

# TEMAG Recommendations

Theme	Recommendations
<b>Stronger quality assurance of ITE programs</b>	<p>Standards for the quality of initial teacher education be set high, programs rigorously assessed and requirements made transparent.</p> <p>Initial accreditation of programs requires higher education providers to demonstrate that their programs have evidence-based pedagogical approaches, effective integration of professional experience, rigorous and iterative assessment of pre-service teachers throughout their education, and final assessments that ensure pre-service teachers are classroom ready. Higher education providers provide a set of measures that assess the effectiveness of their programs in achieving successful graduate outcomes.</p> <p>Initial accreditation of programs be considered provisional and full accreditation only occur once higher education providers have developed sufficient evidence to demonstrate successful graduate outcomes. Higher education providers build evidence on a continual basis that captures each cohort of pre-service teachers.</p> <p>Accreditation panel members be appropriately qualified and skilled, and supported by the national initial teacher education regulator.</p> <p>Higher education providers that can demonstrate evidence of successful graduate outcomes at reaccreditation be monitored through a 'light touch' process.</p> <p>Higher education providers identify entrants who may need additional support to meet the academic requirements of the program, and provide them with targeted support to ensure all pre-service teachers have the academic skills needed to become effective teachers.</p> <p>Higher education providers use the national literacy and numeracy test to demonstrate that all pre service teachers are within the top 30 per cent of the population in personal literacy and numeracy.</p> <p>Higher education providers deliver evidence-based content focused on the depth of subject knowledge and range of pedagogical approaches that enable pre-service teachers to make a positive impact on the learning of all students.</p> <p>Higher education providers equip pre-service teachers with data collection and analysis skills to assess the learning needs of all students</p> <p>Higher education providers equip pre-service teachers with the skills to effectively engage with parents about the progress of their children.</p> <p>Higher education providers equip all primary and secondary pre-service teachers with a thorough understanding of the fundamentals of teaching literacy and numeracy.</p> <p>Higher education providers guarantee that sufficient placements of appropriate timing and length are available for all pre-service teachers.</p> <p>Higher education providers ensure pre-service teachers have early opportunities to assess their suitability for teaching, including through exposure to the classroom.</p> <p>Higher education providers ensure staff delivering initial teacher education are appropriately qualified, with a proportion having contemporary school teaching experience</p>
<b>Rigorous entry into ITE courses</b>	<p>Higher education providers select the best candidates into teaching using sophisticated approaches that ensure initial teacher education students possess the required academic skills and personal characteristics to become a successful teacher.</p> <p>Higher education providers publish all information necessary to ensure transparent and justifiable selection processes for entry into initial teacher education programs, including details of Australian Tertiary Admission Rank bonus schemes, forced offers and number of offers below any published cut-off.</p>

Theme	Recommendations
<b>Improved professional experience</b>	<p>Higher education providers deliver integrated and structured professional experience throughout initial teacher education programs through formalised partnership agreements with schools.</p> <p>Systems/schools required to use the Australian Professional Standards for Teachers in identifying highly skilled teachers to supervise professional experience, and work with higher education providers to ensure rigorous, iterative and agreed assessment of pre-service teachers. The Australian Institute for Teaching and School Leadership develop guidelines to ensure supervising teachers have the skills required to be effective in the role.</p> <p>School leaders actively lead the integration of pre-service teachers in the activities and culture of their school.</p> <p>Higher education providers and schools work together to assist pre-service teachers to develop and collect sophisticated evidence of their teaching ability and their impact on student learning for their Portfolio of Evidence.</p> <p>Beginning teachers build on their Portfolio of Evidence to reach full registration at the Proficient level of the Professional Standards.</p>
<b>Robust assessment of graduates</b>	<p>The national initial teacher education regulator assess evidence that demonstrates the achievement of graduate outcomes.</p> <p>Higher education providers equip all primary pre-service teachers with at least one subject specialisation, prioritising science, mathematics or a language. Providers publish specialisations 18. available and numbers of graduates from these programs. Higher education providers assess all pre-service teachers against the Graduate level of the Professional Standards</p> <p>Pre-service teachers develop a Portfolio of Evidence to demonstrate their achievement of the Graduate level of the Professional Standard.</p> <p>The Australian Institute for Teaching and School Leadership develop national guidelines for beginning teacher induction that will guide consistent implementation of effective induction programs.</p> <p>School systems and employers provide effective induction for all beginning teachers, including those employed on a short-term or casual basis.</p> <p>Schools identify highly skilled teachers to mentor, assess and guide beginning teachers from provisional registration to full registration.</p>
<b>National research and workforce planning capabilities</b>	<p>The Australian Institute for Teaching and School Leadership undertake a review of the Graduate level of the Professional Standards to ensure that the knowledge, skills and capabilities required of graduates align with the knowledge, skills and capabilities beginning teachers need for the classroom.</p> <p>Higher education providers pre-register all entrants to initial teacher education programs, on a nationally consistent basis.</p> <p>Teacher regulatory authorities collect robust workforce data on a nationally consistent basis, including areas of specialisation, to inform workforce planning.</p> <p>Higher education providers take into account national workforce needs, in consultation with employers, when making decisions about student intake to better respond to market demand</p>

Teacher Education Ministerial Advisory Group (TEMAG)

## Implementation of TEMAG reforms in Queensland

### A report card

November 2019

In response to perceived public concern about the quality of initial teacher education (ITE), the Australian Government appointed a Teacher Education Ministerial Advisory Group (TEMAG) to make recommendations on how ITE in Australia could be improved to better prepare new teachers with the academic rigour and practical skills needed for the classroom.

The recommendations in the TEMAG report, *Action Now: Classroom Ready Teachers* (2014) are at varying stages of implementation nationally. In Queensland, the QCT has taken a proactive approach to their implementation, leading other jurisdictions in ITE reform areas and significantly influencing national teacher regulatory policy.

This has been achieved in collaboration with stakeholders at the state and national level. In the future, the QCT will continue to monitor, evaluate and report on the impact of TEMAG reforms on improving teaching quality.

**This report card presents highlights of progress made in implementation of TEMAG reforms in Queensland across five areas: stronger quality assurance of teacher education programs, more rigorous selection for entry to the profession, improved professional experience; robust assessment of graduates to ensure classroom readiness; and national research and workforce planning capabilities.**



Source: Teacher Education Ministerial Advisory Group (2014), *Action Now: Classroom Ready Teachers* (2014)

## Stronger quality assurance of initial teacher education (ITE) programs

## More rigorous selection for entry to the profession

## Improved professional experience

## Robust assessment of graduates

## National research and workforce planning capabilities

	2015	2016	2017	2018	2019	2020-
<b>ITE accreditation</b>	<p>70% Stage One   0% Stage Two</p> <p>Accreditation Stage One applies to new programs and focuses on a plan for demonstrating impact. 70% of Queensland ITE programs are nationally accredited.</p>	<p>85% Stage One   0% Stage Two</p> <p>85% of Queensland ITE programs are nationally accredited Stage One. The QCT conducts forums to prepare for Stage Two accreditation requirements.</p>	<p>88% Stage One   0% Stage Two</p> <p>Queensland is first state to begin Stage Two accreditation. The focus of accreditation Stage Two is on the provider's interpretation of evidence collected on program impact.</p>	<p>100% Stage One   54% Stage Two</p> <p>Nationally, Queensland is a lead jurisdiction in implementation of Stage Two accreditation of ITE programs.</p>	<p>100% Stage One   88% Stage Two</p> <p>A QCT-led ITE data working group has identified appropriate data sources and evidence to inform improvements for Stage Two accreditation processes.</p>	<p>100% Stage One   100% Stage Two</p> <p>All QCT ITE programs will be nationally accredited at Stage Two (showing evidence of impact). A QCT data sharing portal to improve accreditation will be developed.</p>
<b>Non-academic entry requirements</b>			<p>100% Non-Academic Requirements for Teacher Entry (NARTE) selection tool developed</p>	<p>100% Impact of NARTE early implementation <b>evaluated</b> and reported</p>	<p>100% implementation of a <b>revised</b> NARTE in all Queensland ITE programs</p>	<p>100% Implementation of revised NARTE will be <b>monitored</b> and <b>evaluated</b></p>
<b>Academic entry requirements</b>		<p>All entrants must pass Senior English and Maths. Entrants to primary and early childhood must also pass Senior Science subject.</p>				QCT will monitor the impact of academic entry requirements in Qld in consultation with stakeholders
<b>Personal literacy and numeracy testing</b>	<p><b>Education Ministers agree</b> that all teacher education graduates will be expected to have passed a Literacy and Numeracy Test for Initial Teacher Education (LANTITE) from 1 July 2016.</p>	<p><b>Successful completion</b> of the LANTITE becomes an expectation of Australian Ministers from 1 July.</p>		<p>Successful completion of the LANTITE becomes an expected graduation requirement in <b>Queensland</b></p>		<p>Successful completion of LANTITE as a graduation requirement in line with expectations of Australian Ministers will <b>continue</b> to be an expectation of the QCT.</p>
<b>Consistency in assessment and reporting</b>	<p>Queensland Final Professional Experience Reporting Framework (QPERF) is <b>implemented</b> in all schools.</p>		<p>QCT begins Supervising Teacher workshops to support consistency in assessment using QPERF</p>		<p>Approval is received for QCT to lead a collaborative state-wide review of QPERF</p>	QPERF review will be completed in 2020 to improve validity, reliability and consistency in assessment
<b>Teaching Performance Assessment (TPA)</b>						
	<p>QCT investigates the Performance Assessment for Californian Teachers (PACT) and EdTPA used in the US as an approach for a TPA in Queensland.</p>	<p>Initial thinking on a TPA is explored at a QCT forum. The Graduate Teaching Performance Assessment (GTPA) is piloted by 3 Queensland ITE providers. QCT partners in this process with the Learning Sciences Institute of Australia (now the Institute of Learning Sciences and Teacher Education).</p>	<p>17 ITE providers including 7 in Queensland, trials the GTPA and participates in standard setting activities and moderation.</p>	<p>GTPA is nationally endorsed by AITSL. 90% of Qld ITE providers use endorsed GTPA. Quality Teaching Performance Assessment (QTPA) is trialled by QUT. Queensland leads implementation in TPAs.</p>	<p>QTPA is nationally endorsed by AITSL. Queensland is the only state with 100% implementation of TPAs in ITE programs</p>	The impact of TPAs on teaching quality will be evaluated. The QCT will continue to participate in standard setting and moderation activities of TPAs.
<b>Primary specialisation implementation</b>				<p><b>54%</b> implementation of primary specialisation in ITE programs</p>	<p><b>100%</b> implementation of primary specialisation in ITE programs</p>	The impact of primary specialisation on teaching quality will be monitored and evaluated.
<b>Evidencing achievement against the Australian Professional Standards for Teachers</b>	<p>QCT develops <b>digital portfolio</b> resources for use by preservice teachers.</p>	<p>Trial of graduate digital portfolio template with <b>three</b> Queensland ITE providers</p>		<p>Digital portfolio templates published for <b>first two</b> career stages.</p>	<p>Digital portfolio templates published for <b>all four</b> career stages</p>	The QCT will continue to ensure that existing digital portfolio resources are working effectively and enhanced to support teachers in schools.
<b>Contribution to a national research base and workforce planning</b>				<p>QCT Board seeks Queensland Minister's approval for Queensland registration data to be released for inclusion in ATWD.</p> <p>Queensland completes a business case for the Minister for pre-registration of ITE students undertaking professional experience in Queensland schools.</p>	<p>Queensland data is released for participation in the Australian Teacher Workforce Data survey (ATWD)</p> <p>5.9% of Queensland registered teachers participate in ATWD survey for the national teaching workforce dataset</p>	Annual approval will be sought by the Minister for Queensland data release for participation in the ATWD survey