



Achieving regulatory alignment in initial teacher education accreditation



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Leadership

- Focused on child protection
- Standards-based
- Expert
- Sustainable



Collaboration

- Collaborative
- Visible
- Responsive
- Transparent



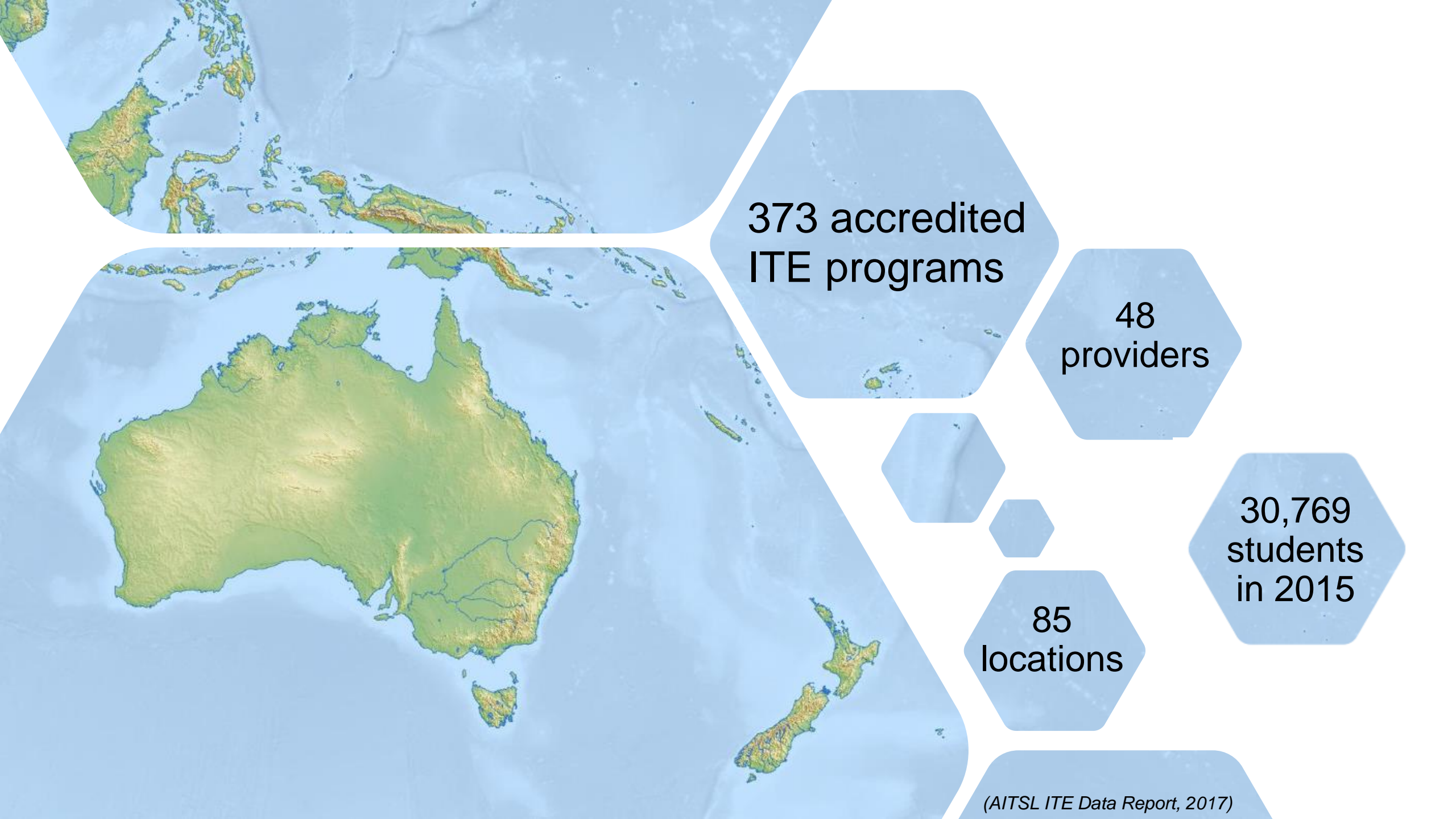
Innovation

- Future-focused
- Intelligence-led
- Solution-focused
- Agile



Regulation

- Efficient
- Proportionate
- Necessity-based
- Consistent

A map of Oceania, including Australia, New Zealand, and the Pacific Islands, serves as the background. Overlaid on the right side of the map are several blue hexagonal callouts of varying sizes, each containing a statistic. The statistics are arranged in a descending staircase pattern from top-left to bottom-right. The largest hexagon at the top contains the text '373 accredited ITE programs'. Below it to the right is a smaller hexagon with '48 providers'. Further down and to the right is another small hexagon. Below that is a hexagon with '85 locations'. To the right of that is a hexagon with '30,769 students in 2015'. At the bottom right is a large, wide hexagon containing the source text '(AITSL ITE Data Report, 2017)'.


373 accredited
ITE programs

48
providers

30,769
students
in 2015

85
locations

(AITSL ITE Data Report, 2017)

A teacher with blonde hair tied back, wearing a green dress, is leaning over a table. She is interacting with two young students, a boy and a girl, who are also looking down at the table. The background shows a classroom with a sink and a window.

Teacher quality

“Teacher quality is a major determinant of the overall quality of Australia’s school system. Improved teacher quality can raise expectations and outcomes, and better support student learning.”

*Teacher Education Ministerial Advisory Group –
Issues Paper, 2017*

- A **strengthened** national quality assurance process
- **Sophisticated and transparent selection** for entry to teaching
- **Integration** of theory and practice
- Robust assurance of **classroom readiness**
- National research and **capability**

Action Now:
Classroom Ready Teachers

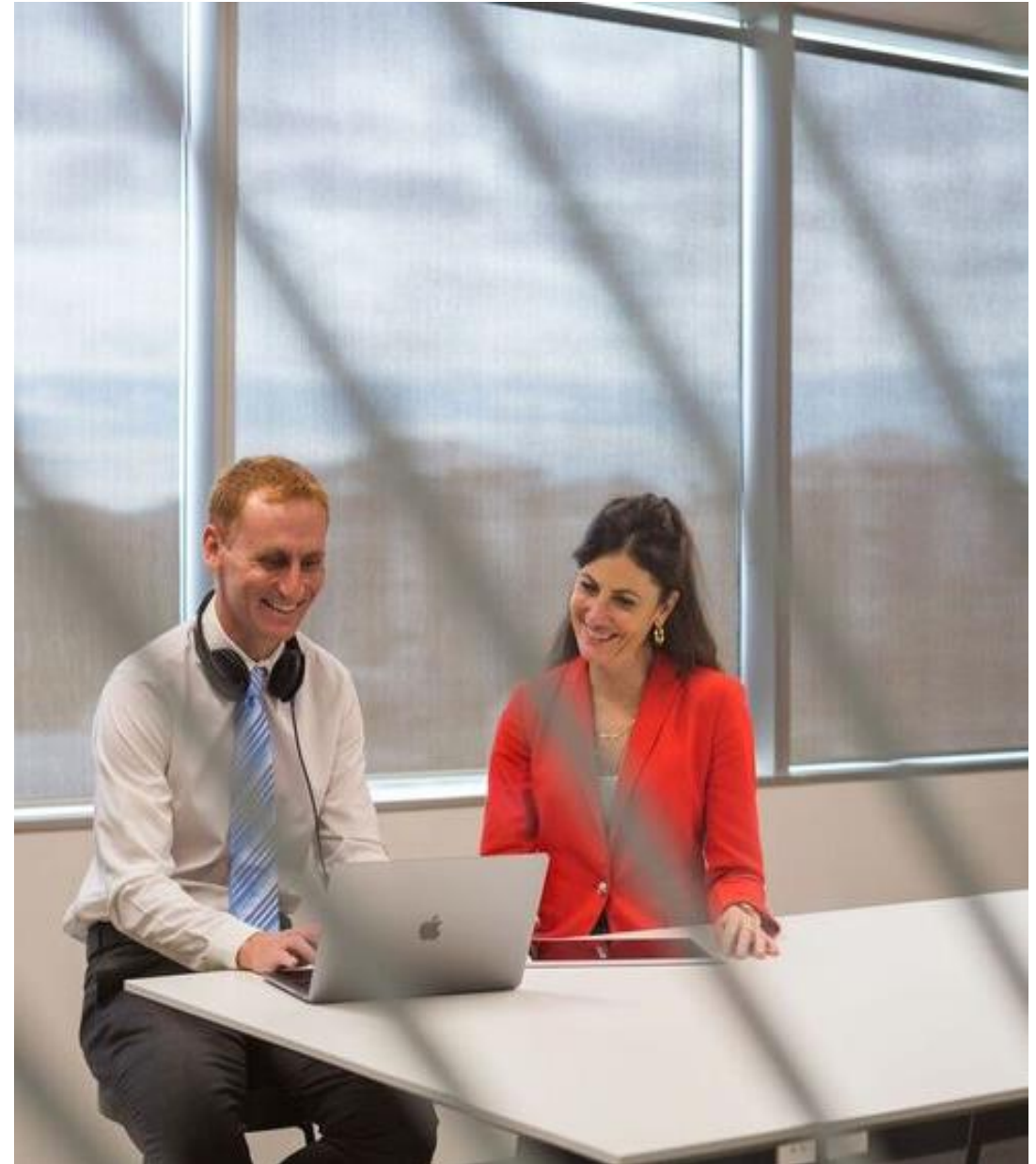


AITSL is funded by the Australian Government



Accreditation of initial teacher education programs in Australia

Standards and Procedures
December 2015



ITE Provider

TEQSA – Threshold Standards (2015)

Teacher Regulatory Authorities - Standards and Procedures (2015)

ACECQA – Program Approval Guidelines

Internal Quality Assurance



2017

Professional Accreditation: Mapping the Territory

2018

The Higher Education Standards Panel's advice to the government on the impacts of professional accreditation in higher education



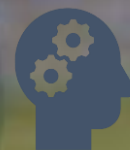
**Literature
review**



**Standard
mapping**



**Provider
survey**



**Expert
consultation**



**Steering
committee**

Time

- 6-12 months
- 1-4 full time staff
- Diversion from teaching and research

Staff

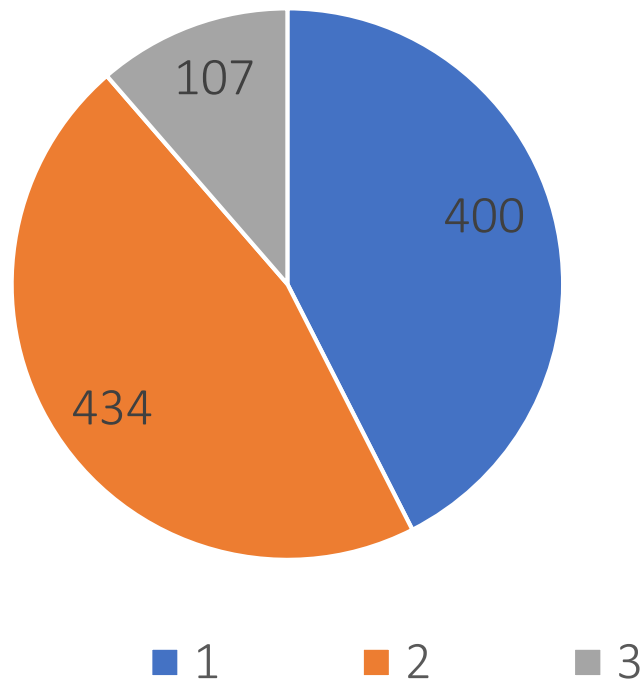
- Staff attrition
- Exhaustion
- Career progression

Benefits

- Program coherence
- Quality improvement
- Assurance of rigour



Repeated submission between TRA, ACECQA and Internal QA



- 103 evidence items
- Ordinary conduct of business 61%
- Internal QA 58%
- Standards and Procedures (QCT) 71%
- ACECQA 17%

Standard Mapping

Standards and Procedures/Threshold Standards

42 overlaps

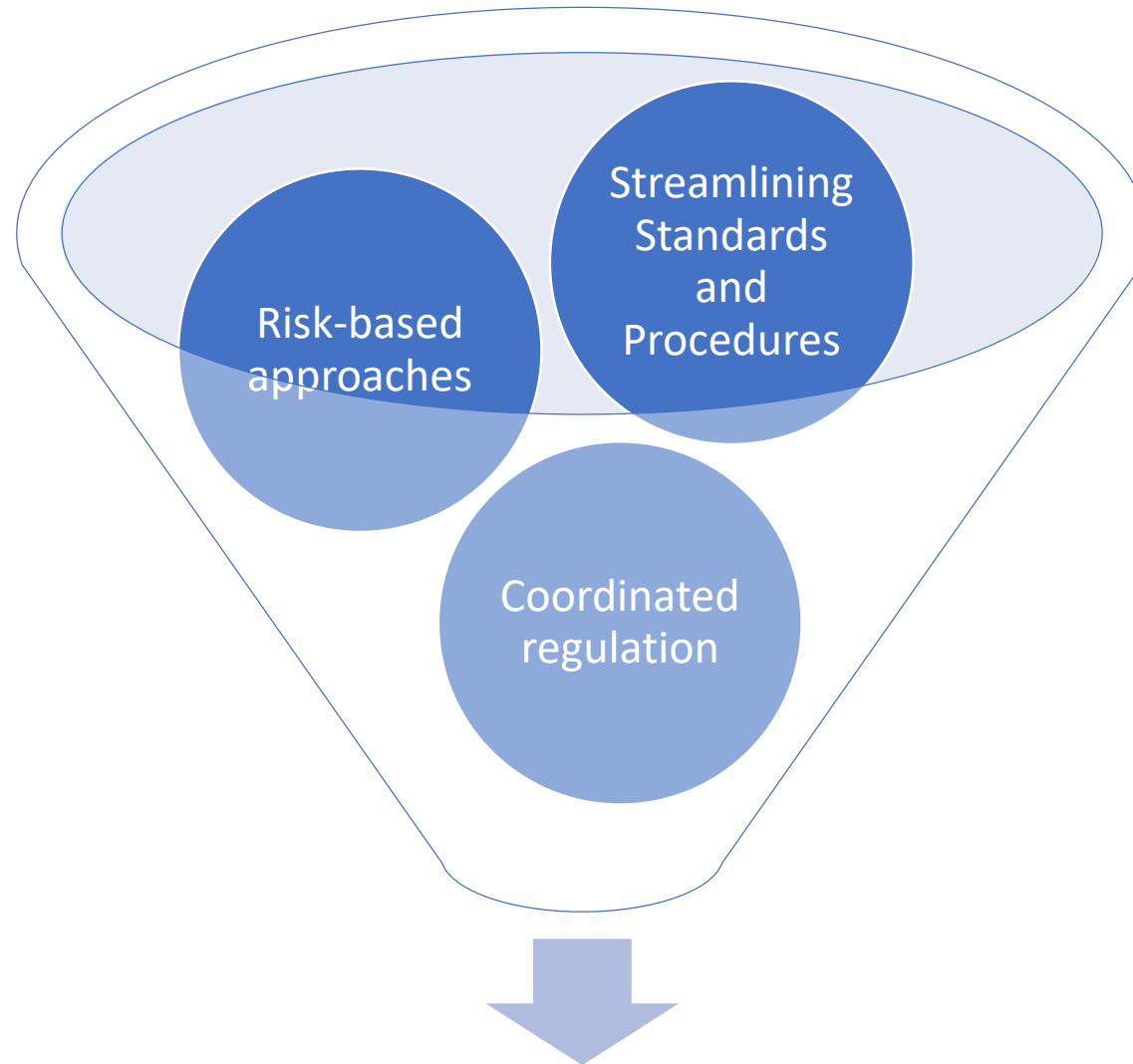
4 duplication

Standards and Procedures/ACECQA Program approval guidelines

4 overlaps

no duplication

	Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures	The Higher Education Standards Framework (Threshold Standards) (2015) and ACECQA Program Approval Guidelines	Duplication or overlap
Program outcomes	1.1	Learning outcomes and assessment 1.4.2, 1.4.4 Teaching 3.1.3 ACECQA Curriculum Specification	Overlap
	1.2	Learning outcomes and assessment 1.4.3, 1.4.4 Qualifications and certification 1.5.1 Academic governance 6.3.1	Overlap
	1.3	NA	NA
	1.4	NA	NA
Teach, design and delivery	2.1a	Learning outcomes and assessment 1.4.2 Teaching - course design 3.1.2	Overlap
	2.1b	Teaching - Course design 3.1.3	Overlap
	2.2a	Learning Environment - Diversity and Equity 2.2.1 & 2.2.2 Learning Outcomes and Assessment 1.4.2 Feasibility/business plans (internal)	Overlap
	2.2b	Learning Outcomes and Assessment 1.4.2	Overlap



Reduced regulatory burden



Streamlining the Standards and Procedures





Risk based accreditation



Coordinated accreditation

Current state

TEQSA's coordination

- TEQSA's recognition of mutual interest areas
- Principles guiding engagement with professional bodies
- S. 189 & 194 TEQSA Act (2011) & Information Guidelines (State or Territory authorities with statutory responsibility for regulating a profession and/or accrediting related professional programs)
- Memoranda of Understanding to facilitate information sharing and reduce regulatory burden through joint and streamlined approaches to assessment

TRAs and TEQSA

- Inconsistent information sharing and streamlining
- Varied levels of understanding about respective processes and requirements
- Jurisdictional contextual differences

Future state

Information sharing platform

- Reflective of ordinary conduct of business
- Controls and parameters to assure privacy and assessment scope
- Flexibility of assessment
- Benchmarking capability to foster aspirational quality improvement

Coordinated accreditation

- Regulatory bodies improve understanding of respective requirements
- Coordinate assessment cycles and processes
- Agreement on definitions, formatting, templates
- Allocate responsibility to the 'most able'
- Standards forum
- Complementary oversight promotes representative aspirational quality improvement

