

# **Addendum: Guidelines for the accreditation of initial teacher education programs in Australia**

## Preamble

This addendum to the Guidelines to the Accreditation of initial teacher education programs in Australia (the Guidelines) supports providers in addressing the new core content and Literacy and Numeracy Test for Initial Teacher Education (LANTITE) requirements and for regulatory authorities in approving program changes against the updated requirements.

The addendum outlines the elements for verification and professional judgement to support meeting each of the following Program Standards:

- Core content implementation:
  - Program Standard 1.5 (new Program Standard)
  - Program Standard 2.1
  - Program Standard 4.2
  - Schedule 2 – Core Content
- LANTITE changes
  - Program Standard 3.5.

Additionally, the addendum provides examples of possible evidence to support meeting Program Standards 1.5 and 4.2.

# Elements requiring verification and professional judgement

## Program Standard 1: Program outcomes

### 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.

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| Element requiring verification | <p>The evidence includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A fully completed Core Content Matrix (Template 3.1)</li> <li><input type="checkbox"/> A statement confirming successful performance of the core content Learning Outcomes as a requirement for graduation</li> </ul> |
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### Additional information

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| 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"> <li><input type="checkbox"/> Unit outlines including unit content and Learning Outcomes/objectives</li> <li><input type="checkbox"/> Reading lists</li> <li><input type="checkbox"/> Learning activities</li> </ul> <p>Practised</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning exercises and activities</li> <li><input type="checkbox"/> Assessment tasks</li> </ul> <p>Assessed</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment tasks, including assessment criteria</li> <li><input type="checkbox"/> Critical tasks, including assessment criteria.</li> </ul> |
| Related Program Standard     | <ul style="list-style-type: none"> <li>• Program Standard 2.1 – Program development, design and delivery.</li> <li>• Program Standard 4.2 – Program structure and content specifying core content in Schedule 2.</li> </ul>  |

## Program Standard 2: Program development, design and delivery

### Program Standard 2.1

Program development, design and delivery are based on:

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

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| Elements requiring verification | <p>The evidence includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a documented rationale outlining how the program will develop effective teachers who:           <ul style="list-style-type: none"> <li>o Meet the Graduate Teacher Standards; and</li> <li>o Successfully demonstrate knowledge and meet the Learning Outcomes of the core content at Schedule 2.</li> </ul> </li> <li><input type="checkbox"/> An evidence base for the program rationale</li> <li><input type="checkbox"/> a sequence for the delivery of program content.</li> </ul>   |
|                                 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Has the rationale been informed by an authoritative evidence base, including peer-reviewed research and frequently cited research?</li> <li><input type="checkbox"/> Does the evidence base inform a program that will support the development of effective teachers who meet the Graduate Teacher Standards and have a positive impact on student learning?</li> <li><input type="checkbox"/> Does the rationale have regard to the need for graduates to meet the Learning Outcomes of the core content?</li> <li><input type="checkbox"/> Where available, has evidence of program impact in relation to previous or related graduate cohorts informed program development, design and delivery?</li> <li><input type="checkbox"/> Is there coherence between curriculum studies, pedagogical studies and professional experience?</li> <li><input type="checkbox"/> Are all modes of delivery being offered in the program addressed in the program rationale?</li> </ul> |

### Additional information

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| Possible additional evidence | <ul style="list-style-type: none"> <li>• Program sequence in the form of a program map or table</li> <li>• Citations of research used to inform program development, design and delivery</li> <li>• Summary of graduate outcomes, including from previous or related programs and how this evidence has influenced program development</li> <li>• The completed Core Content Matrix (Template 3.1)</li> </ul> |
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## Program Standard 3: Program entry

### Program Standard 3.5

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.

- a) 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.
- b) 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.
- c) 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 Language proficiency.
- d) 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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| <p>Elements requiring verification</p>          | <p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mechanisms to ensure all ITE students are supported to attempt the LANTITE by the end of their first year of the program.</li> <li><input type="checkbox"/> Support arrangements for pre-service teachers in the program who require additional support to achieve the required standard before graduation.</li> <li><input type="checkbox"/> Mechanisms to ensure that only those pre-service teachers who pass the LANTITE will be eligible to graduate.</li> </ul> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a statement confirming that pre-service teachers are not eligible to graduate from the program without having passed the LANTITE.</li> </ul> |
| <p>Element requiring professional judgement</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Will the support described address the needs of pre-service teachers who require additional development of their personal literacy and numeracy to achieve the required standard?</li> </ul>   |

## Program Standard 4: Program structure and content

### Program Standard 4.2

Initial teacher education programs prepare pre-service teachers for the school curriculum<sup>1</sup> and learning areas of their chosen discipline and/or stage of schooling in accordance with Schedule 1<sup>2</sup>. Discipline-specific curriculum and pedagogical studies must be consistent with the core content outlined at Schedule 2<sup>1</sup>.

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| Elements requiring verification          | <p>The evidence identifies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a program structure that includes units for required discipline-specific curriculum and pedagogical studies according to Schedule 1 for Program Standard 4.2.</li> </ul>  |
| Element requiring professional judgement | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are the discipline-specific curriculum and pedagogical studies aligned to the curriculum for which pre-service teachers are being prepared to teach?</li> <li><input type="checkbox"/> Are the discipline-specific curriculum and pedagogical studies consistent with the intent of the core content outlined at Schedule 2?</li> <li><input type="checkbox"/> Do the program's units address the requirements of relevant learning areas for all disciplines and/or stages of schooling for which pre-service teachers are being prepared to teach?</li> </ul> |

### Additional information

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| Possible additional evidence | <ul style="list-style-type: none"> <li><input type="checkbox"/> Program structure that identifies where the content required under Schedule 1 for Program Standard 4.2 is covered</li> <li><input type="checkbox"/> Statement confirming the discipline-specific curriculum and pedagogical studies are consistent with the intent of the core content outlined at Schedule 2</li> <li><input type="checkbox"/> Mapping provided in Core Content Matrix (Template 3.1) showing that the discipline-specific curriculum and pedagogical studies units are used as evidence to show the core content is taught, practised and the learning outcomes are assessed</li> <li><input type="checkbox"/> Unit outlines</li> </ul> |
| Related Program Standard     | <ul style="list-style-type: none"> <li>• Program Standard 1.5 – Program outcome specifying the requirement for core content.</li> <li>• Program Standard 2.1 – Program development, design and delivery.</li> </ul>   |

<sup>1</sup> 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.

<sup>2</sup> This Standard applies equally to those entrants admitted under recognition of prior learning or credit transfer arrangements.

The logo for the Australian Institute for Teaching and School Leadership (AITSL) features the lowercase letters 'aitsl' in a sans-serif font. The letters are filled with a vertical gradient that transitions from a light yellow-green at the top to a darker teal at the bottom.

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School Leadership  
Limited

A decorative graphic at the bottom of the page consists of two overlapping triangles. The left triangle is a solid teal color, and the right triangle is a solid yellow-green color. They meet at a diagonal line that slopes upwards from left to right.

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