

Excellence in Teacher Education reforms

OVERVIEW

In late 2016, the Minister for Education announced a set of reforms to initial teacher education under the title of Excellence in Teacher Education.

A key reform announcement was the setting of a minimum ATAR score for admission on the basis of secondary education to an undergraduate teaching degree at Victorian universities and TAFE settings.

This was followed by the 2017 state budget announcement of funding over four years for a set of specific reform actions that span the life cycle of teacher education.

Reform Area 1: Raising the quality of teaching and the status of the profession through a robust approach to selection into teacher education

1. Introduce a minimum ATAR for Year 12 entry into undergraduate teacher education courses, starting at 65 in 2018 and progressing to 70 in 2019.
2. Develop a broad-based Victorian framework for selection into teacher education that takes into account academic capability and personal attributes to be introduced in 2018.

Reform Area 2: Ensuring high-quality pathways into the teaching profession for capable and committed candidates from diverse backgrounds

3. Work with providers to:
 - develop new, high quality alternate pathways that lead into teacher education programs, to be available for delivery from 2018
 - design and develop an equivalence framework for course entry into Initial Teacher Education from alternate pathways, to be implemented by the Victorian Institute of Teaching (VIT).
4. Identify and promote premium alternate pathways and support rural candidates and those from designated equity groups, including through scholarships.

5. Expand employment-based teacher education pathways into teaching to attract a more diverse range of high quality candidates.

Reform Area 3: Improving course quality, including development of quality control mechanisms

6. Strengthen partnerships between teacher education providers and educational settings with a focus on improving teaching practice, including through the establishment of a new rural Teaching Academy.
7. Embed an effective feedback mechanism to improve quality of programs, including survey tools, a consistent approach to assessing student teacher practicums and common capstone assessment (commenced in 2018).

Reform Area 4: Developing early career teachers to become excellent teachers and school leaders

8. Implement evidence-based strategies to improve induction into the profession, and mentoring, through the development of a more consistent, state-wide approach that establishes new teachers as lifelong learners.

KEY LINKS

- [Initial Teacher Education](#)

FREQUENTLY ASKED QUESTIONS

What if a student's ATAR score makes them ineligible to enter an undergraduate teaching qualification?

Students who do not achieve the ATAR score required for entry to a teaching degree may go on to become excellent teachers. The Department is working with universities and TAFE settings to develop and support a range of alternate pathways to a teaching qualification including the Diploma of Teacher Education Preparation that has been available from the second semester in 2018.

How will personal attributes be taken into consideration for entry into a teaching qualification?

Universities may adopt different approaches to assessing personal attributes as a selection factor for teaching qualifications. The objective is to ensure that students who start out on a teaching qualification have the skills and attributes that will enable them to excel in the classroom; being a great teacher is about more than academic ability. Many universities have opted to use an online attributes test called CASPer. The CASPer test is administered through the VTAC website for school leavers or via university websites for those applying through Direct Entry.

Do I have to pay for a personal attributes test?

Like many university courses teaching qualifications may incur a cost for additional selection requirements. Universities decide what selection processes to use and how these should be paid for. It is worth following up with universities about available rebates or refunds, to offset application costs, once students accept a place.

Can I work in a school while I study to become a teacher?

The Department recognises the value of employment based pathways both to prospective students, and as an employer. The Teach for Australia program and the Melbourne Graduate School of Education Master of Teaching (Secondary) Internship offer an employment-based pathway to the teaching profession. A limited number of places in employment-based pathways may be available for suitable candidates each year.



FACT SHEET:

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PROGRESS TO DATE

Rural Teaching Academy established to operate alongside existing academies	Sep 2017
Diploma of Teacher Education Preparation accredited	Nov 2017
Rural scholarships scheme established to support rural students into teacher education	Nov 2017
Minimum ATAR raised to 65 for entry to undergraduate teaching degrees	Jan 2018
Mentoring Capability Framework and Effective Mentoring Program to support new teachers	Feb 2018
Launch of Graduate Teacher Induction Program	Mar 2018
Report published for ITE Feedback Survey of new teachers and principals	Jul 2018
First cohort of students commence Diploma of Teacher Education Preparation at RMIT and Victoria University Polytechnic	Jul 2018
Graduate Teacher Conferences held across the state	Aug 2018
Teach for Australia Cohort 8 completes program	Dec 2018
New teachers required to pass Literacy and Numeracy Test for Initial Teacher Education before teacher registration	Jan 2019
New intake of ITE students will have minimum ATAR of 70	Jan 2019
2019 cohort of Diploma of Teacher Education Preparation commences	Mar 2019
Graduate Teacher Learning Series launched	Jan 2019

UPCOMING ACTIVITIES AND MILESTONES

Graduate Teacher Conferences to be held across the state	Jul 2019
2019 ITE Feedback Survey available for completion by school leaders, mentors and provisionally-registered teachers	Aug 2019