

# Victorian Selection Framework

The Minister for Education endorsed the Victorian Selection Framework (VSF) into initial teacher education (ITE) in May 2017. The VSF delivers on the Victorian Government's announcement of the Excellence in Teacher Education reforms in November 2016, to raise the entry standards and attract high quality candidates from diverse backgrounds into the teaching profession.

The Victorian Institute of Teaching (VIT), the Department of Education and Training (DET) alongside all Victorian ITE providers have collaborated to develop the VSF, requiring higher education providers to use clear, transparent and evidence-based selection criteria for entry into ITE.

VIT monitors compliance with the VSF through Annual Reporting data collected from ITE providers.

Students entering an ITE program must demonstrate academic capability by achieving an ATAR selection rank of at least 70 or equivalent, following access and equity considerations. Equivalent refers to students applying through the International Baccalaureate, VCAL or international studies.

ITE providers will use specific personal attributes for entry. These attributes include motivation to teach, strong interpersonal and communication skills, willingness to learn, resilience, self-efficacy, conscientiousness, organisational and planning skills.

The attributes are consistent with the attributes demonstrated by effective teachers identified by the AITSL. Read more about [selection of entrants into initial teacher education at the AITSL website](#).



Quality teaching and improved student outcomes can be achieved by the **validation, reporting and verification** of the following three key attributes.

|  Personal attributes   |  Academic capability and pathways  |  Evidence, effectiveness and impact   |
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| <p><b>Principle 1.1</b><br/>For all entry pathways, providers will identify and document the expectations in relation to personal attribute selection criteria and process for entry into their ITE programs.</p>   | <p><b>Principle 2.1</b><br/>Students seeking to enter an undergraduate ITE program on the basis of their ATAR will have an ATAR of 70 or equivalent following access and equity considerations.</p> | <p><b>Principle 3.1</b><br/>Providers will demonstrate and report on the effectiveness of their selection criteria and process as it impacts on quality teaching and improved student outcomes.</p>                      |
| <p><b>Principle 1.2</b><br/>Personal attribute selection requirements, thresholds and mechanisms will be transparent and evidence-based.</p>  | <p><b>Principle 2.2</b><br/>For all pathways, providers will identify and document the academic selection criteria and process for entry into their ITE programs.</p>                               | <p><b>Principle 3.2</b><br/>Provider selection criteria and processes will be validated through the accreditation of the ITE program and verified by VIT.</p>  |
| <p><b>Principle 1.3</b><br/>Personal attributes of candidates to be selected including:</p> <ul style="list-style-type: none"> <li>• motivation to teach</li> <li>• strong interpersonal / communication skills</li> <li>• willingness to learn</li> <li>• resilience</li> <li>• self-efficacy</li> <li>• conscientiousness</li> <li>• organisational and planning skills.</li> </ul> | <p><b>Principle 2.3</b><br/>Academic selection requirements, thresholds and mechanisms will be transparent and evidence-based.</p>  | <p><b>Principle 3.3</b><br/>A collective evidence-based approach to evaluating the framework will inform its overall impact on the quality of teaching and improved student outcomes, and drive ongoing improvement.</p> |