TEMPLATE D

Additional requirements for program accreditation in Queensland

Queensland initial teacher education providers applying for national accreditation will do so in accordance with the legislative, policy and administrative requirements of the Queensland College of Teachers as the relevant jurisdictional teacher regulatory authority.

This template requires providers seeking program accreditation in Queensland to declare that Queensland-specific requirements are met in their program. Program providers must complete this form for all program applications for accreditation or re-accreditation.

Confirmation ☑ is required that recognition has been given, in this initial teacher education program, to all elements listed. Some elements also require cross referencing to evidence in other submission templates and documents.

Note: The evidence column *only* requires a reference to the appropriate page or section in your submission response to Template 2 and/or Template 3, or submission attachments such as a professional experience handbook.

Requirement	Confirmation	Evidence
Entry Requirements (undergraduate programs) • At least 'Sound Achievement' in the current QCAA Authority Subject of Senior English or equivalent from another jurisdiction; and • At least 'Sound Achievement' in Mathematics (QCAA Mathematics A and /or B and /or C or equivalent subject from another jurisdiction); and • For students entering undergraduate primary (including early childhood and middle years) programs, a 'Sound Achievement' in a QCAA Science subject or equivalent subject from another jurisdiction.	☐	N/A
Professional experience opportunities 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 should occur in at least two schools to provide the opportunity to experience different contexts and learners.	☐ ☐	**Evidence (Cross reference only required)**
Internships If an internship is included in the program, it occurs after completion of the necessary academic studies and the required amount of supervised experience. An internship cannot form part of the required amount of supervised professional experience.	☐	N/A

		Evidence (Cross reference only required)
Professional experience placements The HEI is responsible for the arrangement of professional experience placements, preparation of students for professional experience and their support during the placement.	☐	Evidence (Cross reference only required)
Final professional experience recommendations The *Queensland Professional Experience Reporting Framework* was identified as a key initiative within *A Fresh Start: Improving the preparation and quality of teachers for Queensland schools,* released by the Queensland Government in July 2013. The Framework will be reflected in all professional experience undertaken in Queensland schools and all HEIs and schools will make use of the *Final professional experience recommendations* for the final professional experience of any initial teacher education program.	☐	Evidence (Cross reference only required)
Supervision and assessment by registered teachers Section 83(2) of the Education (Queensland College of Teachers) Act 2005 states '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'. The intent of section 83(2) is that all those involved in assessing a preservice teacher during professional experience, that is, while the preservice teacher (student teacher) is in the school, HEI and school staff, must hold teacher registration. It does not matter whether the assessment of the pre-service teacher is in person at the school or remotely - if a person (University Supervisor) is involved in professional experience assessment including, for example, the implementation of 'at risk' procedures, the person must be registered.	☐	N/A
Current priority areas The program provides for graduates to develop understanding of strategic cross-sectoral policy initiatives some of which may be specific to a particular phase of learning (see Appendix 1, which is regularly updated): • Queensland Government education and training initiatives/reforms • Major drivers of change in education and implications of key reports and initiatives • Current curriculum, assessment and reporting issues.	☐ ☐ ☐	Evidence (Cross reference only required)
Alignment to workforce demands The program acknowledges school system demands for teachers.	☐	N/A

DECLARATION BY DEAN/HEAD OF SCHOOL

I, _____, being _____
(Name)   Title of position)

endorse this document as the formal recognition from _____
(Name of faculty/school)

of the additional requirements for program accreditation in Queensland.

Signed: _____   Date: _____ _____

Phone: _____   Email: _____

Appendix 1: Priority areas as at December 2014[1]

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.

- **Queensland Government education and training reforms and practices such as:**
    - *A Fresh Start: Improving the preparation and quality of teachers for Queensland schools* (2014)
    - *Great teachers = Great results – a direct action plan for Queensland schools (2013)*
    - *Every student succeeding - State Schools Strategy 2014 - 2018*
    - Global Schools - Creating successful global citizens initiative
    - Vocational Education and Training in schools (VETiS)
    - Pedagogical frameworks
    - *Curriculum into the Classroom* (C2C)
    - *Solid partners Solid futures (2013-2016 -* early childhood, education and employment outcomes for Aboriginal and Torres Strait Islander children and young people
    - *United in our pursuit of excellence* (2012) Education Queensland
    - *Keeping Qld Schools Safe: Report of the Queensland Schools Alliance Against Violence* (QSAAV) (2011)
    - *Towards a 10-year plan for Science Technology Engineering and Mathematics (STEM) Education and Skills in Queensland*

- **Major contemporary drivers of change in the educational environment and the implications of key reports and initiatives such as:**
    - Teacher Education Ministerial Advisory Group (TEMAG) report
    - National partnerships, for example
        - Improving Teacher Quality
        - Education in Low Socio-economic Status School Communities
        - Literacy and Numeracy
        - Early Childhood Education – National Quality Framework
        - Trade Training Centres in Schools
    - Restoring the focus on STEM in schools initiative
    - School Teacher Workforce Data Reports
    - *Melbourne Declaration on Education Goals for Young Australia (2008)* and other Education Council publications (previously SCSEEC or MCEECDYA)
    - Teacher performance and development (AITSL)
    - National reports on schooling in Australia
    - Australian Early Development Census

- **Curriculum, assessment and reporting:**
    - Development, implementation and review of the Australian Curriculum (ACARA, Education Council)
    - *P-12 curriculum, assessment and reporting framework* (Queensland, 2014)
    - Queensland Review of Senior Assessment and Tertiary Entrance Processes (ACER)
    - Queensland Curriculum (QCAA)
    - National Assessment Program and reporting, e.g. Years 3, 5, 7 and 9 Literacy and Numeracy (NAPLAN), science literacy, civics and citizenship, and information and communication technology (ICT) literacy, and Australia's participation in international assessments
    - Queensland Certificate of Education
    - Queensland Certificate of Individual Achievement

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[1] This list will be regularly updated