



NEXT STEPS: Report of the Quality Initial Teacher Education Review

Report on a page

Three key priority areas across initial teacher education (ITE) were identified, informed by extensive consultation:

Attraction and selection

- High-quality, diverse candidates should be encouraged to become teachers and supported to undertake an ITE course.
- Research commissioned for the Review found that given the right incentives, more high-achieving school leavers and mid-career professionals would consider teaching.



ITE program quality

- Graduates need more support to be better prepared in key areas of classroom readiness.
- ITE course content should be evidence-based to ensure high-quality teacher preparation.
- A greater focus on phonics and phonemic awareness as foundational early reading skills is needed, both in ITE courses and in classroom practice



Early years of teaching

- Early career teachers need more support as they transition to the profession.
- Approaches to early career mentoring should be more consistent to ensure each graduate receives the support they need.
- A national approach to understanding teacher workforce needs would be welcomed by employers.



In response, the Expert Panel has made 17 recommendations. Key proposals include:

ATTRACTION AND SELECTION

Undertake efforts that will attract high-quality, diverse candidates to the teaching profession, and support them to undertake an ITE course. The Expert Panel recommends:

- Undertaking a national campaign to debunk the myths surrounding the profession and encourage high-quality, diverse candidates to consider becoming teachers.
- Developing evidence-based incentive bundles to attract a highly qualified and diverse future workforce.
- Supporting new and existing accelerated and employment-based postgraduate pathways.
- Recognising the prior learning of high calibre mid-career changers with skills in areas of high demand, reducing the time taken to complete a secondary teaching qualification to one year.



ITE PROGRAM QUALITY

Support ITE graduates to be confident, effective and classroom ready by focusing on program quality. The Expert Panel recommends:

- Establishing an ITE Centre for Excellence to deliver high-quality, evidence-based ITE and support research into best-practice teacher preparation.
- Greater linking between higher education provider funding and quality ITE provision to drive program reform.
- Amending the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*, to ensure all ITE program content is evidence-based, supports graduates to meet the *Australian Professional Standards for Teachers* and empowers them with the tools to support students in achieving a year's worth of academic growth in a given year.
- Strengthening national moderation and oversight of Teaching Performance Assessments, to ensure ITE students are assessed against a nationally consistent high standard.



EARLY YEARS OF TEACHING

Supporting and retaining new teachers and ensuring a sustainable pipeline of teachers with the right subject qualifications in the right locations. The Expert Panel recommends:

- Developing a national model to project ITE workforce supply and demand, with the aim of addressing key data gaps and improve teacher workforce planning between ITE providers and jurisdictions.
- Introducing a nationally consistent set of guidelines and expectations of quality mentoring practice, to assist employers and mentors in supporting early career teachers as they adjust to classroom teaching.



RECOMMENDATIONS

Recommendation 1: Raise the status of teaching

Raise the status and value of the profession to inspire more people to become teachers. All jurisdictions, sectors and schools should work together to raise the status of the profession by:

- A. undertaking a national recruitment campaign which:
 - features high-achieving teachers, such as Highly Accomplished and Lead Teachers (HALTs) and the Schools Plus Fellows, to debunk myths and promote positive aspects of teaching
 - targets specific cohorts such as Aboriginal and Torres Strait Islander peoples, regional, rural and remote school leavers and other underrepresented groups to consider teaching.
- B. encouraging the community to nominate teachers and school leaders for an award in the Order of Australia
- C. introducing a national patron of education and/or using, for example, HALTs and Schools Plus Fellows as ambassadors of Education.

Recommendation 2: Attract high-quality candidates

Attract high-quality, diverse candidates including school leavers and mid-career changers into initial teacher education including by providing evidence-based incentives. Specifically, incentives should target:

- high-performing high school students
- school leavers and suitability qualified people in regional, rural and remote areas
- mid-career changers in relevant fields of demand
- Culturally and Linguistically Diverse people.
- Aboriginal and Torres Strait Islander peoples

Recommendation 3. Reduce teachers' workloads

Audit the red tape burden on classroom teachers and recommend ways to decrease this burden.

Recommendation 4: Improve career advice

Develop easy and reliable access to high quality career advice that promotes the teaching profession.

Recommendation 5: Better recognise prior learning of high-quality, mid-career changers

The prior learning of well qualified, suitable, mid career changers with skills in areas of high demand should be better recognised, with the goal of reducing to one year the time taken to complete a secondary teaching qualification.

Consider amending the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* to reinstate the Graduate Diploma for highly qualified candidates.

Recommendation 6: Accelerate high quality candidates into teaching

Accelerate entry of high-quality candidates into teaching by:

- establishing an innovation in initial teacher education fund that supports innovative employment based pathways
- expanding existing Australian Government alternative pathways and securing long-term funding for Teach For Australia
- expanding state and territory alternative pathway programs.

Recommendation 7: Strengthen initial teacher education (ITE) programs to deliver confident, effective, classroom-ready graduates

Amend the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*, in a manner similar to the United Kingdom standards, to ensure ITE graduates are taught sufficient evidence-based practices to meet the *Australian Professional Standards for Teachers* and empower them with the tools to lead a classroom, with particular attention to:

- teaching reading, including phonemic awareness and phonics as an essential element of the teaching of reading in the early years
- classroom management
- cultural responsiveness
- supporting diverse learners and students with disability
- working with families/carers.

Recommendation 8: Reward good performance

Establish a fund to:

- reward good performance of schools, groups of schools, systems, employers and higher education providers, with a focus on rewarding those that use evidence-based approaches to the teaching of reading
- support innovation in the delivery of evidence-based approaches.

Recommendation 9: Support families and carers to engage with teachers

Assist families and carers to engage with teachers about their child's learning, particularly in relation to reading, through reinvigorating the existing Learning Potential platform and ensuring it is accessible for all families and carers.

Recommendation 10: Strengthen national standard setting and moderation of Teaching Performance Assessments (TPAs)

Strengthen TPAs to ensure graduate teachers are classroom ready by:

- establishing a governance board with delegated authority to make decisions on TPAs, including national standard setting, moderation and comparability
- limiting the number of attempts a higher education provider can have, to seek endorsement of their TPA, to three through amendment of the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*
- allocating Australian Government support for the providers who operate the two most widely used TPAs to support national standard setting, moderation and comparability.

Recommendation 11: Require earlier identification of suitability to teach

Empower initial teacher education (ITE) students to identify earlier whether a career in teaching is likely to be suitable by:

- requiring significant, practical school experience in the first year of study
- requiring the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) be passed by the end of the first year of study
- funding foundation courses to support diverse groups such as Culturally and Linguistically Diverse students to successfully complete LANTITE
- allocating funding for ITE short courses so students can explore the prospect of a teaching career without committing to a full degree.

Recommendation 12: Promote reform through the next National School Reform Agreement

Ensure that the next National School Reform Agreement requires states and territories to demonstrate, at least:

- evidence-based teaching of reading
- the Literacy and Numeracy Test for Initial Teacher Education to be passed in the first year of an initial teacher education (ITE) course
- early exposure to professional placement
- Teacher Regulatory Authority transparency on each accredited higher education provider's student entry characteristics, attrition and completions and other data relevant for accountability.
- making available data, including student achievement data, for research purposes to determine the impact of candidate selection and ITE programs on student achievement
- school and higher education provider partnerships and mentoring requirements for early years teachers.

Recommendation 13: Require transparency of initial teacher education (ITE) academic staff with recent teaching experience

Require higher education providers to publicly report the proportion of academic staff in ITE who have substantial recent experience teaching in schools or childcare centres.

Recommendation 14: Establish a Centre for Excellence to teach, research and evaluate best teaching practice

Establish a national Centre for Excellence in initial teacher education (ITE) to showcase and evaluate best-practice, evidence-based ITE. The Centre for Excellence should also undertake specific research into the key selection, ITE program and early years teaching components that drive quality teaching and student achievement.

Recommendation 15: Strengthen the link between performance and funding of initial teacher education (ITE)

Strengthen the link between performance and funding of ITE by:

- A.** establishing a national body or expert group to advise on how ITE Commonwealth supported places (CSPs) should be allocated amongst higher education providers, based on quality and other relevant factors
- B.** developing a quality measure for ITE courses that enables performance-based assessments of ITE programs and assists in student choice
- C.** rewarding those providers who score highly on the measure
- D.** increasing transparency by making publicly available information on how each higher education provider scores on the quality measure
- E.** allocating CSPs based on ITE performance
- F.** tendering a portion of CSPs to higher education providers that meet specific program criteria.

Recommendation 16: Develop national guidelines for mentors

Develop an agreed set of mentor standards that could be used by jurisdictions and schools to support early career teachers.

Recommendation 17: Develop a national approach to understanding teacher workforce supply and demand

Develop a national model of teacher supply and demand to support a sustainable pipeline of high-quality teachers in the right subject areas and locations. This should:

- A.** leverage the Australian Teacher Workforce Data collection as a basis for projecting supply and demand
- B.** address outstanding supply and demand data gaps to enable timely projections disaggregated by key dimensions of interest (for example, by subject specialisation and location)
- C.** model initial teacher education (ITE) needs as a subcomponent of a broader teacher workforce model (for example incorporating latent supply and migration)
- D.** include a workforce planning tool to assess ITE needs that can be accessed at a system, employer and provider level.