

Guidance note

Template 3.1 Core Content Matrix

Effective date: 22/05/2025

Background

The addendum to the [Accreditation of initial teacher education programs in Australia: Standards and procedures](#) outlines changes to the requirements initial teacher education programs must meet based on recommendations from the Teacher Education Expert Panel (TEEP) approved by Education Ministers in 2023. The addition of Program Standard 1.5 requires programs to evidence mandatory core content as outlined in Schedule 2 by completing Template 3.1. This guidance note has been developed to provide advice to ITE providers when completing the template.



Program Standard 1.5 (new)

Page 3 of the [Addendum: Guidelines for the accreditation of initial teacher education programs in Australia](#), outlines the elements requiring verification for Program Standard 1.5.

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.

Element requiring verification	<p>The evidence includes:</p> <ul style="list-style-type: none"> A fully completed Core Content Matrix (Template 3.1) A statement confirming successful performance of the core content learning outcomes as a requirement for graduation
Possible additional evidence	<p>ITE providers should list 1-2 examples of where pre-service teachers have successfully demonstrated knowledge and met the learning outcomes of the core content. Evidence can include:</p> <p>Taught:</p> <ul style="list-style-type: none"> Unit outlines including unit content and learning outcomes/objectives Reading lists Learning activities <p>Practised</p> <ul style="list-style-type: none"> Learning exercises and activities Assessment tasks <p>Assessed</p> <ul style="list-style-type: none"> Assessment tasks, including assessment criteria Critical tasks, including assessment criteria.

General tips

- The language of the evidence does not need to match the exact language of core content; however, the concepts must be clearly addressed.
- VIT considers some key terms should necessitate the exact language, e.g. “cultural safety”.
- Where journal articles are referenced in the template, a short explanation of how these articles link to the core content element should be provided.
- The template should clearly indicate where in the unit outlines the evidence is located. For example, specific unit learning outcomes, weekly schedules and assessment tasks (with page numbers).
- The evidence provided in Template 3.1 must align with the concepts and key terms in the unit outlines.
- Hyperlinks to the supporting evidence e.g. unit outlines are helpful for navigation.
- Core content being Taught, Practised and Assessed in unit / subject outlines can be evidenced as follows
 - Taught within unit description or learning outcomes
 - Practised within weekly activities
 - Assessed within assessments tasks and assessment criteria / rubrics.
- Providers are permitted to collapse or merge cells where the same evidence is used to demonstrate meeting multiple content areas or learning outcomes, however it would not be appropriate if identical sources are cited for all core content.
- Core content 4 learning outcomes are determined by the provider. Assessment tasks should holistically assess the focus areas.
- Where multiple programs are included in a template, ensure the units are core / common or that there is evidence for each program.
- The sequencing of the core content across the program will not be assessed (i.e. the core content element is not required to be taught and practised before it is assessed).

The ‘research’

- Where the core content element states ‘**the research**’ providers are required to include citations (i.e. research papers, journal articles) within Template 3.1.
- Along with citations, providers must include a summary (1 – 2 sentences) explaining how they relate to the core content element.
- The same research evidence may be used for multiple elements.



Core content elements requiring citations

For the following core content elements please provide citations for 1 – 2 research papers / journal articles, including a 1 – 2 sentence summary explaining how they relate to the core content element within Template 3.1.

- 1.1.4 The research evidence that shows why the use of self-directed approaches as a starting point for novices is ineffective and should be avoided.
- 2.2.1 The research base that shows explicit teaching, modelling and scaffolding practices are highly effective and attend best to how a student's brain learns.
- 2.4.2 The research that shows explicit reading and writing comprehension tailored to discipline specific content improved students' academic understanding and engagement with material, as well as their overall academic performance.
- 2.5.2 The research that shows numeracy is a fundamental component of learning, discourse and critique across all areas of the curriculum and improves students understanding of and engagement with material within and beyond the mathematics curriculum.
- 2.6.3 The research evidence showing the positive impact of high-quality instruction delivered by the classroom teacher as a protective measure in reducing the need for further intervention.
- 3.1.3 The research evidence that shows the impact of developing and reinforcing clear and well-defined rules and routines and why rules and routines need to be explicitly taught and reinforced to students to be effective.
- 3.2.1 The research evidence that shows the positive impacts clear and high expectations has on student behavior and achievement and why it results in improved motivation, better self-accountability and understanding of consequences.
- 3.2.2 The research evidence that shows the relationship between effective pedagogical practices and increased positive behaviour including why specific practices are particularly effective in preventing undesired behaviour.
- 3.3.2 The research evidence that shows the positive impact of building positive relationships on classroom behaviour and student outcomes.
- 3.4.1 The research evidence that shows why consistent and proportional responses to student behaviour to reinforce expectations and maintain safety is most effective when paired with verbal and non-verbal calm, expected and escalating responses.
- 4.1.3 The research evidence that shows the positive impact of engaging with communities and families to drive successful outcomes for First Nations students and teach what appropriate engagement with families and communities can look like in practice.

- 4.3.1 The research evidence that outlines the most effective approaches for engaging with families to promote learning appropriate to student stage of learning.
- 4.4.1 The research evidence that shows how practices outlined in the core content are highly effective for the vast majority of students, particularly those with additional needs or from disadvantaged backgrounds.

Professional Experience

Several core content elements can be appropriately practised during a professional experience placement. However, providers are asked to consider the workload implications for supervising teachers if professional experience is used as evidence in Template 3.1 and are asked to consider what additional support can be provided to the school and supervising teachers.

Core content and the Teaching Performance Assessment (TPA)

The TPA was not designed for the purposes of addressing core content and VIT encourages providers to seek alternative assessment tasks to evidence the elements of core content.

However, if the TPA consortium lead were comfortable and assured that a particular section of the TPA tool addresses both the GTS and adequately assesses an element of core content then VIT could support this arrangement. This would also be applicable to providers who have developed their own TPA (approved by the EAG).

This would require

- The TPA consortium / provider to supply evidence that a specific core content learning outcome can be adequately assessed via this section of the TPA tool
- All members of the TPA consortium are notified and agree in writing
- VIT is advised in writing of the details of the arrangement
- Details of the assessment task must be included in Template 3.1 for assessment, including hyperlinks to any unit outlines and assessment task details, including assessment criteria/rubrics where applicable.