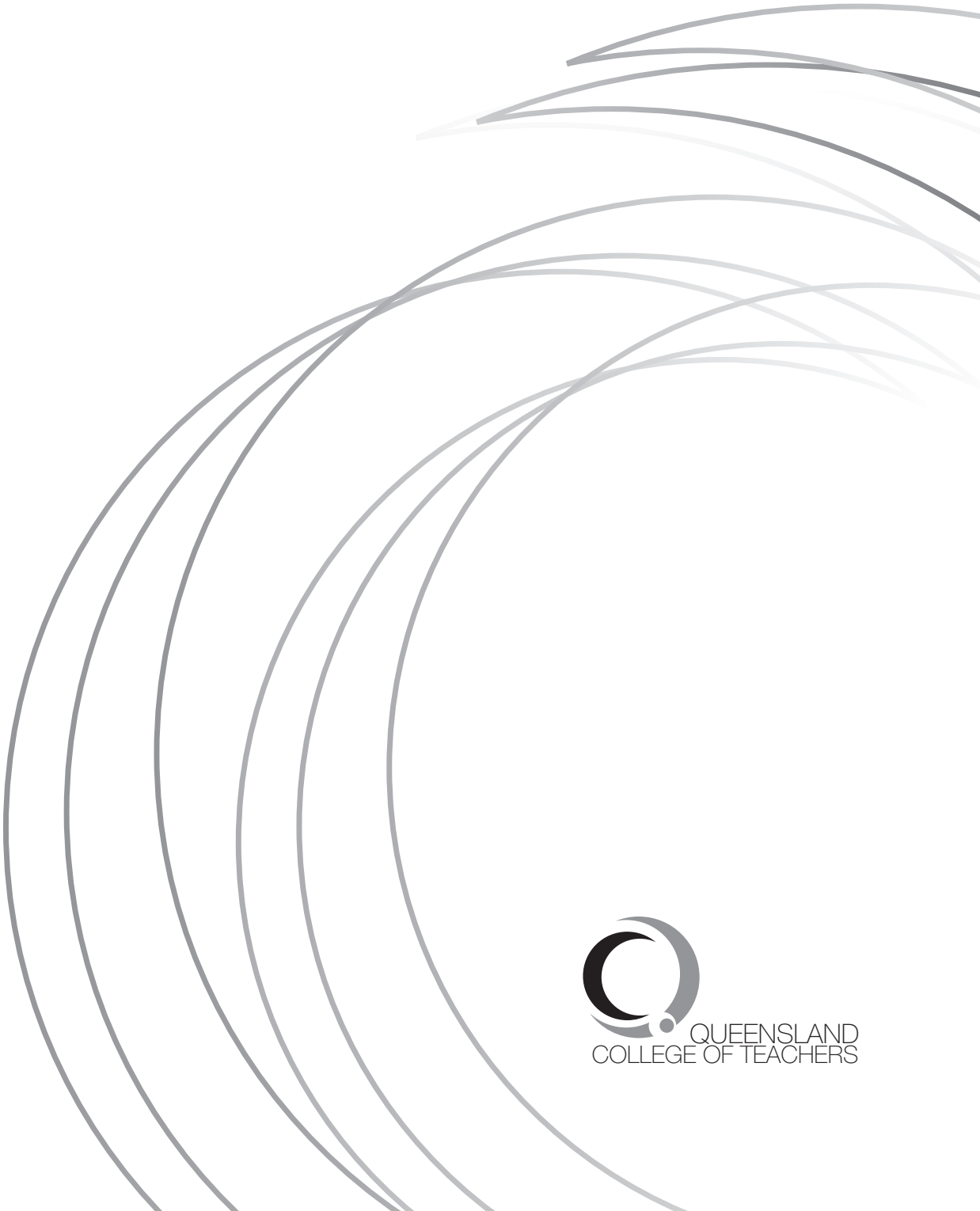
PROGRAM APPROVAL GUIDELINES

for Preservice Teacher Education



QUEENSLAND
COLLEGE OF TEACHERS

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QUEENSLAND COLLEGE OF TEACHERS

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INTRODUCTION

The Queensland College of Teachers was established on 1 January 2006 under the *Education (Queensland College of Teachers) Act 2005*. It is a statutory authority, funded by teachers, with responsibilities including:

- developing and applying professional standards for entry to, and ongoing membership of, the teaching profession; and
- approving and monitoring preservice teacher education programs[1] for provisional registration

In accordance with requirements of the legislation, in 2006 the College engaged in wide consultation with the profession and key stakeholders to develop a set of professional standards for teachers. The *Professional Standards for Queensland Teachers* lie at the heart of the College's registration and approval functions. These standards provide benchmarks for the full registration of teachers and will be used to inform the development of policies and practices including:

- approval of preservice teacher education programs, to manage the provisional registration of graduates from Queensland higher education institutions;
- consideration of registration for applicants who have not attained the prescribed qualifications and experience for registration;
- renewal of teacher registration;
- the Continuing Professional Learning Framework for teachers, which supports and promotes a professional culture characterised by continual teacher self-reflection and ongoing professional development; and
- promotion of the teaching profession through raising awareness of the complex nature of teachers' work and strengthening public confidence in the profession.

The application of the standards is underpinned by a number of policies developed by the College and by the following general principles:

- registration decisions are based on the standards
- the standards will be applied differently at the different registration junctures
- attainment of the standards will be supported by evidence appropriate to the registration juncture
- the standards, their application to the various registration junctures and evidentiary requirements will be subject to ongoing monitoring and review.

All persons employed as teachers in Queensland schools are required to be registered with the Queensland College of Teachers. The *Education (Queensland College of Teachers) Act 2005* defines 'teacher' as a person (excluding teacher aides, teacher assistants and student teachers) who undertakes duties in a school that include delivering an educational program, assessing student participation in an educational program and administering an educational program.

Preservice teacher education programs offered in Queensland must be approved by the College in order for graduates to be granted registration as teachers in Queensland. The approval process provides the mechanism for graduates to be eligible for provisional registration in Queensland.

This document provides the basis for approval of programs and includes:

- information about the application of the Professional Standards at graduate level;
- mandatory program requirements to enable programs to be approved by the College; and
- program approval procedures.

Approval of preservice teacher education programs is dependent on institutions satisfying the College that they will ensure that the graduates achieve the *Professional Standards for Queensland Teachers*, at the level of a graduate teacher, and that the program guidelines are met.

The College recognises the professional expertise and responsibilities of higher education institutions in regard to development of preservice teacher education programs and this document is intended to provide a broad framework to assist the development of programs that meet the expectations and requirements of the profession and other education stakeholders in Queensland.

The Context

The development of the *Professional Standards for Queensland Teachers* and the *Program Approval Guidelines* has been informed by current national and international research, including a number of recent studies that focus on teacher quality, the changing nature of teachers' work and the new demands being placed on teachers by students, their families and the broader society.

Central to a consideration of future needs of students is acknowledgement of a society faced with rapid social, economic, technological and cultural change. Globalisation, the explosion in the use of information and communication

[1] Terminology

In this document, the term 'program' is used to refer to the overall higher education studies that lead to the award of a qualification. A program is made up of a number of courses, which may be called units or subjects in some institutions.

technology (ICT), diverse family structures and changing workforce patterns, including a growing tendency towards 'portfolio' careers, are impacting on society and the way we prepare young people to be effective citizens. They denote a society where the ability to acquire and apply knowledge, rather than just knowledge itself, is valued.

To participate effectively in the future, students need to be lifelong learners, developing transferable skills that will enable them to contribute meaningfully to society. Of paramount importance is the need for education to equip students with the skills required to learn, transfer learning, use information and communication technology, contribute to teams, manage change and be self-aware. As professionals, teachers themselves possess and need to articulate and model the same knowledge-worker skills that they seek to develop in students.

These themes were also given considerable attention in the *Report of the Review of the Powers and Functions of the Board of Teacher Registration* (McMeniman, 2004), which called for the establishment of explicit and robust professional standards for determining entry to and continuing membership of the profession. The authors of this report argued that the establishment of such standards would help to ensure teacher quality, enhance the relevance of both preservice and continuing professional development for teachers, and provide a way of addressing the need for teachers to develop the new skills required for equipping themselves and their students for working and living in the emerging knowledge-based society.

The *Education and Training Reforms for the Future* (2002) initiative of the Queensland government echoes these themes and calls for relevant and engaged learning targeted to meet the needs of students in the early, middle and senior phases of learning. In the area of Indigenous education the *Report on Indigenous Education* (Ministerial Advisory Committee for Educational Renewal, 2004) found that quality teaching attends to individual needs, sets high expectations, provides meaningful learning experiences and thus forms the basis for the rigorous pursuit of improved outcomes for Indigenous students. The recommendations of *Australian Directions in Indigenous Education 2005-2008* (AESOC, 2006) reinforced this view and in addition highlighted the need for teachers to: be able to adopt the pedagogical approaches to achieve these outcomes and expectations; have cultural understandings; and be able to explicitly teach literacy, including to those for whom English is a second language.

Reports such as *Raising the Standards* (DEST, 2002) and *Teaching Reading*, the Report of the National Inquiry into the Teaching of Literacy (DEST, 2005) provided specific advice about national priorities in these two important areas.

Collectively, the range of reports reviewed has shaped the inclusive and learner-centred nature of the standards, including the approach to addressing the needs of Indigenous learners and the embedding of ICT across the standards.

A further key influence on the *Professional Standards for Queensland Teachers* was the *National Framework for Professional Standards for Teaching* that was endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 2003. Both the *National Framework for Professional Teaching Standards* and the *Report of the Review of the Powers and Functions of the Board of Teacher Registration* have highlighted the need for and benefits to be gained from establishing robust standards for the teaching profession that:

- authentically reflect the complex nature of teachers' work
- recognise and integrate the knowledge and skills that teachers need to provide quality education
- acknowledge the professional commitment and contribution teachers make in their daily work
- address the broad cross-sectoral priorities in education in Queensland and nationally.

The *National Framework for Professional Standards for Teaching* was endorsed by MCEETYA in 2003. MCEETYA also agreed to align graduate, or entry level, teaching standards that apply in each state or territory. In May 2005 MCEETYA decided that in the context of implementing the *National Framework for Professional Standards for Teaching*:

- all jurisdictions should align their teacher registration/ accreditation arrangements with the National Framework by the end of 2006;
- all employers should align their employment requirements with the National Framework by the end of 2006; and
- all jurisdictions should establish guidelines for pre-service teacher education programs that are aligned with the National Framework by the end of 2006.

Under the auspices of the Australasian Forum of Teacher Registration and Accreditation Authorities (AFTRAA) the authorities from the States and Territories have developed a *Framework for the National Recognition of Approved Pre-Service Teacher Education Programs* (AFTRAA, 2006). The draft AFTRAA Framework sets out the broad program requirements including common elements that each jurisdiction will include in its program approval processes. All programs formally approved by a member of AFTRAA under approval processes complying with this framework will be recognised by other AFTRAA members for the registration/accreditation of teachers.

The *Program Approval Guidelines* of the QCT have been developed in this context of consensus on the need for program guidelines and approval approaches that are both nationally consistent and cater for state-based priorities and variations.

Introduction to the Standards Model

The Professional Standards for Queensland Teachers outline the capabilities that teachers will possess in order to provide high-quality instruction and support improved student learning.

The standards align closely with the key elements of the *National Framework for Professional Standards for Teaching* – professional practice, knowledge, relationships and values. They cluster around three key facets of teachers' work – teaching and learning, professional relationships and professional growth.

One cluster focuses on **teaching and learning**, and the teacher's role in:

- designing and managing individual and group learning experiences that
  - develop students' language, literacy and numeracy
  - are intellectually challenging
  - value diversity
  - incorporate effective assessment and reporting of student learning.

A second cluster highlights the way in which effective teachers build **relationships**, both within and beyond the school, that:

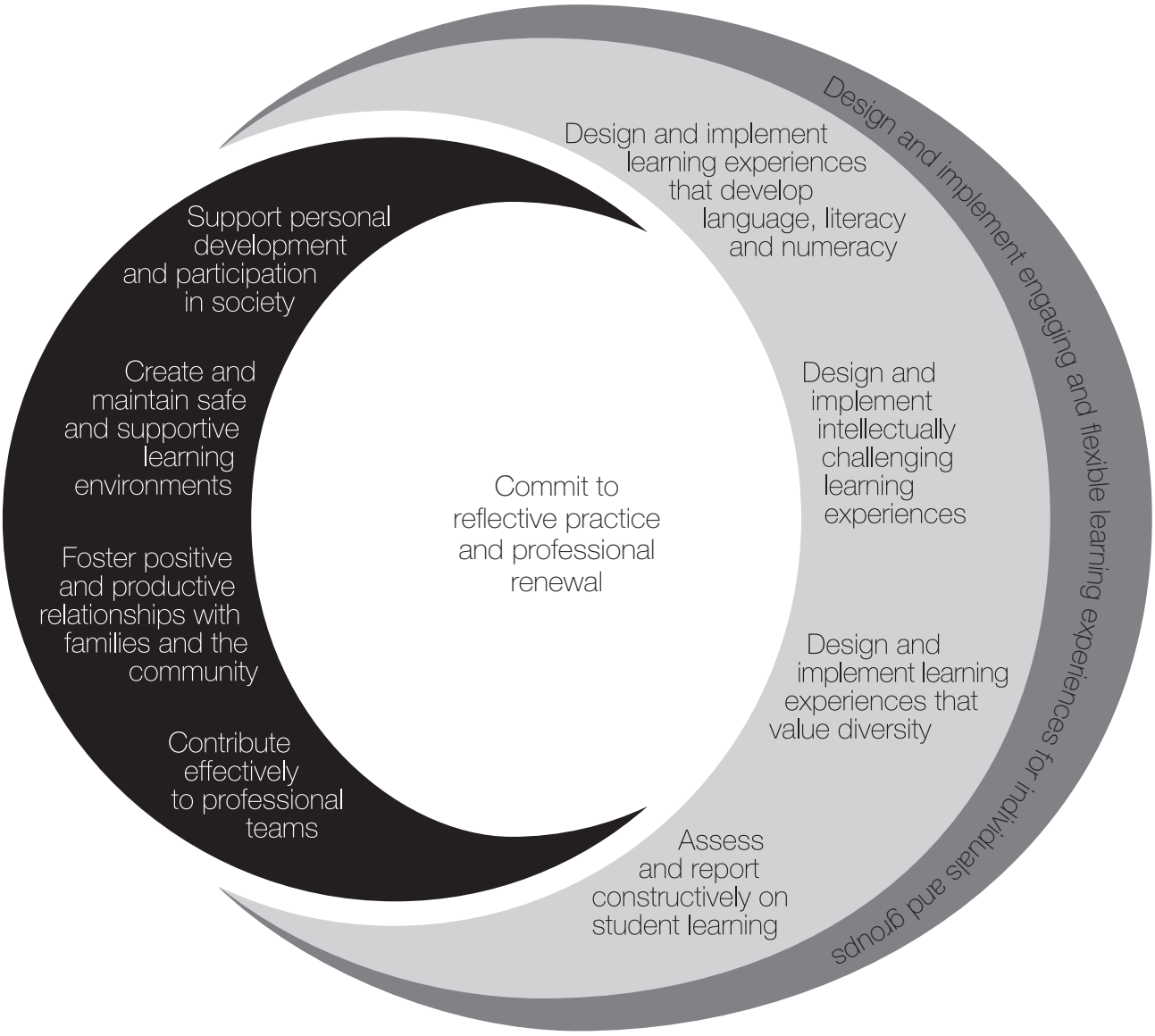
- support the social development and participation of young people
- create safe, supportive and stimulating learning environments
- foster effective relationships with families and the community
- contribute to effective professional teams.

A third dimension underlines the commitment of the professional to **reflective practice, professional renewal** and ongoing contribution to a vibrant profession.

While each standard highlights a distinct aspect of professional practice, it is important to recognise that the standards are interdependent and interconnected. For example, in order for teachers to work effectively with diverse groups of learners, it is critical that they are able to create safe and supportive learning environments and gain the support of and are supportive of other members of the team. Similarly, within each standard, the practice and knowledge components are interdependent. For example, in selecting teaching and learning resources as part of 'practice', teachers require the curriculum knowledge, knowledge of how students learn and other understandings that are identified under 'knowledge'.

Format of the standards

These distinct but interrelated aspects of teachers' work are described in the ten standards that form the *Professional Standards for Queensland Teachers*. Each standard comprises a set of practice, knowledge and values statements. The practice statements focus on how teachers apply their understandings about learners, the curriculum and teaching and learning in working with students, their families and colleagues. The knowledge statements identify the body of knowledge that underpins effective practice and the values statements describe the behaviours that communicate the qualities valued by teachers and schools.



The *Professional Standards for Queensland Teachers*

Application of the standards to preservice teacher education

The professional standards underpin all stages of professional learning throughout a teacher's career and apply at a number of stages of registration. The preservice teacher education stage of professional learning leads to eligibility for provisional registration.

The level of expectation varies according to the particular stage – provisional registration; full registration; and ongoing renewal of registration. For example, the expectations of a graduate are not at the same level as for a teacher moving to full registration following one to two years of teaching.

The standards provide the 'what' in terms of expectations. The implementation or the 'how' for preservice teacher education is the responsibility of the teacher education institutions. Program documentation will provide explicit information about how the intended outcomes, content and teaching approaches of the program enable preservice teachers to meet the standards at a level of graduate teacher. Program documentation will also describe the assessment within the program and the opportunities provided to produce the multiple forms of evidence that will demonstrate achievement of the standards.

It is not intended that values be assessed as separate components – the approach should be that the importance of values and dispositions is recognised and evident throughout the practice, content, experiences, approaches and assessments in the program.

The standards are a total package of integrated components, not a checklist of competencies to be marked off. The expectation is that all components will be addressed in making holistic decisions about the preparedness of graduates against each standard area. This means there will not necessarily be a one-to-one correspondence of assessment items and pieces of evidence against each component of the standards – a single assessment item may be able to provide evidence of achievement across a number of dimensions of a standard and across more than one standard area.

The following guide to the application of the standards for purposes of approval of preservice teacher education programs is derived from the *Professional Standards for Queensland Teachers*. The guide is not intended to replicate the standards, and some components are either not included (eg the scope) or have minimal detail (eg the values). The guide is intended to orient the standards to the level of preservice teacher education and this is reflected in the 'stem' wording used for both 'knowledge' and 'practice,' as well as the included components. It is essential, therefore, that reference be made to the *Professional Standards for Queensland Teachers*.

Application of the Standards for Purposes of Approval of Preservice Teacher Education Programs

The following guide is intended to orient the standards towards the level of preservice teacher education and interprets the standards for purposes of provisional registration of graduates. The guide has been derived from the *Professional Standards for Queensland Teachers* document (QCT, 2007) which should be used as the primary reference.

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Standard One

Title: Design and implement engaging and flexible learning experiences for individuals and groups

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- establish learning goals and learning plans that reflect relevant curriculum frameworks and policies
- know how to communicate learning goals and plans to students, families, caregivers and other parties
- select and use teaching and learning strategies and resources that meet specified learning goals, curriculum requirements, learning needs, interests and learning styles
- identify and apply learning experiences that incorporate flexible individual and group learning, teaching, assessment and behaviour management strategies
- identify and use teaching, learning and assessment strategies and resources in which ICT is embedded
- know how to gather information from a range of sources to evaluate learning activities and how to use this information to improve teaching, learning and assessment strategies and resources

Knowledge

In order to meet these minimum expectations, gradates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- the content, processes and skills of the areas they teach and links across content areas
- the socially, culturally, historically constructed nature of knowledge
- ways of identifying learning goals
- lesson and program planning
- relevant curriculum frameworks and an awareness of school, authority and employer policies and procedures
- how students learn and the implications for practice in the early, middle and senior phases of learning
- ways of gathering and using student information in the design of learning experiences
- ways of identifying, evaluating and selecting teaching, learning and assessment strategies, resources and technology
- effective teaching, learning and assessment strategies and resources where ICT is embedded
- individual learning needs of students including students with particular needs such as disabilities and learning difficulties, and gifted students
- techniques for planning, negotiating, implementing the curriculum and evaluating learning experiences

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching.

Application of the Standards for Purposes of Approval of Preservice Teacher Education Programs

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Standard Two

Title: Design and implement learning experiences that develop language, literacy and numeracy

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- identify the language, literacy and numeracy demands and opportunities of particular curriculum areas
- gather and use information on students' language, literacy and numeracy skills in planning and implementing learning experiences
- explicitly teach the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes and demonstrate effective speaking, listening, reading, viewing, writing and shaping, and numeracy in a range of contexts
- identify, select and use teaching and learning strategies and resources that build on and support the development of students' language, literacy and numeracy skills
- monitor and evaluate students' language, literacy and numeracy skills and know how to use this information when designing programs, reporting to parents, caregivers, and reviewing strategies and resources
- assess their personal language, literacy and numeracy skills and their capacity to teach language, literacy and numeracy within curriculum and learning phase areas, and, where necessary, improve these aspects of professional practice

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- the pervasive nature of language, literacy and numeracy in learning and everyday situations
- a range of contemporary evidence-informed theories of language, literacy and numeracy development
- an awareness of relevant school, authority and employer policies on language, literacy and numeracy
- the language, literacy and numeracy requirements of curriculum frameworks and techniques for identifying language, literacy and numeracy learning opportunities in school, classroom and community contexts
- authentic literacy and numeracy assessment strategies for gathering information and making judgements about students' language, literacy and numeracy development
- the development of language, literacy and numeracy
- language forms and features and textual structures of spoken, written, visual and multimodal texts
- mathematical applications and problem solving
- the ways that different communication methods and social, cultural and historical contexts influence language choice and literacy and numeracy practices
- a range of teaching strategies and resources for supporting language, literacy and numeracy development across teaching areas and in different contexts
- how ICT supports, enhances, enables and transforms language, literacy and numeracy expectations and development
- how to monitor and evaluate students' language, literacy and numeracy needs (including the needs of English as a Second Language learners) and be aware of appropriate intervention strategies and support services
- the reasons for upgrading personal and teaching skills in language, literacy and numeracy, ways of reviewing these skills and support services available

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching.

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Standard Three

Title: Design and implement intellectually challenging learning experiences

Practice

At a minimum graduates of approved preservice teacher education programs, in the context of the relevant curriculum area or learning phase will be able to:

- apply scaffolding techniques to assist students to achieve learning goals and progressively take appropriate responsibility for their own learning
- identify and know how to apply strategies for engaging students in the investigation of intellectually challenging and worthwhile topics, problems and issues
- establish learning environments in which diverse ideas and opinions are valued and students are encouraged to question and exchange ideas
- plan and implement learning experiences in which students actively use ICT to access, organise, research, interpret, analyse, create, communicate and represent knowledge
- identify and implement teaching activities that involve higher-order thinking skills
- identify and know how to apply inquiry methods for students to investigate problems
- provide support and direction to students appropriate to their confidence and familiarity with ideas, concepts and problems being investigated
- identify and apply strategies for encouraging students to critically reflect on and discuss what and how they learn and apply these understandings to new topics, problems and issues

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- central concepts, modes of inquiry and structures of the discipline areas they teach
- the nature of knowledge and how knowledge is created, applied and redeveloped
- techniques such as scaffolding for supporting students
- teaching and learning strategies for promoting higher-order thinking skills, imagination, creativity, intellectual risk taking, reflection and problem solving in the context of the relevant content area, curriculum area or developmental phase
- curriculum frameworks relevant to the content area and learning phase of students
- teaching strategies such as inquiry learning that promote the active construction of personal knowledge
- techniques for providing support and direction to students engaged in individual and small group inquiry
- teaching and learning strategies that incorporate the purposeful use of ICT by teacher and student
- principles of values analysis and clarification

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching.

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Standard Four

Title: Design and implement learning experiences that value diversity

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- identify and develop understanding of the diverse backgrounds and characteristics of the students they teach
- plan and implement individual and group learning activities that take account of the backgrounds, characteristics and learning styles of students
- establish learning environments in which individual and group differences are valued and respected and all students are treated equitably
- identify individual learning needs and know how to apply strategies for teaching students with particular learning needs including students with disabilities and learning difficulties, and gifted students
- identify and use strategies that result in high levels of expectations and achievement by all students across all learning areas
- apply ICT to empower students with diverse backgrounds, characteristics and abilities and enable their learning
- identify and know how to apply strategies for working and communicating with parents and caregivers to support individual student learning
- review their personal skills in responding to diversity and identify ways of developing this aspect of professional practice

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- contemporary evidence-informed theories and research on teaching and learning
- factors such as socio-economic circumstances, gender, ethnicity, language, religious beliefs and special needs and their impact on the world view of individuals
- Australian Indigenous culture and history
- school and employing authority policies on diversity
- individual learning needs, including the particular needs of students with disabilities or learning difficulties and gifted students, and support services for such students
- pedagogical approaches that result in high levels of expectation and achievement by Indigenous students
- how to use ICT to increase opportunities for learning and address the individual learning needs of students
- the negative impact of bias, prejudice and discrimination on students, families and communities
- cross-cultural sensitivities and perspectives

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching.

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Standard Five

Title: Assess and report constructively on student learning

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- establish learning goals and assessment requirements that meet relevant policies, curriculum frameworks and students' experience and needs
- communicate learning goals and assessment requirements to colleagues, students, families and caregivers
- use a range of sources and ways of gathering evidence for making judgements about student learning
- provide feedback to students on their learning
- identify and know how to apply strategies for supporting students or adjusting assessment procedures so that students have different ways of demonstrating their learning progress and achievements
- implement approaches, including the use of ICT , to effectively monitor, assess and document learning
- apply school reporting arrangements to report on student performance to parents, caregivers and certification authorities
- identify and know how to apply assessment data and information about students in planning and reviewing programs, teaching practices and assessment and reporting strategies
- identify and know how to participate in assessment quality assurance processes such as moderation activities

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- characteristics, uses, advantages and limitations of different assessment techniques
- techniques for identifying and developing assessment criteria and appropriately communicating these to students, colleagues, supervisors, families, caregivers and stakeholders
- principles of valid, fair, flexible and authentic assessment
- school, employer and authority policies and procedures (including scoring and grading systems) for assessment and reporting
- ethical responsibilities of teachers in assessment and reporting
- ways of using assessment data to evaluate student learning and review teaching and assessment practices
- how to use ICT to access, manage and report on student learning
- assessment quality assurance strategies
- different assessment modes, including formative, summative, descriptive and negotiated assessment, their strengths and limitations, and how they potentially favour or hinder different learning styles
- ways of assessing, interpreting, and reporting on student learning that reflect the ongoing and evolving nature of learning

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching.

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Standard Six

Title: Support personal development and participation in society

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- identify and use information on students to set learning goals that promote personal development and social participation
- identify and know how to apply strategies for supporting students in developing personal identity, values, a positive self-image, health and well-being, sound relations and empathy with others
- identify and know how to apply approaches to learning that foster enterprising behaviours, active citizenship and lifelong learning and establish linkages between the school and the world of work
- identify and know how to apply strategies for assisting students to set personal work, leisure and study goals
- identify and know how to provide learning experiences that engage students in events beyond the immediate school environment
- identify and know how to establish learning partnerships involving the school, business, industry and community agencies
- identify and know how to provide opportunities for students to purposefully use a range of communication tools and participate through ICT in local, national and global communities
- identify the role and responsibilities of teachers in providing pastoral care for students
- contribute to the co-curricular program of the school through participation in planned activities

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- characteristics and needs of learners in early, middle and senior developmental phases of learning
- strategies for identifying students' learning styles, interests, prior learning and life experiences
- techniques for supporting students in developing personal identity, a positive self-image, health and wellbeing, sound relations and empathy with others
- strategies for engaging young people in discussion of matters related to personal development, post-school options and health, lifestyle and human relations
- how globalisation and the changing nature of work, education and leisure may impact on students' post-school options
- post-school options for young people, including education and training pathways, work, leisure and lifelong learning
- the potential of ICT to connect to the world beyond the school
- learning partnerships involving school, industry, higher education and community agencies
- strategies for promoting active citizenship
- school and employing authority policies related to ethical and professional behaviour, privacy and confidentiality, and the provision of pastoral care

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching.

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Standard Seven

Title: Create and maintain safe and supportive learning environments

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- establish respectful, positive and safe learning environments and constructive relationships that support students and foster positive attitudes to learning
- establish clear expectations for student learning and behaviour and provide explicit feedback on appropriate behaviour
- identify and know how to apply school and employing authority policies and procedures with regard to behaviour management and student safety
- identify and apply behaviour management strategies in a fair, sensitive and consistent manner and know when to seek advice on matters associated with student learning and behaviour
- explicitly teach skills to assist students to assume responsibility for themselves and behave responsibly towards others
- effectively use teaching time, materials, resources and physical space to establish a challenging, safe and supportive learning environment
- identify and apply strategies to monitor independent and group work and encourage the participation of all students

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- school employing authority policies and relevant legislation relating to behaviour management and the provision of safe and supportive learning environments
- contemporary, evidence-informed theories and research on child and adolescent development relevant to early, middle and senior phases of learning
- principles and strategies of behaviour management
- communication, time management, conflict resolution and negotiation strategies
- how the classroom environment influences learning and can promote responsible behaviour for all students
- techniques for planning, implementing and monitoring independent and group work strategies and effectively using teaching materials, resources and technology
- learning styles and a range of techniques for ensuring the full and varied participation of all students in learning activities
- sources of advice on student learning, behaviour and well-being

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching.

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Standard Eight

Title: Foster positive and productive relationships with families and the community

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- establish respectful, productive and cooperative relationships with families, caregivers and other community members to support student learning and wellbeing.
- identify and use a range of channels for effective communication, including the use of ICT, to communicate with families, caregivers and others to promote collaboration and involvement in school programs
- identify and apply strategies for establishing learning environments that acknowledge the concerns, values and priorities of families and caregivers, and their diverse cultures and communities
- incorporate the skills and resources of families, caregivers and other community members in learning activities
- plan and implement learning experiences that are meaningful to students and build on the knowledge and skills developed through family and the community
- identify and apply strategies for promoting the value of education, the school and the profession to families, caregivers and other community members

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- cultural, social and economic characteristics and aspirations of students and their families, caregivers and communities
- the importance and ways of meaningfully involving families and caregivers in education to address student needs
- the roles of schools within communities
- the characteristics of effective school/family interactions and how these contribute to high-quality teaching and learning
- strategies for developing and maintaining partnerships and effectively communicating with families, caregivers and other community members
- strategies for involving families, caregivers and other community members in the design, implementation and review of learning programs
- strategies for involving students in community-based learning activities
- strategies for promoting the goals and achievements of the school to families, caregivers and the wider community
- the importance and ways of collaborating with stakeholders on decision making and the wellbeing of students while respecting the privacy and confidentiality of students, families and caregivers

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching.

Application of the Standards for Purposes of Approval of Preservice Teacher Education Programs

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Standard Nine

Title: Contribute effectively to professional teams

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- set and meet personal work-related goals and priorities
- participate in professional teams in line with personal skills, professional expertise and scope of responsibility
- work in partnership with other teachers, professionals, paraprofessionals, teacher aides and other relevant adults to plan, implement and assess learning programs for individuals and groups of students
- use ICT to communicate with others for professional purposes
- contribute to the collegiate review of team activities and processes

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- the importance of teamwork in an educational context
- personal goal-setting techniques
- communication, negotiation, time management, conflict resolution and problem-solving techniques
- principles of group dynamics
- qualities of effective team members
- characteristics of high-performing teams
- roles and responsibilities of school-based and other professional teams
- the professional and paraprofessional services available for supporting student learning
- reasons for reviewing team performance

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching.

Application of the Standards for Purposes of Approval of Preservice Teacher Education Programs

This guide is intended to orient the standards towards the level of preservice teacher education and interprets the standards for purposes of provisional registration of graduates. The guide has been derived from the *Professional Standards for Queensland Teachers* document (QCT, 2007) which should be used as the primary reference.

Standard Ten

Title: Commit to reflective practice and ongoing professional renewal

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- reflect critically on personal professional practice
- use professional standards to analyse professional strengths and weaknesses, set personal professional goals, and assess their capacity to meet the professional and ethical requirements of the Queensland College of Teachers
- identify and know how to access professional development opportunities for improving teaching practice and the performance of other aspects of the role of a teacher
- identify and access learning communities and professional networks
- perform teaching and non-teaching duties in a manner that is consistent with employing authority and school policies and procedures and legal and ethical obligations of teachers
- actively participate in mentoring, coaching and other professional learning programs

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- the changing role of the teacher in contemporary society
- school and employing authority policies on accountability
- the legal, ethical and professional responsibilities of teachers and obligations in regard to child protection
- standards and ethical and accountability requirements established for the profession by the Queensland College of Teachers
- a range of contemporary research on teacher professionalism
- how to access educational research, contribute to learning communities and professional networks, including through the use ICT, to support professional learning, self-assessment and development
- mentoring and coaching techniques
- learning communities, professional networks and organisations with the capacity to support learning and development activities
- strategies for reflective practice and lifelong learning

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching.

Program submissions including, if applicable, supplementary material will address the guidelines.

General Expectations of Higher Education Institutions and Teacher Education Programs

Academic Staff

Academic staffing is at a level and quality to ensure that teacher education is offered at a standard that merits approval. The actual staffing requirements depend on the number and range of programs that are offered; the student: staff ratio and the areas of expertise of the staff. Staff expertise should provide adequate coverage of all areas in which the programs are offered[2].

Research

Programs are founded on a sound research base, underpinned by adult learning principles and with a clear link between the teaching program and available research evidence.

Programs take into account relevant current reports and recommendations, including those published by the College (and former Board of Teacher Registration).

Governance

The institution has a representative governing body with responsibilities of policy and resource development.

Consultation

In developing programs, institutions consult with key stakeholders and teacher professional bodies to ensure responsiveness to the legitimate concerns and requirements of the profession.

Resources

The institution has physical facilities, library/learning resources, information and communication technology, and other resources of a standard appropriate to the needs of quality professional programs, including resources to support any flexible modes of delivery which the institution may be employing.

Assessment Processes

Assessment processes are appropriate and aligned to providing evidence of attainment of the professional standards.

The institution should indicate the forms of assessment to be used to support and report on student learning and to provide the evidence of attainment of the *Professional Standards for Queensland Teachers*. Institutions should give careful consideration to the balance between invigilated and non-invigilated assessment. Such information will contribute to the role of the College in monitoring approved programs.

Students who do not perform satisfactorily in either their academic or practical work must fail the program.

Program Review

Provisions for ongoing monitoring, review and modifications of the program's content, delivery and assessment are outlined in the program documentation.

Student Support Systems

Information is provided about the support available to support students in academic and other areas.

Breadth and Depth of Preparation

Programs identify clearly the level of schooling (primary or secondary) or phase of learning (early, middle or senior) for which it is intended that graduates will be prepared to teach. The full range of year levels within that level of schooling or phase of learning is addressed in the teacher education program.

Primary teacher education programs should ensure teachers are well-prepared to teach the English and Mathematics key learning areas and are able to teach across the key learning areas of SOSE, Science, Technology, the Arts and Health and Physical Education, and have at least an awareness of the LOTE key learning area.

In regard to the Middle and Early Phases of Learning, programs should not only address the years within the relevant phase of learning but also the underpinning philosophy of the area and current approaches supported by relevant research.

Preparation to teach in the Middle Phase of Learning requires the ability to work in multi-disciplinary teams. Graduates should have the ability to teach in all key learning areas and it is desirable that they have in-depth knowledge of at least two subject areas.

Graduates of secondary teacher education programs must have a sound knowledge and understanding of the nature of the specialist areas that they prepare to teach. It is desirable that graduates of secondary teacher education programs are prepared to teach in at least two subject areas and that these teaching areas are supported by adequate discipline studies.

[2] These expectations are outlined in the appendix.

Entry Requirements

Programs should have clear selection criteria and entry procedures which allow equitable access.

Entry requirements will set a standard of English language proficiency such that preservice teachers are able to achieve a level of proficiency equivalent to an IELTS score of 7 on each area of IELTS (academic) by the end of the program.

For entry to undergraduate programs, applicants should meet a required minimum in English [3]; this means they will have achieved a level of at least 'sound achievement', or equivalent, in the current QSA [4] Authority Subject of Senior English.

For graduate-entry programs, the undergraduate degree should provide the in-depth discipline content knowledge to support the future teaching areas of the applicant – the key learning areas in the case of early phase, primary and middle phase preparation programs and at least two teaching areas in the case of secondary and middle and senior phase preparation programs.

Institutions should give consideration to mechanisms for encouraging applications from students who have or are likely to develop desirable dispositions for teaching. The values identified in the standards provide a good source for counselling students about their suitability for teaching.

Institutions should advise entrants of the requirement to hold a 'blue card' issued by the Commission for Children Young People and Child Guardian and of the application procedures for this.

Program conceptual framework, design and structure

Programs should reflect a systematic design with an explicit statement of philosophy and intended graduate outcomes. They should be futures-oriented, while taking account of important current and emerging issues.

The institution will describe the teaching and learning approaches that are intended to support preservice teachers in attaining the professional standards.

Program documentation should provide clear information about the relationship between intended outcomes, the professional standards and assessment criteria and approaches.

Preservice teacher education programs will meet the requirements of the Australian Qualifications Framework and be equivalent to at least four years of full-time academic study and include professional studies amounting to the equivalent of not less than one year of full-time academic study.

Programs will encompass *professional studies* in education, *discipline studies*, and include embedded *professional experiences*.

- *Professional studies* are defined in the legislation governing the College as 'studies in teacher education that include the theoretical and practical aspects of education including, for example, psychology, philosophy, the social context of schooling, curriculum studies and studies in teaching and learning; and supervised teaching experience'.
- *Discipline studies* in programs can have two purposes: the development of the general education of the preservice teacher and ensuring that preservice teachers have appropriate content knowledge.

Current Priority Areas

All programs should provide for graduates to develop understanding of strategic cross-sectoral policy initiatives. A list of current key initiatives and policy direction is included in the appendix. This list will be regularly updated.

All programs should:

- involve an appropriate consideration of current Queensland curriculum frameworks
- provide for graduates to develop knowledge of the Aboriginal dimension of Australian history and culture and ensure graduates are prepared to meet the needs of Aboriginal, Torres Strait Islander and NESB students
- ensure that graduates possess requisite levels of personal competence in literacy and numeracy for teaching and develop the capacity to teach literacy and numeracy
- ensure that graduates are prepared to address the individual learning needs of the students they teach
- ensure graduates are proficient in the educational use of ICT
- ensure graduates develop satisfactory classroom management skills
- address the ethical and legal context of teachers' work, including knowledge of child protection issues and requirements

Professional Experience

Professional experiences provide an important avenue through which preservice teachers develop and demonstrate the graduate standards. Professional experiences should be tightly integrated with institution-based learning. Teacher education institutions and professional experience sites share responsibility for the professional experience component of teacher education. Therefore professional experience programs should be developed through partnerships (structures may include advisory or reference committees, formal agreements,

[3] Following further consultation with stakeholders, a required minimum entry level in mathematics is being considered. An effective date would be set to allow for adequate advice to potential entrants to teacher education.

[4] Authority subjects of the Queensland Studies Authority are listed at www.qsa.qld.edu.au/yrs11_12/index.html

working parties and joint appointments). The roles and responsibilities of all parties should be clear, especially in regard to assessment of the preservice teacher.

Professional experiences should be characterised by collaborative inquiry involving preservice teachers and site-based personnel in a range of diverse learning contexts. Professional experiences should represent a developmental continuum, allowing the preservice teacher to move from high levels of support to practice that is both autonomous and collaborative.

The final year of the teacher education program should include an expanded school professional experience during which preservice teachers take responsibility for an agreed teaching program in cooperation with the supervising teacher.

Professional experience sites should provide varied opportunities for preservice teachers to engage with the outcomes described in the standards. A range of evidence will be required to demonstrate preservice teachers' attainment of the standards.

During their professional experience program, preservice teachers should learn to work in different school settings and with a range of learners; for example, learners of both genders and of varied ages, abilities, special needs, social and geographical circumstances and cultures, and in different settings. Professional experience should occur in at least two schools to provide the opportunity to experience different contexts and learners. Institutions should give consideration to facilitating the participation of preservice teachers in professional experiences in a rural school or a school with large numbers of Indigenous students.

The professional experiences embedded in preservice teacher education programs will include 'supervised professional experiences' and may include 'wider field experiences' and/or 'internships'.

The professional experiences of the program will be of sufficient amount to enable all students to develop the required knowledge, skills and attributes, and to provide adequate opportunities for students to demonstrate attainment of these against the standards.

Professional experiences will normally represent not less than 100 days of professional experience, with a minimum of 80 days' *supervised experience in schools* and other equivalent educational settings. Professional experiences in one-year graduate-entry programs will normally include not less than 75 days of professional experience with a minimum of 55 days' *supervised experience in schools* and other equivalent settings. In individual cases universities are able to negotiate replacement within a program of some of either of these amounts of days with other forms of professional experiences. For example, a program might include 45 days of supervised school (or equivalent) experience, a 20-day internship and 15 days of wider field experience; or 50 days of supervised school (or equivalent) experience, a 30-day internship and no wider experience.

- *Supervised professional experiences* will normally take place in recognised schools. Preservice teachers undertaking experiences in settings other than recognised schools or outside of Queensland must still be supervised by registered teachers, or teachers holding qualifications that would make them eligible for registration in Queensland. Supervised professional experiences include the full range of responsibilities expected of a teacher.

  Normally at least one *major*[5] supervised professional experience should be conducted in a Queensland school.

- *Wider field experiences* should allow preservice teachers to explore the types of resources and support services available. Preservice teachers may gain valuable experience through working with other professions and welfare agencies relevant to the students they are preparing to teach. The experiences should take a variety of forms and be undertaken in a variety of settings, for example: tutoring in adult literacy programs, industry training, migrant education, exchange visits to schools in other countries, youth camps, sports coaching.

- *Internships* can provide a valuable learning experience in the final stages of a preservice program. With collegial support provided to the preservice teacher by a mentor, an internship offers high levels of independence and opportunities for further professional growth and development of teacher identity. Teachers whose classes are allocated to preservice teachers retain responsibility for the oversight and management of their classes' curriculum and assessment programs. The teaching program planned and implemented by the preservice teacher is normally limited to a half teaching load. For the purposes of this document, the term 'internship' means professional experience which occurs after completion of the required minimum of supervised professional experiences, and is conducted under an authorisation[6] issued by the QCT. The program documentation provided by the institution to the QCT should include a rationale for the timing of any academic studies not completed prior to the internship.

[5] A major experience is a 'block' experience of at least four weeks' duration.

[6] A form for application for internship authorisation is available from the College. The Internship Authorisation is subject to the following conditions: that the Institution attests to each preservice teacher's fitness to undertake an internship with the support of a mentor teacher, i.e. that each preservice teacher is suitable to teach and has successfully completed the necessary prior academic studies and practical experience of the approved preservice teacher education program; that each preservice teacher will teach in specified year level(s) or subject area(s) only; that the teachers whose classes are allocated to preservice teachers will retain responsibility for the oversight and management of their classes' curriculum and assessment programs; that the teaching program planned and implemented by each preservice teacher will be normally limited to an average of a half teaching load over the internship; and that suitable arrangements have been made by the school principal and the Institution adviser for supporting and mentoring the work of each preservice teacher.

The process for developing teacher education programs acceptable for the purposes of teacher registration in Queensland involves close collaboration between the institution and the relevant Panel for Program Approval of the College (see 'Committe Structure' below).

Stages of the Approval Process

The approval process involves a number of stages. The first stage includes both preliminary consultation and consideration of the formal submission on the program and leads to Phase One approval. This initial approval enables a program to commence and remains in place until completion of the first full cycle of offering the program. At this time, the program is re-approved through the Phase Two process which involves a review of both the operation and the outcomes of the program. Phase Two approval is thereafter renewed on a five-yearly basis.

Phase One Approval

Preliminary Consultation

When a new program is proposed, it is mutually beneficial to the institution and the College for faculty staff to meet with members of the Panel to share ideas and offer suggestions at a number of stages prior to formal submission of the program documentation to the College. Normally this will be at least at the concept development stage, and when a preliminary program framework is in place; however, additional meetings may be arranged as required. These meetings may be conducted at the institution or at the offices of the College. This requirement may be met through the involvement of a member or members of the relevant panel in the internal program development committee of the institution.

Program Submission

Programs that meet the standards and guidelines in the first instance will receive initial, or Phase One, Approval.

The institution will submit program documentation, including the Self-evaluation Proforma, to the College a minimum of six months before the program is scheduled for implementation. This documentation will be considered by the relevant Panel, which will undertake further consultation and negotiation with the institution as required, to ensure that the program is in accord with the professional standards and Program Approval Guidelines.

Program Panels will be advised that a holistic approach should be taken to the approval of programs and that programs should be considered from the perspective that the standards are a total package of integrated components, not a checklist of competencies to be marked off.

The program documentation should clearly identify how it meets the requirements of the professional standards and *Program Approval Guidelines* including how the professional standards of the College have been used to guide the development of the program. In particular, the documentation will need to include information relating to the evidence students will produce to demonstrate attainment of the *Professional Standards for Queensland Teachers*.

When all consultation and negotiations have been satisfactorily completed, which normally will require two meetings, the Panel will report to the Professional Standards Committee (PSC), which will consider the report and make a decision. The decision will be for approval, approval with conditions or non-approval.

The College will advise the institution through a notice of approval that the program has Phase One Approval for the purpose of registering graduates as teachers in Queensland. Graduates of a program given such approval will be eligible for registration, on the condition that the program is implemented as indicated in the documentation submitted to the College.

Under section 236(5) of the *Education (Queensland College of Teachers) Act 2005*, if the College decides not to approve the program it will provide the institution with an information notice about the decision. The information notice will give the reasons for the decision and provide information about how to apply for a review.

Phase One approval processes should be completed prior to commencement of a program. This initial approval remains in force until a program undergoes the Phase Two review process which can be no longer than five years from the commencement of the program and is subject to satisfactory annual updates.

Phase Two Approval

Phase Two approval, a collaborative review process, normally occurs at the completion of the first program cycle. For example, this would be one year from commencement of the program in the case of a one-year graduate program or four years from commencement in the case of a four-year undergraduate program.

The College will contact the institution towards the end of the first program cycle to commence the Phase Two acceptance process. A visit to the relevant campus (es) of the institution will form part of the process. Prior to the visit, the institution will provide to the College general information about the implementation and operation of the program, including any changes made to the program since the original documentation, and plans for its future operation. Information on the outcomes of the institution's own internal

review of the program should also be provided, where possible.

The timing and agenda for the visit by the relevant Panel will take account of other demands on the institution and will be negotiated in advance. The visit will involve discussions with stakeholders (such as principals, supervising teachers, employers, practical experience coordinators, academic lecturers, final-year students and recent graduates) about the implementation and success of the program in producing graduates who meet the professional standards and are able to perform at a satisfactory level for a graduate teacher.

The Panel will produce a report about Phase Two acceptance for consideration by the Professional Standards Committee of the College. The institution will be provided with a copy of the report and advised of the outcome.

Phase Two acceptance will only proceed if the program meets the standards and *Program Approval Guidelines* which are current at that time.

Phase Two acceptance remains in force no longer than five years and is subject to submission of satisfactory annual updates on the implementation of the program.

Continuing Approval

Following Phase Two approval, programs will be reviewed in a five-yearly cycle. Continuing approval will be subject to satisfactory annual updates on the operation of the program. An annual statement will be provided by the institution outlining any challenges encountered or any changes in the program.

Significant Changes to Accepted Programs

Where any significant changes to a program are proposed by the institution, the institution will advise the College prior to implementation of such change. A significant change includes, for example, a major change to the content of the program or to the mode of offering of the program. The Panel will consult as appropriate with the institution regarding the continued acceptance of any significantly revised programs.

Appeal Procedures

Under the *Education (Queensland College of Teachers) Act 2005*, there is provision for an institution to request a review of a decision by the College not to approve a program. In the first instance this is by way of an internal review. The review and appeal provisions are outlined in Chapter 8 of the *Act*.

Confidentiality

Members of the PSC and Panels will be aware of the ethical and legal responsibilities of their role in the program approval process and all program documentation will be treated as privileged information. Any consultation with colleagues will be undertaken on a basis that protects confidentiality. Members will be bound by the College Code of Conduct.

Timeline

Preliminary consultation in regard to the development of a new program should commence well before a submission on the program is made. Submissions should be provided to the College at least six months prior to the commencement of the program and the Phase One approval should be completed prior to commencement of the program.

Format for submissions

The College will provide a Self-evaluation Proforma for institutions which will facilitate the program approval process by providing a mechanism for indicating how the program meets the *Professional Standards for Queensland Teachers* and the *Program Approval Guidelines*.

The submission on a new program should clearly identify how the professional standards of the College have been used to guide the development of the program. The submission must address the standards and *Program Approval Guidelines* and be accompanied by the Self-evaluation Proforma. Supplementary documentation to assist the approval process may be provided as appropriate.

Committee Structure

The College has established a standing committee, the Professional Standards Committee (PSC), with delegated responsibility for the approval and monitoring of preservice teacher education programs. The terms of reference of the Committee are:

- To oversee the development, application and monitoring of the Professional Standards for QueenslandTeachers;
- To deal with and determine applications for approval of pre-service teacher education courses;
- To oversee the development, application and monitoring of the CPL Framework;
- To oversee the development, application and monitoring of policies and guidelines for Returning to Teaching programs and to endorse appropriate programs developed by external providers; and
- To provide advice to the Board of the College on policy issues relating to provisional and full registration, permission to teach, renewal processes and the approval of preservice teacher education programs.

Membership of the PSC comprises representatives of teacher employers, universities, teacher unions, registered teachers, community groups, the QSA and the College Board. The PSC is chaired by a member of the College Board.

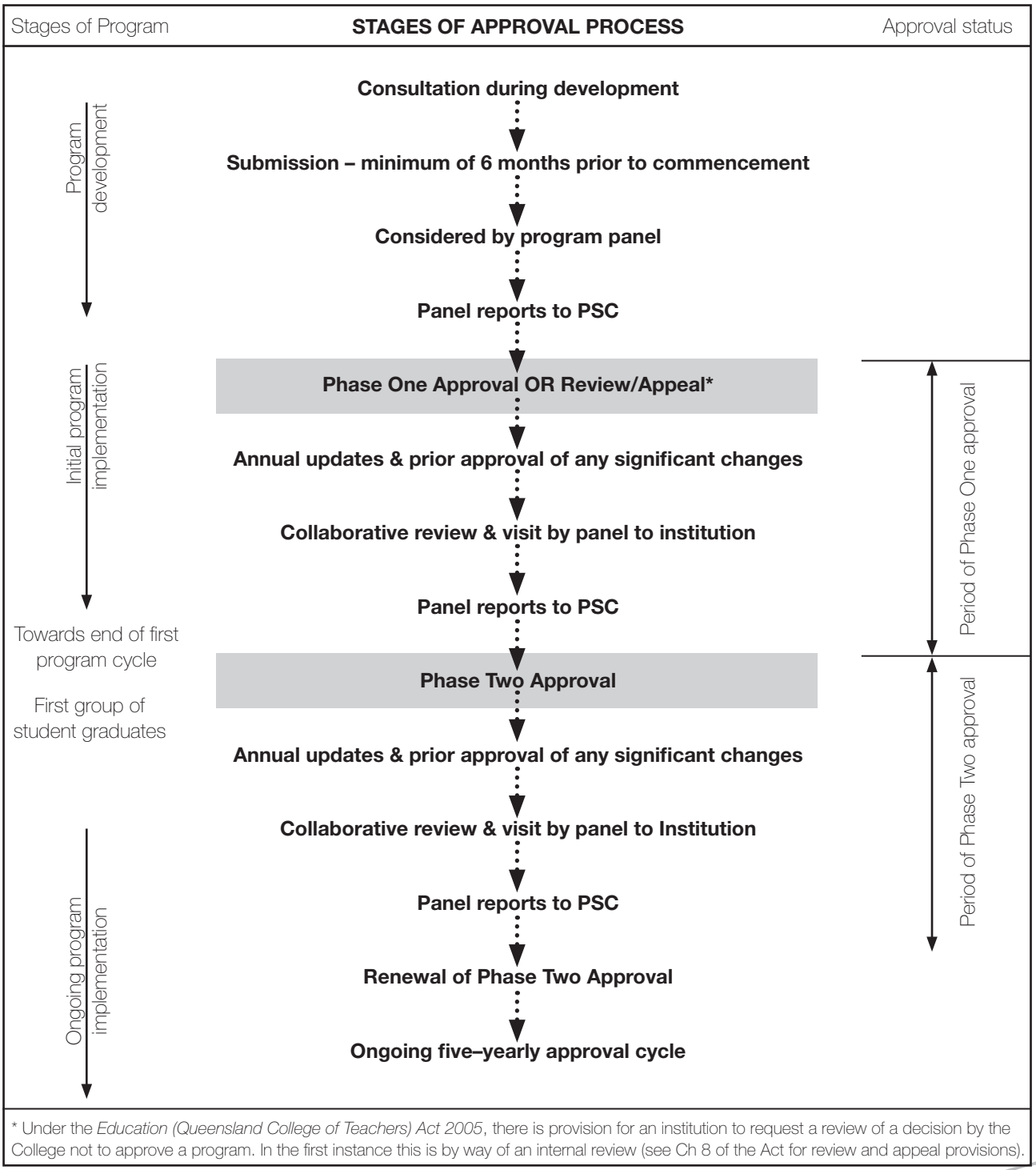
The in-depth consideration of program submissions is undertaken by Program Panels, which make recommendations to the PSC. The PSC has an important

role in monitoring the program approval process to enhance consistency of procedures and decisions. Membership of Panels includes one or more members of the PSC, a representative of employing authorities, two teacher educators, one of whom is a dean of education or equivalent, at least one registered teacher and a staff member from the Professional Standards Unit of the College. Each Panel is chaired by a member of the PSC.

Additional representatives may be co-opted as required, for example, a person with expertise in a specialist area of teacher education.

Appropriate training in program approval procedures and processes will be provided for panel members to enhance consistency in implementation of the *Program Approval Guidelines*.

Preservice Teacher Education Program Approval Flowchart



* Under the *Education (Queensland College of Teachers) Act 2005*, there is provision for an institution to request a review of a decision by the College not to approve a program. In the first instance this is by way of an internal review (see Ch 8 of the Act for review and appeal provisions).

Ongoing Monitoring of Programs and Outcomes

The *Education (Queensland College of Teachers) Act 2005* requires the College to monitor teacher education programs. The requirements for annual updates and cyclical review are components of this.

The College will develop policies and procedures for other forms of monitoring, which may include, for example, surveys of schools and employers regarding the preparedness of graduates and their success as practising teachers in the field.

APPENDIX

Current Priority Areas as at January 2007

All programs should provide for graduates to develop understanding of strategic cross-sectoral policy initiatives, some of which may be specific to a particular phase of learning. This list will be updated regularly.

- 'Education and Training Reforms for the Future' agenda of the Queensland Government
- Implications of key reports such as those of the Queensland Ministerial Advisory Committee for Education Renewal (MACER) and Ministerial taskforces – recent reports include:
  - Education for Sustainable Futures (November 2006)
  - Smart Schools, Smart Behaviour (November 2005)
  - Report of the Ministerial Taskforce on Inclusive Education (June 2004)
  - Report on Indigenous Education (March 2004)
- Queensland Curriculum, Assessment and Reporting initiative
- Literacy and numeracy
- Information and Communications Technologies
- For teaching in the middle and senior phases of learning - employability skills, vocational education knowledge, industry currency, national policies, strategies for working with industry and employers
- Preparatory year
- Year 2 Net

Academic Staff

Academic staffing should be at a level and quality to ensure that teacher education is offered at a standard that merits approval. The actual staffing requirements depend on the number and range of programs that are offered; the student: staff ratio and the areas of expertise of the staff. Staff expertise should provide adequate coverage of all areas in which the programs are offered.

An AOU[7] offering teacher education programs will normally be considered for accreditation only if there are 10 equivalent full-time Education academic staff members in that AOU. The requirement of 10 full-time equivalent academic staff normally is viewed as sufficient where the AOU offers one full four-year undergraduate sequence, one professional postgraduate program of at least one year's duration, and some postgraduate research supervision. The requirement of 10 full-time equivalent academic staff may be in excess of that required to teach fewer programs such as either one undergraduate four-year sequence or one postgraduate program. In these cases, AOUs should demonstrate that they have adequate staffing (number, qualifications, seniority) for the programs being offered.

The student: teaching staff ratio averaged across all programs in the AOU should be similar to that of other AOUs offering professional programs (ie Psychology) and ideally should be no greater than 16:1.

The staffing profile should include at least one Level E or equivalent appointment in Education to ensure appropriate program leadership. There should be a number of staff members holding doctorates but staff should also include people with sufficient background in teaching to make a positive and experiential impact on the preparation of graduates to meet the standards.

Institutions must ensure that staff members meet applicable teacher registration requirements. [8]

[7] Academic Organizational Unit - (AOU) refers to a department or school or other separately identified organizational unit within a higher education institution with the head of the AOU having resource responsibility for that unit and responsibility for the academic programs offered by that unit.

[8] The *Education (Queensland College of Teachers) Act 2005* requires that a person who is not a registered teacher must not supervise, or assess the work of, a teacher or a student teacher in a prescribed school.

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