

**Senate Committee: Education and Employment**

**QUESTION ON NOTICE  
Additional Estimates 2015 - 2016**

**Outcome: Agency: AITSL**

**Department of Education and Training Question No. SQ16-000753**

Senator McKim, Nick asked on 10 February 2016, Proof Hansard page 41

***AITSL: paper put out by the Chief Scientists in December 2015***

**Question**

Senator McKIM: No, no. I probably have the advantage on you in that I have it in front of me and you do not, so certainly I would not ask you to quote from it. There were recommendations made in this paper that in my view are likely to fall within AITSL's capacity to respond to, so I would like to just put them to you and ask whether AITSL has done anything in these areas. ...

Ms Evans: The answer to that is a little bit yes and a little bit no. Certainly, one of AITSL's jobs or tasks, part of its remit, is to improve the quality of teaching and school leadership, and that includes improving the quality of STEM teachers. Indeed, in initial teacher education, the new and strengthened standards and procedures around accreditation do identify the inputs, the prerequisites and the amount of time et cetera that we would expect graduates to have in relation to those subjects. I can again be quite specific by taking the question on notice for you. But all teachers need to be exposed to mathematics; how much of that is in their course, how many units they have to do—all of that is laid out. In terms of strengthening that, the new standards and procedures for accreditation will require some quite specific interrogation of the quality of programs, including science and mathematics elements.

**Answer**

The Australian Institute for Teaching and School Leadership has provided the following response.

*The Accreditation of initial teacher education programs in Australia: Standards and Procedures* (Standards and Procedures) set out the requirements a primary program must meet in relation to content and discipline knowledge in relation to literacy, numeracy and science. These requirements are outlined in Schedule 1 of the Standards and Procedures (p.15) and are replicated below.

For secondary programs Schedule 1 (p.16) outlines the level of knowledge required for each teaching area. For those pre-service teachers being prepared to teach STEM subjects these requirements would apply.

## Schedule 1 for Program Standard 4.2

### Primary programs

All primary programs must include study in each of the learning areas of the primary school curriculum sufficient to equip teachers to teach across the years of primary schooling.

#### **Undergraduate programs – mandatory content requirements**

Discipline and discipline-specific curriculum and pedagogical studies<sup>13</sup> comprise at least one half of the program (i.e. normally two years of full-time-equivalent study), including at least:

a) English/literacy – discipline and discipline-specific curriculum and pedagogical studies	At least one quarter of a year EFTSL
b) Mathematics/numeracy – discipline and discipline-specific curriculum and pedagogical studies	At least one quarter of a year EFTSL
c) Science – discipline and discipline-specific curriculum and pedagogical studies	At least one eighth of a year EFTSL

The remainder of the program may be structured to include extension or specialist studies in priority areas or related curriculum areas.

#### **Graduate entry programs – mandatory content requirements**

Graduate entry programs must include one year of full-time-equivalent study of discipline-specific curriculum and pedagogical studies across the learning areas of the primary school curriculum, including at least:

a) English/literacy – discipline-specific curriculum and pedagogical studies	At least one quarter of a year EFTSL
b) Mathematics/numeracy – discipline-specific curriculum and pedagogical studies	At least one quarter of a year EFTSL
c) Science – discipline-specific curriculum and pedagogical studies	At least one eighth of a year EFTSL

These programs may include up to one quarter of a year of full-time-equivalent study of relevant discipline studies as elective units which could be undertaken by applicants who do not fully meet prerequisite discipline study requirements.

<sup>13</sup> Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of 'equivalent full-time student load (EFTSL) in professional studies outlined in Program Standard 4.1.

## Secondary programs

Discipline-specific curriculum and pedagogical studies must prepare graduates to teach across the years of secondary schooling.

### **Undergraduate programs – mandatory content requirements**

Secondary programs must provide a sound depth and breadth of knowledge appropriate for the teaching area(s) the graduate intends to teach.

These programs must provide discipline studies:

a) of at least a major study in one teaching area, and	Equivalent to three-quarters of a year EFTSL <sup>14</sup>
b) preferably a second teaching area, which must comprise at least a minor study.	Equivalent to half a year EFTSL <sup>15</sup>

In addition, these programs must include:

c) discipline-specific curriculum and pedagogical studies. <sup>16</sup>	At least one quarter of a year EFTSL for each teaching area
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### **Graduate entry programs – mandatory content requirements**

These programs must provide:

a) discipline-specific curriculum and pedagogical studies. <sup>17</sup>	At least one quarter of a year EFTSL for each teaching area
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These programs may include up to one quarter of a year of full-time-equivalent study of relevant discipline studies as elective units that could be undertaken by applicants who do not fully meet prerequisite discipline study requirements.

<sup>14</sup> Study undertaken for a major study will be equivalent to a total of three-quarters of a year of successful EFTSL, usually comprising sequential discipline study taken over three years. In most programs, this equates to six units, with no more than two at first-year level and no fewer than two units at third-year level.

<sup>15</sup> Study undertaken for a minor study will be equivalent to a total of half a year of successful EFTSL, usually comprising sequential discipline study taken over two years. In most programs, this equates to four units, with no more than two at first-year level.

<sup>16</sup> Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of EFTSL in professional studies outlined in Program Standard 4.1.

<sup>17</sup> Discipline-specific curriculum and pedagogical studies contribute to the requirement for at least two years of EFTSL in professional studies outlined in Program Standard 4.1.