Achieving regulatory alignment in initial teacher education accreditation

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<table>
<thead>
<tr>
<th>Leadership</th>
<th>Collaboration</th>
<th>Innovation</th>
<th>Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on child</td>
<td>Collaborative</td>
<td>Future-focused</td>
<td>Efficient</td>
</tr>
<tr>
<td>protection</td>
<td>Visible</td>
<td>Intelligence-led</td>
<td>Proportionate</td>
</tr>
<tr>
<td>Standards-based</td>
<td>Responsive</td>
<td>Solution-focused</td>
<td>Necessity-based</td>
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<tr>
<td>Expert</td>
<td>Transparent</td>
<td>Agile</td>
<td>Consistent</td>
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<tr>
<td>Sustainable</td>
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373 accredited ITE programs

48 providers

85 locations

30,769 students in 2015

(AITSL ITE Data Report, 2017)
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
Accreditation of initial teacher education programs in Australia

Standards and Procedures
December 2015
ITE Provider

- ACECQA – Program Approval Guidelines
- Internal Quality Assurance
Professional Accreditation: Mapping the Territory

2017

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

2018
<table>
<thead>
<tr>
<th>Time</th>
<th>Staff</th>
<th>Benefits</th>
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<tbody>
<tr>
<td>• 6-12 months</td>
<td>• Staff attrition</td>
<td>• Program coherence</td>
</tr>
<tr>
<td>• 1-4 full time staff</td>
<td>• Exhaustion</td>
<td>• Quality improvement</td>
</tr>
<tr>
<td>• Diversion from teaching and</td>
<td>• Career progression</td>
<td>• Assurance of rigour</td>
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<tr>
<td>research</td>
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</tbody>
</table>
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%
Standards and Procedures/Threshold Standards

42 overlaps
4 duplication

Standards and Procedures/ACECQA Program approval guidelines

4 overlaps
no duplication
Reduced regulatory burden

Risk-based approaches

Coordinated regulation

Streamlining Standards and Procedures

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