICT to facilitate learning, for communication purposes and for work preparation, presentation and implementation.
- 17 To prepare graduates for successful teaching, courses for all stages of learning in schools will:
 - develop general teaching skills and knowledge
 - develop pastoral care skills with a focus on student wellbeing
 - develop teaching approaches that are appropriate for the social, relational, attitudinal, physical and cognitive development of students in the relevant stage of learning, including skills in negotiating the curriculum, group work, and catering for a wide range of interests, learning styles and abilities
 - develop classroom management skills and communication skills that will assist in working with 'disengaged' students
 - foster cross-curriculum and thematic approaches to teaching in addition to single subject teaching
 - ensure adequate content knowledge.
- 18 Graduates who will be teaching in the primary years must be well prepared to teach in English and mathematics, while also being able to teach in all other discipline domains. Graduates who will be teaching specialist subjects in the primary years (e.g. Art, Languages, Music, Physical Education) should also have a sound knowledge and understanding of the specialist area for which they are prepared to teach.
- 19 All teachers should be able to teach in multidisciplinary teams. For this purpose, those preparing specifically for teaching in the Middle Years are encouraged to have skills and knowledge in at least two subject areas.
- 20 All graduates must have a sound depth and breadth of knowledge appropriate for the specialist areas for which they are prepared to teach. In particular, graduates who will be teaching in the secondary years should have a depth and breadth of knowledge appropriate to the students they will teach, including the provision of various pathways such as the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in the post-compulsory years.
- 21 For graduates teaching in the secondary years, it is desirable that their studies are such that they are able to teach in at least two subjects, with at least one to senior school level. The Institute's *Specialist Area Guidelines* (available on the Institute website under 'Teacher Education') describes the minimum level of study expected for preparation as a specialist teacher.

- 22 Within the context of four years of tertiary education including at least one year of pre-service teacher education and specific subject guidelines, it is expected that graduating teachers will be adequately prepared to:

■ **know how students learn and how to teach them effectively**

This means that they will:

- have a sound knowledge of current learning theories and of pedagogical models from which they draw their practice
- have knowledge of theory and contemporary research in child and adolescent development and other fields of study which contribute to an understanding of student learning
- know the principles and skills of instruction and program design and know how to engage students actively in learning
- have a sound knowledge of the role of language and literacy in learning, of the conceptual, cognitive or developmental steps students make and of barriers to learning
- have a critical understanding of both formative and summative assessment including the uses of both
- be aware of how curriculum and assessment is structured to support learning
- have knowledge of effective pedagogical approaches specific to the content areas they intend to teach.

■ **know the content they teach**

This means that they will:

- have a critical understanding of the content, processes and skills of the content areas they intend to teach
- be aware of the key concepts, structure and developments in their content areas
- know the pedagogical approaches, resources and technologies used to support and assess student learning within their content areas
- know the importance of literacy and numeracy to their content area and can incorporate strategies to support literacy and numeracy in their teaching
- know how to integrate learning and student understanding across a number of content areas
- be aware of tools and practices for assessing, recording and reporting student learning progress to parents and other stakeholders.

■ **know their students**

This means that they will:

- demonstrate empathy and positive regard for, and rapport with, students
- regard all students as capable of learning and demonstrate an understanding of, and commitment to, equity in their practice
- know how to identify the prior knowledge, the learning strengths and weaknesses of students, and other factors which impact on learning
- have an understanding of cultural and religious diversity and of socioeconomic factors which may influence the students they teach
- be aware of teaching and classroom management challenges and develop appropriate professional responses to them
- understand the legal and ethical dimensions of teaching, including duty of care and the nature of their professional commitment to students
- appreciate the position of trust they are given by parents/guardians and the community and are aware of ways parent/teacher partnerships can be developed.

- 23 Within the context of a course of pre-service teacher education which provides at least 45 days of supervised professional practice, it is expected that all graduating teachers will be adequately prepared to:

■ **plan and assess for effective learning**

This means that they will:

- use their professional knowledge to establish clear, challenging and achievable learning goals for students as individuals and groups
- design lesson and unit plans which integrate a range of activities, resources, and materials to support learning, including the use of ICT and other learning technologies
- evaluate student responses and work samples, using a variety of strategies and tools to make appropriate assessments of learning and plans for future teaching and learning activities
- plan learning sequences and units which are consistent with curriculum statements, frameworks and assessment structures commonly used in schools
- monitor and record student learning, providing appropriate feedback to students on their progress and how to improve, and for reporting to parents.

■ **create and maintain safe and challenging learning environments**

This means that they will:

- establish clear expectations of behaviour for a safe learning environment for all students, including learning environments utilised outside school environments
- model exemplary behaviour for cooperative learning and positive interactions with others
- be aware of and can use a range of strategies to establish a positive and inclusive learning environment where all students can learn and are challenged
- manage the materials, resources and physical space within the school to ensure a safe and challenging environment for learning
- work within the legal and ethical framework expected of all teachers and maintain appropriate professional relationships with students
- work cooperatively and purposefully with colleagues and other professionals who share responsibility for the learning and welfare of their students.

■ **use a range of teaching practices and resources to engage students in effective learning**

This means that they will:

- understand and employ strategies for building effective relationships with students, parents and colleagues
- model curiosity and enthusiasm for learning and are aware of strategies to make the content they teach accessible and relevant
- create opportunities for students to explore ideas and emerging understandings and to develop skills
- use a range of teaching approaches which foster independent and cooperative learning, cater for different learning needs and respond flexibly to the dynamics of the classroom
- access and use a range of teaching and learning resources and technologies to support student learning
- use effective oral, written and electronic communication skills to communicate with students, their parents and colleagues.

24 Within the context of professional studies, it is expected that all graduating teachers will be adequately prepared to:

■ **reflect on, evaluate and improve their professional knowledge and practice**

This means that they will:

- recognise the value of regularly reflecting on their professional knowledge and practice, and develop strategies for reflection individually and collectively
- be aware of their own strengths, preferences and needs as a learner, and can identify areas for development as an emerging practitioner and member of the profession
- engage in discussion of contemporary issues and research in education
- demonstrate a commitment to continuing professional learning and employ effective strategies to develop their knowledge and refine their professional practice
- understand the structures and skills which underpin collegiate practice and demonstrate a capacity to work collaboratively within the profession.

■ **be active members of their profession**

This means that they will:

- be aware of the ways teachers typically engage with their profession, and demonstrate a capacity to do so themselves
- demonstrate a capacity to contribute to a professional learning community, in a school and in the wider community (e.g. by engagement with a professional teaching body)
- understand the social, political and ethical dimensions of education and within that framework can articulate a vision or philosophy of the role of a teacher generally, and of their work specifically
- understand the professional behaviour and ethical conduct expected of a teacher and demonstrate attitudes which support professional behaviour
- be aware of stakeholders, industrial structures, career opportunities, and regulatory requirements which impact on their profession
- be aware of common administrative and professional duties and expectations of teachers, and can fulfil these competently.

- 25 It is expected that all courses will place an emphasis on practical school experience and include a defined period, or practicum, where the pre-service teacher practises teaching under the supervision and guidance of an appropriately qualified teacher and is formally assessed. During this time, the pre-service teacher is engaged in the teaching and learning process with students either:
- in a school setting under the supervision of a registered teacher or a person eligible to be registered as a teacher; or
 - in a non-school setting under the supervision of an educator employed by that institution who will preferably be a registered teacher or a person eligible to be registered as a teacher.
- 26 While it is desirable for supervised teaching practice to take place in a variety of learning environments, the majority of the supervised teaching practice must occur in Australian primary and/or secondary school settings.
- 27 The practicum is a shared responsibility of tertiary institutions and schools or, where appropriate, other settings where school-aged students are taught, such as Adult and Community Education (ACE) centres, TAFE colleges, kindergartens, Melbourne Museum, Melbourne Zoo, hospitals, etc.
- 28 The practicum should be developed and implemented in a collaborative way. The roles and responsibilities of the supervising teacher, the teacher educator and the pre-service teacher should be clearly articulated. This requires transparent, open and regular communication and agreement between the relevant tertiary institution and school(s) on:
- resourcing the practicum
 - the frequency of visits to the school by teacher educators
 - the support available to each of the parties
 - the implementation of the practicum
 - the evaluation of the practicum for pre-service teachers, including assessment of the pre-service teacher's performance in the school and their suitability for teaching.
- 29 The purpose of the practicum is to enable the pre-service teacher to put into practice the theoretical components of their course and engage in experiential learning and school-based research related to:
- teaching and learning approaches
 - stages of child development
 - theories of learning and methods of teaching
 - successful classroom management
 - assessment and reporting of student learning
 - different school contexts and operations
 - applying content knowledge.
- 30 This purpose is met by the pre-service teacher:
- spending time and working with teachers and classes
 - observing, reflecting and acting
 - teaching small groups and whole classes
 - undertaking the range of tasks that make up a teacher's role, including planning lessons and assessing and reporting on student achievement.
- 31 It is expected that, over time, the pre-service teacher will take greater responsibility for whole-class activities, and exercise increased independence in both class and school operations. Pre-service teachers should also take the opportunity to be involved in other aspects of teachers' work, including attendance at meetings, parent-teacher nights and out-of-school programs, to gain an overall understanding of the teacher's role.

- 32 The practicum should include opportunities for pre-service teachers to work with a range of learners at a variety of year levels and in a variety of educational settings. Where possible, this should include placement in both metropolitan and non-metropolitan schools and opportunities for engagement with cultural and socioeconomic diversity. Pre-service teachers are expected to have opportunities to practise teaching in all of the discipline areas they are being prepared to teach. The time spent in each setting should be sufficient to get to know the teachers, students and school learning environment, and to enable the pre-service teacher to plan, teach and assess student learning and reflect on that experience.
- 33 All undergraduate courses must include at least 80 days of supervised teaching practice. Postgraduate pre-service teacher education courses must include at least 45 days of supervised teaching practice for a one-year course, and at least 60 days for a two-year course or a one-year P-12 course. To count as a 'day' towards these minima, the pre-service teacher should spend the normal full teaching time in the day at the school or other teaching location. There should be continuity in the pre-service teacher's practice, by being, for example, with the same class(es) over a period of two or more weeks, or with the same class(es) on the same day(s) each week over a series of weeks.
- 34 It is also desirable for all courses to include more extensive school experience than the minimum number of days prescribed. Course coordinators are encouraged to seek ways of involving pre-service teachers in additional professional experiences, such as observational visits to schools of different types, school-based research for curriculum units, undertaking school-based projects and visits to community support services.
- 35 The final period of supervised teaching practice before graduation should involve an extended professional experience of at least a block of 15 days in a normal class situation, where the pre-service teacher takes as full a teaching role as possible and is assessed by the supervising teacher for readiness to assume responsibilities as an independent teacher.
- 36 It is acknowledged that tertiary institutions retain control over the final assessment for their awards. However, it is expected that all pre-service teachers have a pre-graduation assessment of their teaching practice and that only those who have demonstrated satisfactory skills in teaching practice will be awarded a degree or diploma in teaching. It is important in this context that the supervising teacher (either individually or cooperatively with other appropriate school personnel) writes an assessment report for this purpose. Any disagreement between the school and the tertiary institution about the assessment of teaching practice must be handled through a process of moderation arranged by the tertiary institution and communicated to the school prior to the supervised teaching practice occurring.
- 37 Some courses will include a formal period of internship. This is defined as an extended period of independent or 'near independent' teaching towards the end of a course of pre-service teacher education. An internship can only be undertaken after the pre-service teacher has completed the formal practicum requirements of the course and been assessed as ready to undertake independent teaching. Ideally the intern will take full responsibility for planning, developing, teaching, assessing and reporting for a class or classes over a period of at least one term for a minimum of three or four days per week. During this period, the interns are immersed in the school as if they were members of staff, with classroom and wider experiences under the supervision of the school principal and mentor teacher.

THE PROCESS FOR APPROVAL

- 38 Responsibility for course approval rests with the Institute through its Accreditation Committee. Membership of the Accreditation Committee includes teachers and school principals from all sectors, teacher educator nominees, teacher employer nominees and parents. The Accreditation Committee both reviews existing courses and approves new courses. For the purposes of this document, the term 'approve' should be understood to encompass both the review and approval processes.
- 39 From initial application through to final approval of the tertiary institution's course, the Institute will adopt a collaborative approach. The emphasis will be on reaching a mutually satisfactory outcome that will ensure graduates meet the standards for graduating teachers in Victorian schools. The process is outlined in the following series of steps.

STEP ONE: APPROVAL PANELS AND PRELIMINARY DISCUSSION

- 40 The Accreditation Committee of the Institute will establish a panel for each course to be approved. In most instances, the panel will comprise three committee members supported by an Institute staff member, and will include a registered teacher, a principal who is a registered teacher and a teacher educator who is not from the tertiary institution offering the course for approval. The panel may co-opt additional outside expertise where it feels this will positively contribute to the process. All panel members will undergo training to ensure shared understanding of the criteria and process for approval, as well as consistency across panels.
- 41 Information sessions will be held for all pre-service teacher education providers to clarify the purpose and process of course approval. When necessary, preliminary discussions will be conducted between the Institute and the tertiary institution submitting the course for approval.

STEP TWO: FORMAL SUBMISSION

- 42 Tertiary institutions should submit a formal proposal for course approval, with appropriate documentation, to the Accreditation Committee panel at least six months before the new or revised course is due to commence.

Documentation to be provided will cover:

- a program overview of the conceptual framework for the course, informed by relevant research
- the curriculum aims of the course
- entry requirements and selection criteria for applicants for pre-service teachers
- assessment procedures
- a diagram showing the course structure, including the location of units in the course by semester
- details of the course structure including:
 - duration of the course and the timing and weighting of units
 - articulation with any applicable non-education courses (e.g. for double degrees)
 - rules applying for selection and timing of non-education units, subject levels and weighting
 - timing and location of school experiences showing the type of school (primary, secondary, P-12), number of days per year or semester, and the arrangements for this school experience (e.g. one day per week, a three-week block)
- program content, structure and progression

- evidence that the course includes professional studies in education, content discipline studies and embedded professional experience. Specifically:
 - sufficient detail to demonstrate that program content will enable graduates to meet the standards for professional practice for graduating teachers and the course approval criteria outlined above
 - a description of assessment policies and procedures with an indication of assessment topics and methods used
 - an outline of progression in the depth of study and the link between subjects
 - an outline of the balance between theory and practice in the course and how they will interact
 - an outline of how ICT is incorporated in the course, how the range of pre-service teacher levels of expertise and needs are addressed, and how pre-service teachers will be prepared to use ICT in their teaching
 - main references, including websites as appropriate
 - details of the professional experience component of the course, including:
 - how the professional experience components of the course are linked to the theoretical components of the course
 - an outline of the arrangements in place with partner schools to ensure a quality practicum experience, including arrangements for students at risk of failing the practicum
 - an indication of the range of practicum experiences a graduate will have experienced
 - a statement of outcomes intended from the practicum and how these will be achieved and assessed
 - an assurance that pre-service teachers will only receive the award if they have been assessed as satisfactory in classroom practice
 - evidence that pre-service teachers will have access to:
 - staff with appropriate qualifications and experience
 - appropriate library resources
 - technology, multimedia and online resources
 - teaching resources and equipment for all curriculum areas covered by the course
 - appropriate student support services
 - a description of the partnership arrangements in place between the tertiary institution and participating schools, indicating how they are developed, resourced and maintained
 - evidence of institution or other accreditation of the course or timetable for achieving this
 - an outline of arrangements in place for quality assurance and continuous improvement of the course curriculum, delivery methods and learning outcomes throughout the period of approval, including evidence of:
 - any course evaluations undertaken in the case of a continuing course along with actions taken to address any areas of concern
 - regular consultation with key stakeholders including a description of the consultation process.
- 43 The Institute will provide tertiary institutions with a pro forma to assist them to submit the full range of documentation requirements outlined above.

STEP THREE: COURSE APPROVAL

- 44 The documentation will be considered by the Accreditation Committee panel in consultation with the tertiary institution concerned. A site visit may be conducted by the panel as part of the process of consultation. The panel will work with the tertiary institution to ensure the course accords with the standards and guidelines outlined in this document.
- 45 The panel recommendation and report will be submitted to the Accreditation Committee for final decision. Under the *Victorian Education and Training Reform Act 2006*, the Accreditation Committee has the authority to assess and approve pre-service teacher education courses for the purposes of teacher registration.
- 46 The Institute Council will be formally notified of the decision. The chairperson of the Accreditation Committee will inform the tertiary institution of the outcome, specifying any matters requiring further consideration or action by either the tertiary institution or the Institute.
- 47 Graduates of courses approved by the Institute will be eligible for provisional registration as teachers in Victorian schools.

STEP FOUR: ONGOING MONITORING AND ACCEPTANCE

- 48 Course approval will usually apply for a maximum of five years.
- 49 Where any significant change to the course is proposed within the approval period, the tertiary institution offering the course must advise the Institute. The tertiary institution must demonstrate to the Accreditation Committee that the changed course will continue to meet the guidelines for course approval and produce graduates who meet the standards of professional practice for graduating teachers in Victoria.
- 50 The Accreditation Committee will consult with the tertiary institution regarding continued approval of a significantly revised course.

STEP FIVE: CURRENT COURSES

- 51 The Institute will publish a list of current courses approved for the purpose of provisional registration as a teacher in Victoria on the Institute's website under 'Teacher Education'.

STANDARDS, GUIDELINES AND PROCESS REVIEW

- 52 The standards, guidelines and process approved by the Institute Council will be updated annually. They will be fully reviewed each five years in consultation with relevant stakeholders to ensure they continue to reflect world's best practice for the accreditation of pre-service teacher education courses.
- 53 The Institute will undertake a survey of graduating teachers, supervising teachers, school principals, teacher educators and, where appropriate, pre-service teachers, to inform the process of review. Results of the survey will be used to provide regular feedback to tertiary institutions on the effectiveness of their pre-service teacher education programs and how they might be improved.

STANDARDS FOR GRADUATING TEACHERS

STANDARDS	PROFESSIONAL KNOWLEDGE		
<p>These three broad themes and eight standards together describe the essential elements of teaching.</p> <p>The Institute requires all graduating teachers to have had pre-service professional learning experiences which lead to development of practice within these eight standards.</p> <p>The Institute's process of review and approval of pre-service teacher education courses has been developed to ensure that these standards and a number of essential elements of practice and knowledge are included in all approved courses.</p>	<p>1 Teachers know how students learn and how to teach them effectively.</p>	<p>2 Teachers know the content they teach.</p>	<p>3 Teachers know their students.</p>
<p>CHARACTERISTICS OF TEACHING</p> <p>The characteristics of teachers' knowledge, practice and professional engagement have been identified by teachers and teacher educators as essential for the preparation of members of the teaching profession.</p> <p>This list of characteristics provides a guide to effective teaching practices that all teachers graduating from a course of pre-service teacher education should have opportunities to consider, understand and develop as professional knowledge during their course.</p> <p>Pre-service teacher education courses should provide all students with the opportunity to develop this essential body of knowledge and practice.</p> <p>Tertiary institutions seeking to prepare teachers will have their courses reviewed for their capacity to provide candidates with this essential practice and to demonstrate that graduates meet these standards.</p>	<p>Within the context of four years of tertiary education including at least one year of pre-service education and specific subject guidelines, graduating teachers will ...</p>		
	<ul style="list-style-type: none"> ■ have a sound knowledge of current learning theories and of pedagogical models from which they draw their practice ■ have knowledge of theory and contemporary research in child and adolescent development and other fields of study which contribute to an understanding of student learning ■ know the principles and skills of instruction and program design and know how to engage students actively in learning ■ have a sound knowledge of the role of language and literacy in learning, of the conceptual, cognitive or developmental steps students make and of barriers to learning ■ have a critical understanding of both formative and summative assessment including the uses of both ■ be aware of how curriculum and assessment is structured to support learning ■ have knowledge of effective pedagogical approaches specific to the content areas they intend to teach. 	<ul style="list-style-type: none"> ■ have a critical understanding of the content, processes and skills of the content areas they intend to teach ■ be aware of the key concepts, structure and developments in their content areas ■ know the pedagogical approaches, resources and technologies used to support and assess student learning within their content areas ■ know the importance of literacy and numeracy to their content area and can incorporate strategies to support literacy and numeracy in their teaching ■ know how to integrate learning and student understanding across a number of content areas ■ be aware of tools and practices for assessing, recording and reporting student learning progress to parents and other stakeholders. 	<ul style="list-style-type: none"> ■ demonstrate empathy and positive regard for, and rapport with, students ■ regard all students as capable of learning and demonstrate an understanding of, and commitment to, equity in their practice ■ know how to identify the prior knowledge, the learning strengths and weaknesses of students, and other factors which impact on learning ■ have an understanding of cultural and religious diversity and of socioeconomic factors which may influence the students they teach ■ be aware of teaching and classroom management challenges and develop appropriate professional responses to them ■ understand the legal and ethical dimensions of teaching, including duty of care and the nature of their professional commitment to students ■ appreciate the position of trust they are given by parents/guardians and the community and are aware of ways parent/teacher partnerships can be developed.

STANDARDS FOR GRADUATING TEACHERS

PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
4 Teachers plan and assess for effective learning.	5 Teachers create and maintain safe and challenging learning environments.	6 Teachers use a range of teaching practices and resources to engage students in effective learning.	7 Teachers reflect on, evaluate and improve their professional knowledge and practice.	8 Teachers are active members of their profession.
Within the context of a course of pre-service teacher education which provides at least 45 days of supervised professional practice, graduating teachers will ...			Within the context of professional studies, graduating teachers will ...	
<ul style="list-style-type: none"> ■ use their professional knowledge to establish clear, challenging and achievable learning goals for students as individuals and groups ■ design lesson and unit plans which integrate a range of activities, resources, and materials to support learning, including the use of ICT and other learning technologies ■ evaluate student responses and work samples, using a variety of strategies and tools to make appropriate assessments of learning and plans for future teaching and learning activities ■ plan learning sequences and units which are consistent with curriculum statements, frameworks and assessment structures commonly used in schools ■ monitor and record student learning, providing appropriate feedback to students on their progress and how to improve, and for reporting to parents. 	<ul style="list-style-type: none"> ■ establish clear expectations of behaviour for a safe learning environment for all students, including learning environments utilised outside school environments ■ model exemplary behaviour for cooperative learning and positive interactions with others ■ be aware of and can use a range of strategies to establish a positive and inclusive learning environment where all students can learn and are challenged ■ manage the materials, resources and physical space within the school to ensure a safe and challenging environment for learning ■ work within the legal and ethical framework expected of all teachers and maintain appropriate professional relationships with students ■ work cooperatively and purposefully with colleagues and other professionals who share responsibility for the learning and welfare of their students. 	<ul style="list-style-type: none"> ■ understand and employ strategies for building effective relationships with students, parents and colleagues ■ model curiosity and enthusiasm for learning and are aware of strategies to make the content they teach accessible and relevant ■ create opportunities for students to explore ideas and emerging understandings and to develop skills ■ use a range of teaching approaches which foster independent and cooperative learning, cater for different learning needs and respond flexibly to the dynamics of the classroom ■ access and use a range of teaching and learning resources and technologies to support student learning ■ use effective oral, written and electronic communication skills to communicate with students, their parents and colleagues. 	<ul style="list-style-type: none"> ■ recognise the value of regularly reflecting on their professional knowledge and practice, and develop strategies for reflection individually and collectively ■ be aware of their own strengths, preferences and needs as a learner, and can identify areas for development as an emerging practitioner and member of the profession ■ engage in discussion of contemporary issues and research in education ■ demonstrate a commitment to continuing professional learning and employ effective strategies to develop their knowledge and refine their professional practice ■ understand the structures and skills which underpin collegiate practice and demonstrate a capacity to work collaboratively within the profession. 	<ul style="list-style-type: none"> ■ be aware of the ways teachers typically engage with their profession, and demonstrate a capacity to do so themselves ■ demonstrate a capacity to contribute to a professional learning community in a school and in the wider community (e.g. by engagement with a professional teaching body) ■ understand the social, political and ethical dimensions of education and within that framework can articulate a vision or philosophy of the role of a teacher generally, and of their work specifically ■ understand the professional behaviour and ethical conduct expected of a teacher and demonstrate attitudes which support professional behaviour ■ be aware of stakeholders, industrial structures, career opportunities, and regulatory requirements which impact on their profession ■ be aware of common administrative and professional duties and expectations of teachers, and can fulfill these competently.

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