

Supplementary Submission 59.2

TE Inquiry

Response to questions on notice to DEST (10 August 2006) House of Representatives Education and Vocational Training Committee Inquiry into teacher education

Question 1: Could you please give us full details about agreements/commitments undertaken by MCEETYA and AFTRAA (Australasian Forum of Teacher Registration and Accreditation Authorities) in relation to standards and also registration and accreditation processes? What progress has been made towards meeting these undertakings?

Answer:

AFTRAA

At its May 2005 meeting, MCEETYA recognised the national role that AFTRAA undertakes and requested that AESOC consult with AFTRAA to bring its work into alignment with MCEETYA's strategic priorities. In May 2006 AESOC endorsed a draft terms of reference and consultation mechanism for the scope of work to be undertaken by AFTRAA on MCEETYA's behalf.

MCEETYA endorsed the terms of reference and consultation mechanism at its July 2006 meeting.

Terms of Reference

AFTRAA will consider areas of national importance and common responsibility to member organisations, in particular:

- Pre-service teacher education accreditation;
- Teacher registration and accreditation (including qualifications, criminal history records checking, etc.);
- Professional standards;
- Continuous professional development or learning;
- Professional disciplinary matters; and
- Matters concerning both the Commonwealth and Trans-Tasman Mutual Recognition legislation.

Within these areas of national responsibility, AFTRAA may:

- Facilitate collaboration and, where appropriate, coordination in the development and promotion of professional standards and professional learning for the teaching profession within the Commonwealth of Australia and its States and Territories;
- Provide a means whereby senior officers and chairs of teacher registration and accreditation authorities may:
 - Counsel together on matters of concern;
 - Formulate and forward to appropriate authorities advice on relevant matters including those of national concern;
 - Collect and disseminate information on matters of collective interest;
 - Effectively evaluate any activities undertaken;
- Identify common and agreed issues and planning priorities through consideration of the problems and needs of teacher registration and accreditation authorities, their relations with other educational institutions, with governments, and with the community;

- Be an advocate for and promote the teacher registration, accreditation and/or certification functions and collaborate on issues of national importance affecting those functions;
- Promote by study and discussion the effectiveness and efficiency of teacher registration and accreditation authorities;
- Consult and liaise with relevant educational bodies in Australia and overseas in the interest of promoting and further developing teacher quality through registration, accreditation and certification arrangements;
- Collect, compile, disseminate and distribute amongst members, information of common concern and information which will assist in the management and further development of teacher registration, accreditation and certification in particular and which affects or could affect teacher registration and accreditation;
- Facilitate improved national consistency, and where agreed, collaboration in the regulation and promotion of the teaching profession;
- Advise MCEETYA through AESOC or other relevant MCEETYA groups on the above matters or on any other matters referred by AESOC or MCEETYA; and
- Undertake any specific tasks requested by MCEETYA or AESOC.

Consultation Mechanisms

AFTRAA will provide a concise report to AESOC (on MCEETYA's behalf) for endorsement at the beginning of each year. AESOC will determine whether the report raises any issues which require consideration by Ministers. The report will include:

- A high-level workplan outlining the work to be undertaken by AFTRAA during the coming year;
- Information on achievements by AFTRAA against the workplan for the previous year; and
- Information on current major issues of national importance within the common responsibility of member organisations, including issues of concern to AESOC or AFTRAA.

The report will indicate the alignment of the work undertaken by AFTRAA with the MCEETYA Strategic Priorities.

MCEETYA

In addition to the work of AFTRAA in relation to standards, MCEETYA has also established the Improving Teacher Quality and School Leadership Capacity Working Group. The Group has, as one of its terms of reference, "To assure the quality of teachers and teaching by ensuring that nationally consistent standards for graduate teachers are developed and embedded in requirements for teaching in all Australian schools."

In May 2006, the Group reported to AESOC that "All state/territory employers and registration/accreditation bodies have been asked for a report on progress in aligning their requirements for employment and or registration of graduate teachers with the National Framework for Professional Standards for Teaching." An overview report is scheduled to be provided to AESOC at the end of 2006.

Question 2: Can you please provide the Committee with an outline of the extent to which each of the jurisdictions have:

- a) developed standards at each of the career dimensions identified in MCEETYA's Framework for Professional Standards for Teaching (ie: Graduation, Competence, Accomplishment and Leadership);
- b) incorporated standards at graduate or entry level in processes both of accrediting teacher education courses and for the provisional registration of teachers; and
- c) incorporated standards at competence level in assessment processes involved in granting full registration.

Answer:

- a) A list setting out the extent to which jurisdictions have developed standards and the career dimensions that those standards address is set out in the table at Attachment A;
- b) A list setting out the extent to which jurisdictions have incorporated standards into their registration processes is set out in the table at Attachment B;
- c) In terms of incorporating standards in the "accrediting" of teacher education courses, most jurisdictions maintain a list of "approved courses" in their state or territory. The approval criteria are not necessarily directly linked to graduate or entry level standards so much as minimum practicum hours and required subjects. The link between the accreditation of teacher training courses and the registration of teachers varies across jurisdictions. In most cases, the extent, if any, to which teacher professional standards informs the course accreditation process is not clear. An illustration of how professional standards have been linked to the accreditation of teacher training courses is at Attachment C;

Question 3: In its submission to the inquiry, Teaching Australia advised of its intention to develop a national system for the accreditation of teacher education courses. Can you please provide any relevant statements or comments by either this Minister or the previous Minister?

Answer

"Teaching Australia, formerly known as NIQTSL, will advance the quality of teaching and school leadership in our schools and strengthen the standing of the teaching profession by....developing a national approach to ensuring our universities produce quality teaching graduates;" Dr Brendan Nelson MP, 5 December 2005, Media Release - Launch of Teaching Australia.

"In the future, the NIQTSL will have a role in strengthening the quality assurance of teacher education courses. It is vitally important that graduate teachers are classroom ready. The current House of Representatives Inquiry into Teacher Education will also play an important role in guiding the Institute's work in this area." Dr Brendan Nelson

MP, 10 May 2005, Media Release - \$30 Million Towards a Quality Teaching Profession.

“This initiative [Australian Government Quality Teaching Programme] will also provide a further four years of funding for the National Institute for Quality Teaching and School Leadership, which was established by the Howard Government in 2004. The funding will enable the Institute to continue its critically important work in developing standards for recognising high-quality teachers and school leaders, and accreditation for teacher training courses.” Dr Brendan Nelson MP, 8 April 2005, Media Release - \$139 Million Boost for Quality Teaching in Australia.

“The inquiry also asked to examine the accreditation of Australian education faculties, the process with which we’ve already commenced with the Deans of Education and the National Institute for Quality Teaching and School Leadership.” Dr Brendan Nelson MP, 17 February 2005, Press Conference – Inquiry into Teacher Training.

“As the national professional body, the NIQTSL will support the implementation of the National Framework for Professional Standards for Teaching agreed by MCEETYA in 2003 and facilitate the development and implementation of nationally agreed teaching and leadership standards. Accreditation of quality teachers and school leaders against these standards will make a significant contribution to enhancing the status of the profession.” Dr Brendan Nelson MP, 3 June 2004, Media Release – Strengthening the Teaching Profession: Launch of the National Institute for Quality Teaching and School Leadership.

“It [NIQTSL] also needs to play a role in professional accreditation and professional standards for the profession. It’s important that we have professional standards which are developed by the teaching profession for the teaching profession.” Dr Brendan Nelson MP, 3 June 2004, Speech – Launch of National Institute of Quality Teaching and School Leadership.

“The Institute will be managed by the profession for the profession. Functions could potentially cover five areas: development of school leadership capabilities; development of professional teaching standards; provision and coordination of professional development; quality assurance, including of university teacher education courses; and research.” Dr Brendan Nelson MP, 17 July 2003, Media Release – National Institute for Quality Teaching and School Leadership.

Question 4: In evidence to the Committee on 7 June 2005, Dr Lawrence Ingvarson mentioned: “But there is a problem that the VIT currently has a difficulty in implementing its accreditation, under the legislation, it is set up to be an accrediting body. Universities claim that they have alternative legal arrangements which mean that they do not necessarily have to comply with the VIT.”

Can you outline for us the nature of the difficulties referred to? What legislative or other changes would have to be made in order for teacher education courses to be required to be accredited under a national system or by a national agency?

Answer:

Regarding the nature of difficulties that VIT may have experienced in terms of cooperation from universities, DEST understands that the role of the Australian University Quality Agency (AUQA) may have been incorrectly interpreted as being conflicting rather than complimentary to the legislative role of VIT.

AUQA conducts quality audits of self-accrediting higher education institutions. It does not accredit courses and is supportive of professional oversight of course accreditation by relevant bodies.

Regarding legislative or other changes required to enable a national system of accreditation of teacher education courses, if jurisdictions were in agreement, they could pass matching legislation requiring national accreditation of teacher education courses by national accreditation agency. A paper to be released shortly by Teaching Australia, *Teacher education accreditation: A review of national and international trends and practices*, outlines how such a national accreditation process has been achieved in other professions for which the states have regulatory responsibility.

Development of teacher professional standards in each state and territory

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
Have generic professional standards been developed? ¹	No	Yes	Yes	Yes	No	No	No	No
Have graduate level professional standards been developed? ²	Yes	No	No	No	Under development ³	Under development ⁴	No	Under development
Have competence level standards been developed	Yes	No	No	No	Under development	Under development ⁵	No	No
Have accomplished level standards been developed	Yes	No	No	No	Under development	Under development	No	No
Have leadership level standards been developed	Yes	No	No	No	No	No	No	No

1. Victoria, Queensland and Western Australia have developed a single set of teacher professional standards as opposed to a different set of standards for each stage of a teacher's career.
2. The differing levels of the draft South Australian professional standards are not referred to as graduate, competence or accomplished. They are referred to as Entry to the Register, Change of Status – Registration, and Renewal of Registration.
3. A draft version of the three sets of South Australian standards has been made available for comment. Full implementation of the standards is expected to commence in 2007.
4. The Tasmanian graduate standards are being developed by the University of Tasmania.
5. The Tasmanian competence and accomplished standards are expected to be released this year.

Attachment B

Extent to which states and territories have incorporated teacher professional standards into requirements for provisional and full registration

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
Provisional registration	Incorporated	Incorporated	Not Incorporated	Not Incorporated	Proposed ¹	Proposed	Not Incorporated	Not Incorporated
Full registration	Incorporated	Incorporated ²	Incorporated	Incorporated	Proposed	Proposed	Not Incorporated	Not Incorporated

1. South Australia and Tasmania do not yet have teacher professional standards in place but their intention is that when their standards are in place, they will be used for registration purposes.

2. As Victoria and Queensland only have a single set of generic professional standards, the same standards are used for provisional and full registration.

Illustration – Queensland’s Professional Standards for Graduates

Queensland is one example of where the relationship between teacher training course accreditation requirements and teacher registration requirements has been made quite explicit. The Queensland Board of Teacher Registration, first published its *Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes* in 1990.

Teacher education courses in Queensland today are accredited by the Queensland College of Teachers, using *The Professional Standards for Graduates*. The *Professional Standards* provide a scaffold for pre-service teacher preparation and serve as a measure of accountability of the readiness of graduating teachers. They are intended to be used by those involved in the process of designing, reviewing and implementing teacher education programs. The *Professional Standards for Graduates* afford recognition to the independence of higher education institutions in developing their own curriculum, pedagogy and assessment for pre-service teacher education programs. They focus on the critical outcomes for pre-service students while allowing for diversity in the realisation of these outcomes. They place the onus on institutions to provide sufficient detail to demonstrate how the standards are being met.

An electronic version of the *Professional Standards for Graduates and Guidelines for Pre-Service Teacher Education Programmes* is available at http://www.qct.edu.au/pdf/Professional_standards_and_Guidelines_2005.pdf

Preamble to question on notice to DEST

As you may be aware from the transcripts to the public hearings for our inquiry into teacher education, we are interested in the role that standards, registration and accreditation processes have in promoting quality in teacher education. We would appreciate answers to the following questions on notice by 24 August. It is anticipated that these answers will be received as a supplementary submission and published.

Inquiry into teacher education

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- 2) Can you please provide the Committee with an outline of the extent to which each to the jurisdictions have:
 - a) developed standards at each of the career dimensions identified in MCEETYA's Framework for Professional Standards for Teaching (ie: Graduation, Competence, Accomplishment and Leadership)
 - b) incorporated standards at graduate or entry level in processes both of accrediting teacher education courses and for the provisional registration of teachers
 - c) incorporating standards at competence level in processes of both accrediting teacher education courses and in granting full registration.
- 3) In its submission to the inquiry, Teaching Australia advised of its intention to develop a national system for the accreditation of teacher education courses. Can you please provide any relevant

statements or comments by either this Minister or the previous Minister?

4) In evidence to the Committee on 7 June 2005, Dr Lawrence Ingvarson mentioned: "But there is a problem that the VIT currently has a difficulty in implementing its accreditation, under the legislation, it is set up to be an accrediting body. Universities claim that they have alternative legal arrangements which mean that they do not necessarily have to comply with the VIT."

Can you outline for us the nature of the difficulties referred to? What legislative changes would have to be made in order for teacher education courses to be required to be accredited under a national system or by a national agency?