|  |
| --- |
| TEEP implementation application form  Core Content |

Background

All initial teacher education (ITE) providers must submit Teacher Education Expert Panel (TEEP) implementation application forms to VIT addressing the updated requirements published in the [Addendum](https://www.aitsl.edu.au/docs/default-source/national-policy-framework/addendum-to-accreditation-standards-and-procedures.pdf) as approved by Education Ministers in 2023, with changes mandating the implementation of Core Content into ITE programs and amendments to the requirements for the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE).

Core Content

* Program Standard 1.5 (new Program Standard – Template 3.1)
* Program Standard 2.1
* Program Standard 4.2
* Schedule 2 – Core Content

LANTITE

* Program Standard 3.5

Whilst the Addendum specifies updated and / or revised standards, VIT notes that other Program and Graduate Teacher Standards may be affected because of these changes.

If the Core Content and / or LANTITE requirements already exist in your ITE program(s) as per the Addendum, then an explanation of how the standards are met should be provided along with relevant supporting evidence for VIT to verify.

Currently accredited programs must address all updated requirements.

Teach out programsare not required to address the updated requirements related to Core Content.

TEEP implementation application forms

Bespoke application forms have been developed to support the implementation of TEEP. These application forms are also intended to address any program changes required in response to the reforms.

This form is designed to address the changes to the Program Standards to include Core Content.

* Sections A – D provide general program information, rationale for any changes and overall impact of the reforms on the program and any related pathway programs. This section is likely to include information shared across multiple programs.
* Section E addresses the specifics of core content (Program Standards 1.5, 2.1 and 4.2 which includes schedule 2 – Core Content).

It is important for ITE providers to note that upon approval of the TEEP implementation application form, an updated clean copy of accreditation documentation will need to be provided for each program and / or suite of programs, once updated templates are made available by AITSL. Addressing the standard in its entirety within this form will assist providers to be prepared for submission of the clean copy of accreditation documentation to VIT.

Application timelines

The VIT will accept application forms in response to TEEP in stages to suit the varying implementation timelines. Changes related to LANTITE are to be implemented effective immediately and a separate form has been developed for these changes.

Changes related to Core Content are for cohorts commencing from 2026 and are addressed in this form.

This form should be completed electronically so that the cells can be expanded as required. All sections must be completed no later than 2 June 2025 and sent via email to

* VIT case managers
* VIT accreditation mailbox: [accreditation@vit.vic.edu.au](mailto:accreditation@vit.vic.edu.au)

Section A

|  |  |
| --- | --- |
| Date of application to VIT |  |
| Provider |  |
| Faculty / School / Department |  |

Section B

|  |  |
| --- | --- |
| Full name of provider contact |  |
| Email of provider contact |  |
| Phone number of provider contact |  |

Section C

|  |  |
| --- | --- |
| Program title(s) and code(s) covered by this application |  |
| Campus(es) where the program is offered |  |
| Current stage of accreditation  E.g. Stage 1 or stage 2 |  |
| Current accreditation approval and expiry |  |
| A course or program map is required – please indicate if this has been provided | |  |  | | --- | --- | |  | Yes | |  | No | |

Section D – overall impact of TEEP implementation

Provide a summary of the rationale and impact of any program changes, and any impact on related Pathway Programs for all changes in section E.

Reference to the TEEP reforms is an adequate justification for these changes, however, please describe any flow on affects to program standards and graduate teacher standards affected by the reforms.

|  |
| --- |
| Rationale and impact of the change(s) on the program and graduate outcomes |
|  |
| Description of attached supporting documentation |
|  |

|  |  |
| --- | --- |
| Does the change impact a Pathway Program nested in the ITE program? | |
|  | Yes - list the affected Pathway Program(s) and include a description of the attached supporting documentation in the allocated space below  Please indicate which program standards affect the Pathway Program(s)   |  | | --- | | 1.5 | | 2.1 | | 4.2 | | Schedule 2 – Core Content | | other – *please list in the summary of impact section* | |
|  | No - proceed to next section |
| Affected Pathway Program(s) (include program titles and program codes) | |
|  | |
| Summary of impact on Pathway Program(s) | |
|  | |

|  |  |
| --- | --- |
| Where the graduate teacher standards are affected by any of the changes, please confirm the following documents are attached to your application | |
| Graduate Teacher Standard map  Any new / changed unit outlines | Revised Template 3 (with tracked changes) |

Section E – changes required for cohorts commencing from 2026

*Please note a response to each program standard must be completed even where no changes to the program have been required to address the updated elements within the Standards and Procedures and the Guidelines. This enables VIT to verify compliance with the updated requirements to ensure standards are met.*

Program Standard 1: Program Outcomes

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

|  |
| --- |
| A completed Template 3.1 Core Content Matrix is required, please indicate if this has been included. |
| |  |  | | --- | --- | |  | Yes | |  | No | |

|  |
| --- |
| Are changes required to ensure pre-service teachers have successfully demonstrated knowledge and met the Learning outcomes of core content as outlined in Schedule 2? |
| |  |  | | --- | --- | |  | Yes | |  | No – proceed to next question | |
| Description or nature of changes(s) |
|  |
| Affected program standard(s), including standards other than 1.5 (if applicable) |
|  |
| Affected graduate teacher standard(s) |
|  |
| Description of attached supporting documentation |
|  |

|  |  |
| --- | --- |
| A statement confirming successful performance of the core content Learning Outcomes as a requirement for graduation is required within program and accreditation documentation, please indicate if this has been addressed. | |
| |  |  | | --- | --- | |  | Yes | |  | No – proceed to next question | |  |
| Include statement as it will appear in accreditation documentation | |
|  | |
| Description of attached supporting documentation (if applicable) | |
|  | |

|  |
| --- |
| Please provide an overall response to Program Standard 1.5 addressing the elements requiring verification as outlined in the Addendum Guidelines. |
|  |
| Description of attached supporting documentation |
|  |

Program Standard 2: Program development, design and delivery

* 1. Program development, design and delivery are based on:

1. a documented evidence-based rationale of how the program will develop effective teachers who:
2. meet the Graduate Teacher Standards; and
3. successfully demonstrate knowledge and meet the Learning Outcomes of the core content in Schedule 2
4. a coherent and sequenced delivery of program content including professional experience that facilitates achievement of the Graduate Teacher Standards.

|  |
| --- |
| An updated program rationale that has regard to the need for graduates to meet the Learning Outcomes of the core content is required, please indicate if this has been included. |
| |  |  | | --- | --- | |  | Yes | |  | No – proceed to next question | |

|  |
| --- |
| Are changes to the program rationale required to describe how the program will develop effective teachers who meet the Graduate Teacher Standards, including having a positive impact on student learning; and successfully demonstrate knowledge and meet the Learning Outcomes of the core content in Schedule 2? |
| |  |  | | --- | --- | |  | Yes | |  | No – proceed to overall response to program standard | |
| Description or nature of changes(s) |
|  |
| Affected program standard(s), including standards other than 2.1 (if applicable) |
|  |
| Affected graduate teacher standard(s) |
|  |
| Description of attached supporting documentation |
|  |

|  |
| --- |
| Please provide an updated overall response to Program Standard 2.1 addressing the elements requiring verification and elements requiring professional judgement as outlined in the Addendum Guidelines (including when program changes have not been needed as VIT is required to verify the updated standards are met). |
|  |
| Description of attached supporting documentation |
|  |

Program Standard 4: Program structure and content

* 1. Initial teacher education programs prepare pre-service teachers for the school curriculum[[1]](#footnote-2) and learning areas of their chosen discipline and/or stage of schooling in accordance with Schedule 1[[2]](#footnote-3). Discipline-specific curriculum and pedagogical studies must be consistent with the core content outlined in Schedule 2[[3]](#footnote-4)2.

|  |
| --- |
| Are changes to the program required to ensure discipline-specific curriculum and pedagogical studies are consistent with the intent of the core content outlined in Schedule 2? |
| |  |  | | --- | --- | |  | Yes | |  | No – proceed to next question | |
| Description or nature of changes(s) |
|  |
| Affected program standard(s), including standards other than 4.2 (if applicable) |
|  |
| Affected graduate teacher standard(s) |
|  |
| Description of attached supporting documentation |
|  |

|  |
| --- |
| A statement confirming the discipline-specific curriculum and pedagogical studies are consistent with the intent of the core content outlined in Schedule 2 is required within program and accreditation documentation, please indicate if this has been addressed. |
| |  |  | | --- | --- | |  | Yes | |  | No – proceed to next question | |
| Include statement as it will appear in accreditation documentation |
|  |

|  |
| --- |
| Please provide an updated overall response to Program Standard 4.2 addressing the elements requiring verification and elements requiring professional judgement as outlined in the Addendum Guidelines (including when program changes have not been needed as VIT is required to verify the updated standards are met). |
|  |
| Description of attached supporting documentation |
|  |

Declaration by Dean / Head of School

|  |  |  |  |
| --- | --- | --- | --- |
| Full name |  | Position |  |
| Signature | A white square with a blue border  Description automatically generated | Date | [Choose date] |

Please ensure all sections of this form are completed and sent via email to

* VIT case managers
* VIT accreditation mailbox: [accreditation@vit.vic.edu.au](mailto:accreditation@vit.vic.edu.au)

1. Curriculum refers to the Foundation to Year 12 Australian Curriculum or alternative curriculum frameworks that have been assessed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as meeting the requirements of the Australian Curriculum, any curriculum authorised by jurisdictional authorities, and the Early Years Learning Framework for Australia. [↑](#footnote-ref-2)
2. This Standard applies equally to those entrants admitted under recognition of prior learning or credit transfer arrangements. [↑](#footnote-ref-3)
3. [↑](#footnote-ref-4)