

## Quality Initial Teacher Education Review - Terms of Reference

Teachers and school leaders are the largest in-school influence on student outcomes.

With the development of the Australian Professional Standards for Teachers; the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures; and reforms arising from recommendations made by the Teacher Education Ministerial Advisory Group, the last decade has been a time of significant positive reform in initial teacher education (ITE).

A key goal of the reforms to ITE has been to ensure that graduate teachers start their teaching career with the necessary knowledge, skills and dispositions to be successful teachers in any Australian school.

This review will build on the significant progress to date and inform the next evolution of reforms to continue to improve our capacity to attract high-quality candidates into teaching and equip them to become highly effective teachers.

The Review will consider the following questions and other important matters that may arise during the Expert Panel's deliberations.

### **PART A - Attracting and selecting high-quality candidates into the teaching profession**

1. How can we further encourage high performing and highly motivated school leavers to enter ITE and choose teaching as a career?
2. What changes to admissions and degree requirements, including recognition of prior experience, would better attract and support suitable mid- and late-career professionals from other fields transition into the profession and become quality teachers?
3. How can we increase ITE completion rates so that quality ITE students graduate and pursue careers as quality teachers?
4. What more can be done to address issues with workforce supply in some subject areas (particularly mathematics) and schools?
5. How can we attract a more diverse cohort into ITE so that teachers better mirror the diversity in school students and society?

### **PART B – Preparing ITE students to be effective teachers**

6. What more can we do to ensure that ITE curriculum is evidence based and all future teachers are equipped to implement evidence-based teaching practices?
7. What more can ITE providers and employers do to ensure ITE students are getting the practical experience they need before they start their teaching careers?
8. How can Teaching Performance Assessment arrangements be strengthened to ensure graduate teachers are well-prepared for the classroom?
9. How can leading teachers, principals and schools play a greater role in supporting the development of ITE students?
10. Can ITE providers play a stronger role in ongoing professional development and support of teachers?