

Template D

Additional requirements for program accreditation in Queensland

Application for accreditation or re-accreditation of an Initial Teacher Education Program

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 section *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

Entry prerequisites (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.

Note: Applicants for teacher education programs, including school leavers, who are unable to meet any QCAA Authority subject (or equivalent) prerequisite must demonstrate an agreed 'acceptable alternative' specified by their preferred teacher education provider.

Confirmation

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 specified in the *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (2015) An internship cannot form part of the required amount of supervised professional experience.

Confirmation

Professional experience placements

The Higher Education Provider (HEP) is responsible for the arrangement of professional experience placements, preparation of students for professional experience and their support during the placement.

Confirmation

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| Evidence | Cross reference only required |
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Final professional experience recommendations

The *Queensland Professional Experience Reporting Framework* is reflected in all professional experience undertaken in Queensland schools and the HEP and schools use the *Final professional experience recommendations* for the final professional experience of any initial teacher education program.

Confirmation

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| Evidence | Cross reference only required |
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REQUIREMENT (cont.)

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, including 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.

Confirmation

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 education initiatives/reforms
- Major drivers of change in education and implications of key reports and initiatives
- Current curriculum, assessment and reporting issues.

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| Evidence | Cross reference only required |
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Alignment to workforce demands

The program acknowledges school system demands for teachers.

Confirmation

DECLARATION BY DEAN/HEAD OF SCHOOL

I endorse this document as the formal recognition of the additional requirements for program accreditation in Queensland.

Name

Title of Position

Name of faculty /school

Email

Phone number

Signature

DD/MM/YYYY

/ /

APPENDIX 1: PRIORITY AREAS AS AT FEBRUARY 2017¹

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 education reforms and practices such as:

- *Advancing education: An action plan for education in Queensland (2015)*
- *#codingcounts: A plan for coding and robotics in Queensland state schools (2016)*
- *Schools of the future STEM strategy (2016)*
- *A Fresh Start: Improving the preparation and quality of teachers for Queensland schools (2014)*
- *Every student succeeding - State Schools Strategy –2016-2020*
- *Elaboration – Domestic and family violence (see Appendix 2)*
- Vocational Education and Training in schools (VETiS)
- *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*
- Queensland Catholic Education Commission policies, position statements and guidelines including, for example, *Aboriginal and Torres Strait Islander Education, Inclusive practices in Catholic schools in Queensland*
- Diversity in independent schools including, for example, *Supporting Students with Disability, Aboriginal and Torres Strait Islander Education*

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
- Active national partnerships
- Australian Government initiatives including, for example, *Students First Support Fund, Quality Schools, Quality Outcomes*, school autonomy, *National Innovation and Science Agenda*
- School Teacher Workforce Data Reports
- *Melbourne Declaration on Education Goals for Young Australia (2008)* and other Education Council publications (previously SCSEEC or MCEECDYA)
- Initiatives of Australian Institute for Teaching and Learning (AITSL) including, for example, induction, performance and development, certification
- National reports on schooling in Australia
- Australian Early Development Census reports

Curriculum, assessment and reporting:

- Ongoing development, implementation and review of the Australian Curriculum (ACARA, Education Council)
- Role of the Queensland Curriculum and Assessment Authority (QCAA) in
 - Australian Curriculum in Queensland
 - Senior syllabuses
 - Certification
 - P-12 assessment and moderation
- National assessment 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

http://www.federalfinancialrelations.gov.au/content/npa/education_past.aspx

<http://advancingeducation.qld.gov.au/Pages/default.aspx>

<http://education.qld.gov.au/hr/recruitment/teaching/current-vacancies.html>

<http://flyingstart.qld.gov.au/boosting-school-performance/Pages/A-Fresh-Start.aspx>

<http://education.qld.gov.au/corporate/about/pdfs/state-schools-strategy-2016-2020.pdf>

<https://training.qld.gov.au/providers/funded/vetis>

<https://www.qcaa.qld.edu.au/p-10/aciq>

<https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te>

<http://qcec.catholic.edu.au/queensland-catholic-education-commission/policies-position-statements-and-guidelines>

<http://www.isq.qld.edu.au/choice-and-diversity>

<https://www.studentsfirst.gov.au/>

¹ This list will be regularly updated

APPENDIX 2: ELABORATION: DOMESTIC AND FAMILY VIOLENCE

Initial Teacher Education Program Outcomes

Initial teacher education programs should ensure that graduate teachers have demonstrated knowledge and/or skills, as noted below.

Knowledge

Understanding what is domestic violence and family violence, including the different forms of each

- Awareness of the prevalence of domestic and family violence in Australia and the significant and long-lasting effects on its victims
- Knowledge of the common signs/ indicators of abuse and/or neglect
- Understanding of how to respond appropriately to signs and/or disclosures of domestic and family violence, including how to speak with suspected victims and implement practical safety measures
- Understanding of the teachers' role in promoting fundamental attitudinal change in relation to long-held and entrenched beliefs about gender, masculinity, power and relationships.
- Understanding of the relevant sub-strands and threads of the Australian curriculum: Health and Physical Education as an important starting place for teaching and learning in relation to domestic and family violence

Teaching strategies

- Ability to enact a range of classroom management strategies to ensure that students feel safe, valued and respected at all times
- Awareness of curricular and extra-curricular programs that focus on developing students' understanding and skills related to personal safety and the safety of others, including how to recognise and respond when they, or others, are unsafe (e.g. the relevant sub-strands and threads of the Australian curriculum: Health and Physical Education)
- Ability to design and implement learning experiences that promote acceptable boundaries, respect for self and others, equality, productive relationships, and proactive strategies for managing and resolving conflict without violence
- Ability to engender students' trust and the confidence to seek help if required

Priorities, policies and resources

- Understanding of ethical standards, code of conduct and public service values which require teachers behave in a way that promotes an environment free from violence and supports those who are affected by domestic and family violence
- Understanding of legislative requirements, key systemic policy documents and resources that assist teachers to respond appropriately and report/refer suspected abuse and/or neglect
- Knowledge of the range of personnel and services available to support children, young people and adults affected by domestic and family violence
- Teachers are conscious of protecting their own physical and mental health when responding appropriately in situations where domestic and/or family violence is suspected

Program Design

Initial teacher education programs may address these issues in specific units of study or by embedding them across the program of study.

This priority area links to the following Focus areas of the Australian Professional Standards for Teachers.

Standard 1: Know students and how they learn

Focus area 1.1: Physical, social and intellectual development and characteristics of students

Standard 4: Create and maintain supportive and safe learning environments

Focus area 4.1: Support student participation

Focus area 4.4: Maintain student safety

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus area 7.1: Meet professional ethics and responsibilities

Focus area 7.2: Comply with legislative, administrative and organisational requirements

Focus area 7.4: Engage with professional teaching networks and broader communities

APPENDIX 2: ELABORATION: DOMESTIC AND FAMILY VIOLENCE

Resources for Queensland Teachers

Queensland Government

- *Not Now, Not Ever: Putting an End to Domestic and Family Violence in Queensland Taskforce Report, 2015* and the Queensland Government Response.
- *Queensland draft Domestic and Family Violence Prevention Strategy 2015-2025*
- *Recognise, Respond, Refer: Domestic Violence and the Workplace* online modules
- Second Action Plan (July 2016)

Department of Education and Training

- Not Now, Not Ever: Domestic and Family Violence Awareness (PPT)
- Identifying and responding to domestic and family violence
- Not Now, Not Ever: Response to domestic and family violence – <http://education.qld.gov.au/parents/information/domestic-family-violence.html>
- Public Service Directive 4/15 Support for Employees affected by domestic and family violence
- Supporting Staff affected by Domestic and Family Violence Policy
- Domestic and Family Violence Workplace Safety Plan
- Domestic and Family Violence Workplace Safety Checklist
- Further guidance about indicators of suspected abuse and neglect, speaking with children and young people about suspected abuse and neglect, reporting processes and procedures, contact details for Child Safety and police, and services available to support students and families

Department of Communities, Child Safety and Disability Services - Trust your instinct <https://www.communities.qld.gov.au/communityservices/violence-prevention/trust-your-instinct>

DVConnect <http://www.dvconnect.org/education-resources/elder-abuse/>

White Ribbon <https://www.whiteribbon.org.au/understand-domestic-violence/facts-violence-women/factsheets/>

Our Watch <http://www.ourwatch.org.au/>

Australia's National Research Organisation for Women's Safety (ANROWS) <http://www.anrows.org.au/>

Victoria Health <https://www.vichealth.vic.gov.au/our-work/preventing-violence-against-women>

Theories of Violence from the University of Minnesota Human Right's Library <http://www1.umn.edu/humanrts/svaw/domestic/link/theories.htm>

National Plan to Reduce Violence against Women and their Children 2010-2022

<https://www.dss.gov.au/women/programs-services/reducing-violence/the-national-plan-to-reduce-violence-against-women-and-their-children-2010-2022>

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