

## **AITSL CEO Opening Address to Senate Estimates**

Tuesday 5 June 2018

Good morning,

Thank you for the opportunity to make an opening statement.

As you know, AITSL carries out all its work under the direction of the Federal Minister for Education, with guidance from the Education Council. Our primary role is to provide independent, national leadership for the Commonwealth, state and territory governments, that supports and promotes excellence in the profession of teaching and school leadership. Registration of teachers, accreditation of initial teacher education courses, and certification of highly accomplished and lead teachers are all done under state and territory legislation. AITSL has no legislative power in these areas and can only be effective if we work closely with all states and territories, teacher regulatory authorities, and education systems and sectors.

As I'm sure you are aware, since 2010, key initiatives have included the development of the *Australian Professional Standards for Teachers* and the *Australian Professional Standard for Principals*.

AITSL has also developed seven other evidence-based frameworks to support quality teaching practice across all career stages. These foundation policies underpin each stage of the profession's career lifecycle and include standards for teacher education courses, induction guidelines, a national performance and development framework, and leadership development guidelines.

I would like to give the Committee an update on two important pieces of work; the National Review of Teacher Registration, and an area you have taken a keen interest in; the reforms to initial teacher education. Both of these initiatives are being carried out in-line with decisions made by the Education Council.

In regard to the National Review of Teacher Registration, we have been supporting the expert panel in its work to undertake a comprehensive consultation that reviews how the current national framework for teacher registration is operating, and the extent to which the *Australian Professional Standards for Teachers* are being used to drive quality through registration.

Consultations started in March and ended in May.

We have been encouraged by the large response from teachers to this important work. When we closed submissions on 7 May, over 6,500 teachers or school leaders had shared their views through the online survey; the equivalent of almost two per cent of the teaching workforce.

We received 86 written submissions in addition to the face-to-face consultation program undertaken with 147 key stakeholder organisations in their home state or territory.

The expert panel is now in the process of assessing and evaluating all responses before delivering its formal recommendations later in the year. I look forward to talking to the Committee further about the outcomes and recommendations.

Secondly, and briefly before we turn to other matters, I thought it would be helpful to provide a progress update on the national reforms to initial teacher education.

Jurisdictional regulatory authorities have advised that all initial teacher education programs being offered in 2018 – 349 in total – have been, or are being, assessed against the new standards.

Under the new standards, 292 programs, which represent 83 per cent of programs in Australia, have been assessed as meeting the new requirements of the 2015 Standards and Procedures.

The remaining 57 programs are pending a decision, and AITSL will continue to work with the regulatory authorities to collate and report on this national accreditation data.

Since March this year, two new teaching performance assessment tools, or TPAs, have been developed, and are available for use by all higher education institutions.

There is most certainly more work to do in this important sector, which is critical to providing graduate teachers with the skills, knowledge and practice they need to be classroom ready on day one.

We have strong national standards in place, but we need to continue working with regulatory authorities in each state and territory to make sure that these are properly implemented in all teacher education courses. We are particularly interested in ensuring all courses contain strong assessment of graduates through rigorous, valid and reliable TPAs.

We look forward to continuing our work with all state and territory regulatory authorities to strengthen the quality of teacher education programs in this country.

Thank you for allowing me to address you this morning. I hope this helps answer some of the questions you may have today.

Lisa Rodgers

CEO - AITSL