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| TEEP implementation application form  Program Standard 3.5 |

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 programs that have students enrolled in first year, as identified in the *TEEP Reform checklist for Victorian ITE providers*, must have application forms submitted to address the updated requirements for Program Standard 3.5.

The VIT notes that there may be teach out programs with pre-service teachers progressed beyond first year who are yet to successfully complete LANTITE who may be eligible for recognition of First Nations Language proficiency. These pre-service teachers can be managed on a case-by-case basis, to provide access to the recognition of First Nations Language proficiency, without the requirement for a program change application.

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 Program Standard 3.5.

* 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 Program Standard 3.5.

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 are addressed in this form.

Changes related to Core Content are for cohorts commencing from 2026 and a separate form has been developed for these changes.

This form should be completed electronically so that the cells can be expanded as required. All sections must be completed by mid-2024 and sent via email to

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

Section A

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

Section B

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

Section C

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| --- | --- |
| 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.

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| Rationale and impact of the change(s) on the program and graduate outcomes |
|  |
| Description of attached supporting documentation |
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| 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 |
|  | No - proceed to next section |
| Affected Pathway Program(s) (include program titles and program codes) | |
|  | |
| Summary of impact on Pathway Program(s) | |
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| 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 immediate implementation

*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 3: Program entry

1. Initial teacher education graduates will possess levels of personal English language literacy and numeracy broadly equivalent to the top 30% of the population and/or possess high levels of Australian First Nations language proficiency.
2. The Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) is the means of demonstrating that students have met the required standard of English language literacy and numeracy. In the case of First Nations language speakers, recognition of First Nations language proficiency by the relevant cultural authority is an acceptable alternative standard.
3. Students who are required to undertake the LANTITE are expected to attempt it before the end of the first year of their initial teacher education qualification.
4. Providers must support students’ access to the LANTITE and provide targeted assistance to those who need support to achieve the required standard before graduation. Providers must have an established process to confirm recognition of First Nations language proficiency.
5. Providers are also required to support those students who meet the First Nations language proficiency to develop their English literacy and numeracy skills.

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| Are changes required to address the timing of LANTITE within the program to ensure all students required to undertake LANTITE are supported to attempt the test before the end of the first year of the program? | |
| |  |  | | --- | --- | |  | Yes | |  | No – proceed to next question | |  |
| Description or nature of changes(s) | |
|  | |
| Affected program standard(s), including standards other than 3.5 (if applicable) | |
|  | |
| Affected graduate teacher standard(s) | |
|  | |
| Description of attached supporting documentation | |
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| Are changes required to ensure mechanisms and processes exist to recognise First Nations language proficiency? |
| |  |  | | --- | --- | |  | Yes | |  | No – proceed to overall response to program standard | |
| Description or nature of changes(s) |
|  |
| Affected program standard(s), including standards other than 3.5 (if applicable) |
|  |
| Affected graduate teacher standard(s) |
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| Description of attached supporting documentation |
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| Please provide an updated overall response to Program Standard 3.5 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). |
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| Description of attached supporting documentation |
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Declaration by Dean / Head of School

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| --- | --- | --- | --- |
| 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)