

The Standards, Guidelines and Process for the Approval of Initial Teacher Education Programs

Teacher Registration Board of the Northern
Territory
Draft Working Paper (v#5)

*The Teacher Registration Board has endorsed this as a Draft
Working Paper at its meeting of 11 September 2008*

A copy of this document is available on the web at:
http://www.trb.nt.gov.au/teaching_education/index.shtml

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Introduction

The Teacher Registration Board has a statutory responsibility under the *Teacher Registration (Northern Territory) Act 2004* to ensure that only persons who are fit and proper, and who are appropriately qualified, are employed as teachers in the Northern Territory.

The Act makes provision for the Board to fulfil this responsibility in a number of ways including through involvement in initial teacher education. Specifically, the Act requires the Board to liaise with institutions providing teacher education courses in relation to standards and to assess the relevance of courses to the teaching profession in the Territory. The Board is required to make recommendations to the Minister in relation to the minimum qualifications and other requirements for registration. Further, a person can only apply for registration if he or she has successfully completed an accredited course for registration in the Territory or a course from outside the Territory that the Board considers is at least substantially equivalent to an accredited course for registration. The Board is also charged with developing the competencies of teachers during the early stages of the teachers' careers through liaison with employers in the Territory.

The Board's engagement, therefore, with developing initial teacher education programs, promoting professional standards for teaching within initial teacher education programs and supporting graduate teachers to attain teaching standards in the early years of employment is vital to the fulfilment of its responsibilities.

Guiding Principles

Supporting new teachers into the profession through initial teacher education and the early years of teaching is the collective responsibility of institutions providing initial teacher education, employers of teachers and the teaching profession through the Teacher Registration Board. None of those engaged in this work can expect to be successful in isolation. A high level of cooperation, therefore, is essential if innovative, high quality initial teacher education programs are to be delivered and graduating initial teachers are to be successfully inducted into the profession.

In considering the suitability for teaching in the Northern Territory of initial teacher education programs delivered in the Territory, the Teacher Registration Board is committed to working with tertiary institutions with a high level of collaborative, cooperative and professional engagement throughout the course accreditation process.

The Board expects to provide the Minister with a statement on the suitability for teaching in the Territory of new programs and programs being reviewed prior to their commencement.

Beginning in 2006 the Teacher Registration Board developed the Professional Standards for Teaching in the Northern Territory. The Professional Standards were written by Northern Territory teachers and aligned with the *National Framework for Professional Standards of Teaching* published by the Ministerial Council on Education, Employment, Training and Youth Affairs in 2003. They make an unequivocal statement about the professional competence and commitment of teachers in the Territory. Approval of initial teacher education programs is dependent on the Board being satisfied that programs graduates can achieve the Professional Standards for Graduating Teachers. Within a year or two of commencing professional employment, it is expected that graduates will be able to meet the Professional Standards for Competent Teaching.

The Board recognises the professional expertise and responsibilities of higher education institutions in the Northern Territory with regard to the development of initial teacher education programs; hence the guidelines provide a broad framework to assist in the development of programs that meet the requirements of the profession and other education stakeholders in the Northern Territory.

Context

The guidelines for program approval in the Northern Territory have been developed recognising there is a consensus on the need for an approach that is nationally consistent at the same time as being responsive and relevant to the teaching environment in the Northern Territory.

In recognising the importance of national consistency, these guidelines comply with the National Framework for Professional Standards for Teaching that was endorsed by MCEETYA in 2003. MCEETYA also agreed to align graduate, or entry level, teaching standards that apply in each state or territory. In May 2006, MCEETYA decided that in the context of implementing the National Framework for Professional Standards for Teaching:

- all jurisdictions should align their teacher registration arrangements with the National Framework by the end of 2006;
- all employers should align their employment requirements with the National Framework by the end of 2006; and
- all jurisdictions should establish guidelines for initial teacher education programs that are aligned with the National Framework by the end of 2006.

In developing its processes and guidelines the Board was mindful of the MCEETYA requirement and that this had been captured in the AFTRAA¹ a Framework for the National Recognition of Approved Initial Teacher Education Programs. The Framework set out the broad program requirements including common elements that each jurisdiction will include in its program approval processes. All programs formally approved by a member of AFTRAA under approval processes complying with the Framework will be recognised by other AFTRAA members for the registration and accreditation of teachers.

In 2007, MCEETYA took steps to develop a national system for the accreditation of initial teacher education programs and in June 2008 agreed on a process by which national graduating teacher standards would be developed and a national system for accreditation. In line with MCEETYA's intentions, ATRA continued its work to develop a national system for the accreditation of initial teacher education programs, and the revisions to this document have been aligned to the proposed ATRA process.

There are two institutions in the Northern Territory that deliver initial teacher education programs, Charles Darwin University which provides undergraduate and postgraduate initial programs for primary and secondary schooling and Batchelor Institute of Indigenous Tertiary Education which provides undergraduate programs for primary schooling. Both institutions are represented on the Teacher Registration Board and the Board's Professional Development and Course Accreditation Committee.

Application of the Professional Standards for Graduating Teachers

Initial teacher education courses approved by the TRB NT will be those that demonstrate that successful graduates are equipped to meet the TRB Professional Standards for Graduating Teachers endorsed by the Board 19 January 2006. How the Standards are met is the responsibility of the teacher education institution. The Board's concern is to focus specifically on the outcomes required for graduates.

There are three broad themes and eight associated standards.

Professional Engagement

1. Graduate teachers are active members of their profession
2. Graduate teachers reflect on, evaluate and improve their professional knowledge and practice

Professional Knowledge

3. Graduate teachers know their students
4. Graduate teachers know how students learn and how to teach them effectively
5. Graduate teachers know the content they teach.

¹ Australasian Forum of Teacher Registration and Accreditation Authorities was formally incorporated as ATRA (Australasian Teacher Regulatory Authorities) in November 2007

Professional Practice

6. Graduate teachers plan, program, assess and report for effective learning
7. Graduate teachers create and maintain safe and challenging learning environments
8. Graduate teachers use a range of teaching practices and resources to engage students in effective learning.

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

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

The Northern Territory Professional Standards for Graduating Teachers is at appendix one.

Formal qualifications

Approved programs will meet the requirements of the Australian Qualifications Framework.

In meeting the requirements of the AQF, it is expected that institutions offering initial teacher education programs in the Northern Territory will be appropriately staffed and resourced to ensure graduates meet the Professional Standards for Teaching.

The *Teacher Registration (Northern Territory) Act 2004 Regulations* prescribe the educational qualifications for entitlement to registration:

- a 4 year degree of education or diploma of education and degree from Charles Darwin University or Batchelor Institute;
- a 4 year degree of education obtained from an institution in another state or territory that is
 - accredited by an accreditation body in that state or territory; or
 - accepted for registration as a teacher by the registration authority in that state or territory.

Entry requirements

Programs should have clear selection criteria and entry procedures and processes that allow equitable access, including RPL.

For graduate entry programs, the undergraduate program should provide in-depth discipline content knowledge through completing major and minor

studies to support to the applicant's future teaching areas in the appropriate stages of schooling.

Institutions should give consideration to how they might encourage applications from students who are likely to have a disposition that fits well with a career in teaching.

While teacher education programs delivered in the Northern Territory will produce graduates with the necessary skills to teach in all Australian schools, encouragement should be given to students who understand the diverse and challenging teaching and learning contexts in the Northern Territory.

Teacher education students should be made aware they will be required to undertake a Criminal History Check before they may undertake any practicum placements in schools.

Program Design and Structure

Programs should demonstrate a systematic design with an explicit statement of philosophy and intended outcomes.

Teaching and learning approaches should support students in the initial teaching programs to attain the professional standards for graduating teachers and how this is achieved should be made explicit in course documentation.

Initial teacher education programs must meet the requirements of the Australian Qualifications Framework and be equivalent to not less than four years of full-time academic study. The course of study must include professional studies in education, content discipline studies and embedded professional experience.

Professional Experience

Professional experience refers to the placement of initial teachers in schools and other settings, including practicum, internship and other placement arrangements. Professional experience is an essential component of any initial teacher education program and the approval and accreditation of programs.

High quality professional experiences should aim to facilitate the integration of theoretical knowledge and professional practice across the professional standards for graduating teachers.

The *Teacher Registration (NT) Act 2004*, requires a minimum of 90 days supervised practicum in an undergraduate program and a minimum of 55 days in a postgraduate program.

The Teacher Registration Board does not endorse internships that require the interns to 'go solo' and will not support the use of initial interns in

unsupervised placements in Northern Territory schools. Direct teacher supervision for teacher education students, whether in an internship or practicum, must be in place at all times.

The Board considers a team teaching model is preferable to having unqualified, unsupervised interns working in Northern Territory classrooms

Literacy and Numeracy requirements

In April 2007, the Council of Australian Governments (COAG) agreed to develop a core set of nationally consistent teacher standards for literacy and numeracy by the end of 2007, and require accreditation of initial teacher education programs by all jurisdictions to embody these requirements. This decision implements key aspects of the COAG National Reform Agenda.

Literacy requirements

It is a requirement that graduate teachers are able to communicate effectively in English with their students and members of the community.

It is expected that initial teacher education program providers will ensure appropriate levels of English language capacity by way of course entry requirements and/or at the point of graduation.

All initial teacher education programs must ensure that graduate teachers:

- have high standards of personal literacy
- are familiar with the literacy demands of the curriculum areas they teach
- are able to identify the literacy needs of all their students and possess a range of literacy strategies to meet those needs
- are able to demonstrate an understanding of the explicit and systematic teaching of reading and writing, speaking and listening appropriate to their level of teaching

Literacy Standards are detailed in Appendix 2.

For students who do not have English as a first language and have not studied for a qualification in a country in which English is the official language, a number of tests are available including:

International English Language Testing System (IELTS)

International Second Language Proficiency Ratings (ISLPR)

Professional English Assessment for Teachers (PEAT)

It is expected that graduates will have achieved the equivalent of an IELTS of 7 in each area of the IELTS (academic) at the end of the initial teacher education program.

Numeracy requirements

All initial teacher education programs must ensure that graduate teachers:

- have high standards of personal numeracy
- are familiar with the numeracy demands of the curriculum areas they teach
- are able to identify the numeracy needs of all their students and possess a range of numeracy strategies to meet those needs
- are able to demonstrate an understanding of the explicit and systematic teaching of numeracy appropriate to their level of teaching

Numeracy standards are detailed in Appendix 2.

Program Approval Process

The Teacher Registration Board of the Northern Territory is responsible for course approvals and delegates the oversight of the process to its Initial Teacher Education Committee (ITEC).

The TRB both reviews existing courses and approves new courses for recommendation to the Minister.

From the initial application through to the final course approval the TRB will adopt a collaborative approach.

Step one Notification

When Charles Darwin University, Batchelor Institute of Indigenous Tertiary Education or another institution determines that an existing initial teacher education program is to be reviewed, or a new program is to be written, the Board should be notified. Alternatively, the Board may notify an institution that a previously approved program is due for reassessment.

In making this notification it is essential to keep in mind that the Board expects to receive the formal proposal for approval with the appropriate documentation at least six months before the new or revised course is due to commence.

Step two Appointment of panels and preliminary discussions

Once notified that a course is to be reviewed, the ITEC will make a recommendation to the Board to establish a panel to undertake the review.

Generally, the panels will be made of four members with appropriate experience and expertise and at least one panel member must be from a jurisdiction other than the Northern Territory:

- A registered practising teacher
- A principal

- A teacher educator (nominated by the Australian Council of Deans of Education)
- A TRB Board member
- An employer representative

The Board may co-opt additional expertise to the panel.

Panel members who are also ITEC or Board members, once nominated to the panel, may not be part of the Board's or ITEC's decision making processes regarding the panel's recommendations on the program being assessed.

Panel members may not sit on any advisory groups pertaining to the course they will be reviewing once appointed to the panel.

Both the Initial Teacher Education Committee and the institution from where the course is to be reviewed are encouraged to meet regularly so there is open and ongoing dialogue.

The TRB Director will act as an executive officer to the panel and while providing advice and liaising with the course advisory groups, may not have decision making roles on any such group.

It is intended that regular training in program assessment procedures will be provided for Board and ITEC members and potential panel members so that a cohort of skilled assessors is developed in the Northern Territory.

Step three Formal Submission

The institution will submit a formal proposal for course approval including documentation to the Teacher Registration Board at least six months before the new or revised course is due to commence.

The program documentation should identify clearly how its graduates will meet the requirements of the Professional Standards for Graduating Teachers in the Northern Territory, keeping in mind that these standards are aligned with the National Framework for Professional Standards for Teaching.

Documentation to be provided will cover:

- program overview of the conceptual framework for the course, including a statement outlining the course philosophy, principles and pedagogy
- the curriculum aims of the course

- entry requirements and selection criteria for Initial teacher program students
- 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 application non-education courses (eg double degrees) and 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 etc), number of days per year or semester, and the arrangements for this school experience (eg, one day per week, a three week block)
- program content, structure and progression and specifically how the program provides for:
 - Territory based learning standards
 - requirements to meet the needs of Australian Indigenous perspectives, ESL and culturally diverse learners
 - addressing special learning requirements of school students
 - the development of satisfactory classroom management skills
 - stages of schooling
- address the ethical and legal contexts of teachers' work, including any child protection requirements and criminal history checks
- 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 Initial teacher levels of expertise and needs are addressed, and how initial teachers will be prepared to use ICT in their teaching
- ensure personal proficiency with literacy and numeracy
- equip graduates with the capacity to teach literacy and numeracy at the appropriate levels of schooling
- Details of the professional experience component of the course including:
 - an outline of the arrangements in place with partner schools to ensure a quality practicum experience including assessment procedures and protocols and other supervisory support arrangement.
 - an indication of the range of practicum experiences a graduate will have experienced
 - a statement of the outcomes intended from the practicum and how these will be achieved and assessed
 - an assurance that initial teachers will only receive the award if they have been assessed as satisfactory in the classroom
- Evidence the initial teachers will have access to:
 - appropriately qualified staff
 - appropriate resources, including library, on line technology and multi-media resources
- An outline of the arrangements for quality assurance and course review.

Step four
Assessment and development of report

The documentation will be considered by the panel appointed by the Board initially over two day period allocated for the work of assessing

the program with assistance from the Director TRB. A site visit may be considered appropriate and the panel may request additional information or clarification from the institution to assist in its deliberations

A report will be prepared by the panel with its recommendations and submitted to the Board .

Step five **Course approval by the Board**

The Board will receive the Assessment Panel Report. It has the option to accept or reject the Report or request other action as appropriate.

The Teacher Registration Board will advise the Minister on the relevance of the new program to teaching in the Northern Territory. Where a program is assessed by the Board as being relevant, it will be listed on the Board's website as an approved program and the institution will be advised.

Approval will usually be for a period of five years.

On-going monitoring

Course approval will usually be for a maximum of five years.

The Board will monitor approved courses to ensure they continue to produce graduates who meet Northern Territory Professional Standards for Graduating Teachers and to keep the Minister informed of the suitability of programs for preparing teachers for teaching in Northern Territory schools.

Wherever possible, the evaluation process will correspond with or feed into an institution's own processes

Where any significant changes to an approved program are proposed, the institution should advise the Board prior to the implementation of such a change. A significant change would include a major change to the content of the program. The Board will consult with the institution about continued approval of any significantly changed program

Appeal

While there is no appeal process, the TRB may be approached to reconsider its decision.

Northern Territory Professional Standards for Graduating Teachers

It is expected that all graduates will have achieved at this level on completion of a initial teacher education course

Endorsed by the Board, 19 January 2006

PROFESSIONAL ENGAGEMENT

1. Graduate teachers are active members of their profession

1.1 Graduate teachers can contribute to the development of school communities that support the learning and well-being of both students and fellow teachers.

1.2 Graduate teachers can develop and maintain positive relationships with other professionals, parents/ carers and members of the broader community to provide effective learning for students.

1.3 Graduate teachers begin to share responsibility for the integrity of the profession by promoting learning, the value of education and the profession in the wider community.

1.4 Graduate teachers act with dignity, courtesy and empathy in their relationships with all staff, students, parents/carers and the education community.

1.5 Graduate teachers understand and fulfil their legal and ethical responsibilities.

2. Graduate teachers reflect on, evaluate and improve their professional knowledge and practice

2.1 Graduate teachers can reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.

2.2 Graduate teachers begin to work collaboratively with others to discuss contemporary issues and research to improve professional practice.

2.3 Graduate teachers identify their own professional learning needs with assistance, and plan for and engage in professional development activities as identified in consultation with colleagues.

2.4 Graduate teachers have a repertoire of organisational, technological and administrative skills to help manage their duties effectively.

2.5 Graduate teachers acknowledge and engage critically with change to maintain relevance in their teaching and to clarify priorities in negotiation with their workplace.

PROFESSIONAL KNOWLEDGE

3. Graduate teachers know their students

3.1 Graduate teachers know how to assess the learning capabilities of their students and are aware of the factors that can influence their learning.

3.2 Graduate teachers recognise and are responsive to the social, cultural, historical and religious backgrounds of the students they teach and value their diversity.

3.3 Graduate teachers develop an understanding and respect for students as individuals and are sensitive to their social needs and learning styles and the ways they interact with others.

3.4 Graduate teachers know the importance of working with and communicating regularly with students' families to support their learning.

4. Graduate teachers know their students and how to teach them effectively

4.1 Graduate teachers know that relationships form the basis of all teaching and learning

4.2 Graduate teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their developing practice.

4.3 Graduate teachers know the importance of prior knowledge and language for learning and the impact of discussions, group interaction and reflection in the learning process.

4.4 Graduate teachers know how to engage students in active learning.

4.5 Graduate teachers know how learning environments, program design, use of materials and resources, assessment and the structure of activities impact on learning.

5. Graduate teachers know the content they teach

5.1 Graduate teachers have a sound, critical understanding of the content, processes and skills they teach.

5.2 Graduate teachers can articulate the key concepts, skills and content of the curriculum and can demonstrate how they are applied.

5.3 Graduate teachers know the methodologies, resources and technologies that support learning of the content, processes and skills they teach.

5.4 Graduate teachers have knowledge of approved curriculum frameworks, policies, materials and programs appropriate to the context in which they teach.

PROFESSIONAL PRACTICE

6. Graduate teachers plan, program, assess and report for effective learning

6.1 Graduate teachers use their developing knowledge of students , content and pedagogy to establish clear, achievable learning goals for their students.

6.2 Graduate teachers plan and document a the use of a range of activities, resources and materials to provide meaningful learning opportunities for students.

6.3 Graduate teachers know how to monitor student engagement in learning and begin to maintain records and report on student outcomes.

6.4 Graduate teachers can select, document and implement the approved curriculum to assess student learning effectively, to provide feedback to students and to inform further planning of teaching and learning.

7. Graduate teachers create and maintain safe and challenging learning environments

7.1 Graduate teachers develop relationships within classrooms, the school and the wider community that promote a sense of belonging.

7.2 Graduate teachers begin to build and maintain a positive learning environment in where respect for individual and group dynamics is fostered, and where learning is the focus.

7.3 Graduate teachers know how to establish a learning environment that engages and challenges students, and encourages them to take responsibility for their own learning.

7.4 Graduate teachers can use an manage the materials, technologies, resources and physical space of the learning environment to create a stimulating and safe learning space.

7.5 Graduate teachers know how to establish and maintain clear and consistent expectations for students as learners and for their behaviour in the learning environment.

8. Graduate teachers use a range of teaching practices and resources to engage students in effective learning

8.1 Graduate teachers can communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning.

8.2 Graduate teachers can provide and manage opportunities for students to explore ideas and develop knowledge and skills though discussions and group activities.

8.3 Graduate teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.

8.4 Graduate teachers provide meaningful and constructive feedback to students about their learning.

Appendix two

Documentation provided to the Board

Documentation provided to the review panel may be prepared for the institution's internal course accreditation processes, or may be collated specifically for TRB assessment.

The following documentation usually provides the basis for program assessment:

- A course overview including aims, selection criteria for students and assessment procedures
- Details of the course structure including
 - timing and weighting of units
 - articulation with non-education courses (eg double degrees); rules applying for selection and timing of non-education units; subject levels and weighting
 - timing of school experience showing number of days per year or semester
- content detail for all units under education faculty control, including main references and assessment details
- course outcomes mapped to the Northern Territory Professional Standards for Graduating Teachers
- evidence that graduates will be competent users of new learning technologies in their teaching throughout the curriculum
- evidence of the minimum standard set for literacy and numeracy attainment by preservice teachers and details of assessment
- a statement on the outcomes intended from the practicum experiences and evidence of how these will be achieved
- evidence that students are informed that:
 - participation in the practicum will be contingent on the satisfactory outcome of a Criminal History Check; and
 - evidence of good character is a requirement for registration as a teacher in the Northern Territory
- assurance that students will only receive the award if they have been assessed as satisfactory in the practicum component of the course
- status of the course eg evidence of university accreditation or timetable for that.
- evidence of on-going review and evaluations of the program

Appendix two

Literacy requirements (DRAFT)

It is a requirement that graduate teachers are able to communicate effectively in English with their students and members of the community.

It is expected that preservice teacher education program providers will ensure appropriate levels of English language capacity by way of course entry requirements and/or at the point of graduation.

All preservice teacher education programs must ensure that graduate teachers:

- have high standards of personal literacy
- are familiar with the literacy demands of the curriculum areas they teach
- are able to identify the literacy needs of all their students and possess a range of literacy strategies to meet those needs
- are able to demonstrate an understanding of the explicit and systematic teaching of reading and writing, speaking and listening appropriate to their level of teaching

All courses must show that by the point of graduation all graduate teachers can:

- identify the literacy demands of the subjects and syllabuses in their teaching areas
- develop units of work that embody a literacy focus relative to teaching levels and subject areas and incorporate the effective use of literacy strategies and assessment tasks that target literacy capabilities as well as subject matter
- analyse student work samples to identify areas of literacy need
- provide accurate written oral feedback for students in relation to their literacy development
- develop specified strategies to cater for students requiring additional support
- interpret data (school based and system) to make informed decisions about student literacy needs in the context of their subject and in a broader whole school context
- explicitly teach language and literacy skills necessary for students to achieve identified learning outcomes and demonstrate effective speaking, listening, reading and writing.

All pre-service teacher education programs will provide for professional experience (practicum) which includes a focus on developing and demonstrating literacy strategies appropriate to the subject area, level of

teaching and the identified needs of students consistent with the above requirements for graduates.

Programs should sustain a continuity of literacy focus across the program including the development of the personal literacy capacity of the graduates.

To support graduates' achievements of the above requirements, programs preparing graduates to work in primary schools will

- teach reading, writing, speaking and listening and also include cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social settings
- maintain a focus on contemporary understandings of evidence-based findings in the area of literacy
- pursue an integrated approach to the teaching of reading, including instruction on how to teach;
 - phonemic awareness
 - phonics
 - fluency
 - vocabulary knowledge
 - text comprehension
- pursue an integrated approach to the teaching of writing, including how to teach grammar and spelling
- explore a range of inclusive approaches related to literacy teaching within the context of an understanding of child and adolescent development.

To support graduates' achievement of the requirements of programs preparing graduates to work in secondary schools will

- develop an understanding of the developmental continuum for literacy learning
- address literacy teaching within all subjects areas to prepare teachers to continue the literacy development of their students throughout secondary schooling in all curriculum areas.

For students who do not have English as a first language and have not studied for a qualification in a country in which English is the official language, a number of tests are available including:

International English Language Testing System (IELTS)

International Second Language Proficiency Ratings (ISLPR)

Professional English Assessment for Teachers (PEAT)

It is expected that graduates will have achieved the equivalent of an IELTS of 7 in each area of the IELTS (academic) at the end of the preservice teacher education program.

Numeracy Requirements (DRAFT)

Broadly All preservice teacher education programs must ensure that graduate teachers:

- have high standards of personal numeracy
- are familiar with the numeracy demands of the curriculum areas they teach
- are able to identify the numeracy needs of all their students and possess a range of numeracy strategies to meet those needs
- are able to demonstrate an understanding of the explicit and systematic teaching of numeracy appropriate to their level of teaching

All courses must show that by the point of graduation all graduate teachers can:

- understand what it means to be numerate in the 21st century
- recognise that all teachers have a responsibility for developing the numeracy skills of students within their teaching context
- analyse the numeracy demands of the subjects and syllabuses in their teaching areas
- develop units of work that embody a numeracy focus and incorporate the effective use of numeracy strategies and assessment tasks that target numeracy capabilities as well as subject matter
- analyse student work samples to identify areas of numeracy need and implement appropriate interventions
- provide accurate written and oral feedback for students in relation to their numeracy development within their teaching context
- develop specific strategies to cater for students requiring additional support
- interpret data (school based and system) to make informed decisions about student numeracy needs in the context of their subject and in a broader whole school context.

All pre-service teacher education programs will provide for professional experience (practicum) which includes a focus on developing and demonstrating numeracy strategies appropriate to the subject area, level of teaching and the identified needs of students consistent with the above requirements for graduates.

Programs should sustain a continuity of numeracy focus across the program including the development of the personal numeracy capacity of the graduates.

To support graduates' achievements of the above requirements, programs preparing graduates to work in primary schools will

- demonstrate personal mathematical knowledge and as well as pedagogical knowledge
- teach the integration of all strands of the mathematics curriculum

- maintain a focus on contemporary understandings of evidence-based findings in the area of numeracy
- develop an understanding of how numeracy learning opportunities can be exploited 'within mathematics lessons' by developing mathematics knowledge and techniques and how these may be applied to other situations and 'in other curriculum contexts'
- explicitly teach mathematical concepts and skill and to use mathematics to deal with issues or problems that are not explicitly mathematical
- develop a knowledge of fair, valid and reliable numeracy assessment strategies to inform teaching and learning
- explore a range of pedagogical processes related to teaching for numeracy within the context of an understanding of child and adolescent development

To support graduates' achievement of the requirements of programs preparing graduates to work in secondary schools will

- develop an understanding of the developmental continuum for numeracy learning
- recognise numeracy learning opportunities within their curriculum subject areas in order to continue the numeracy development of their students throughout secondary schooling in all curriculum areas
- demonstrate knowledge of a range of pedagogical processes related to numeracy teaching within the context of an understanding of child and adolescent development
- recognise opportunities for utilising current technologies within the teaching context
- develop a knowledge of fair, valid and reliable numeracy assessment strategies to inform teaching and learning