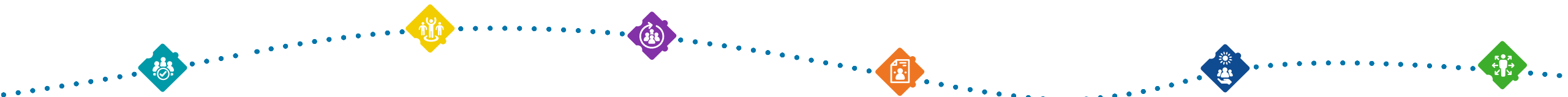


FA5-2 Review requirements for early childhood teaching programs under the National Quality Framework.

ACECQA



Introduction



ACECQA has responsibility under the Education and Care Services National Law for determining if qualifications are equivalent to the qualifications required by the National Regulations.



This includes assessing qualifications:

- delivered by higher education institutes and training providers (**organisation applicants**)
- held by individuals, particularly from overseas (**individual applicants**).



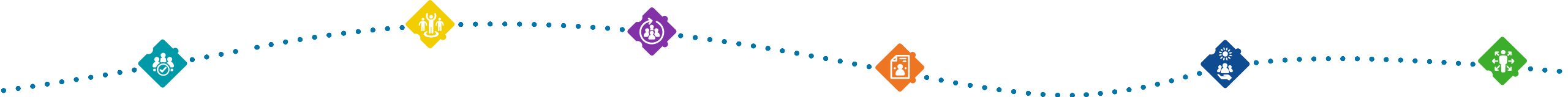
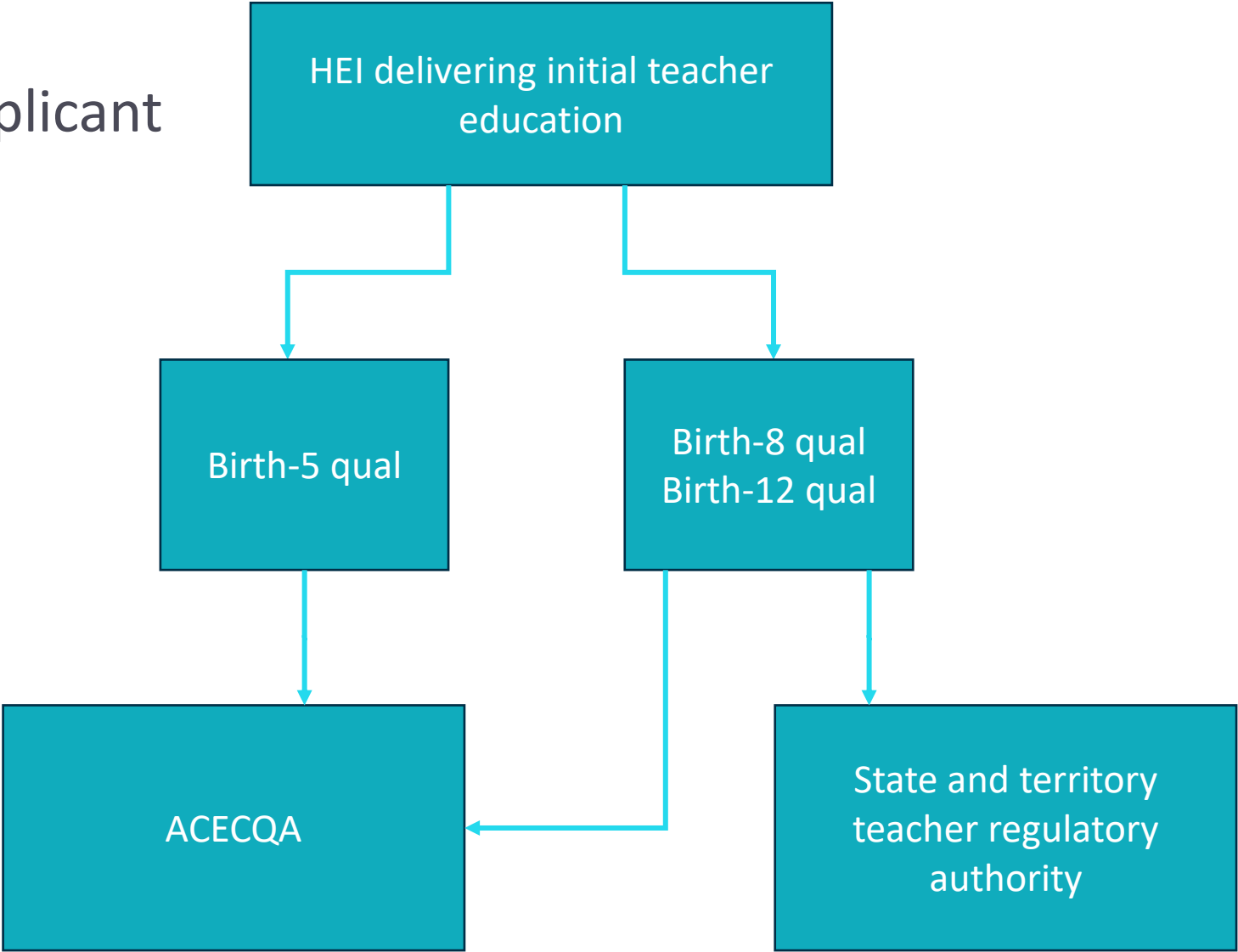
ACECQA's Board has previously reviewed its qualification assessment guidelines and requirements, most notably in 2015 and 2018.



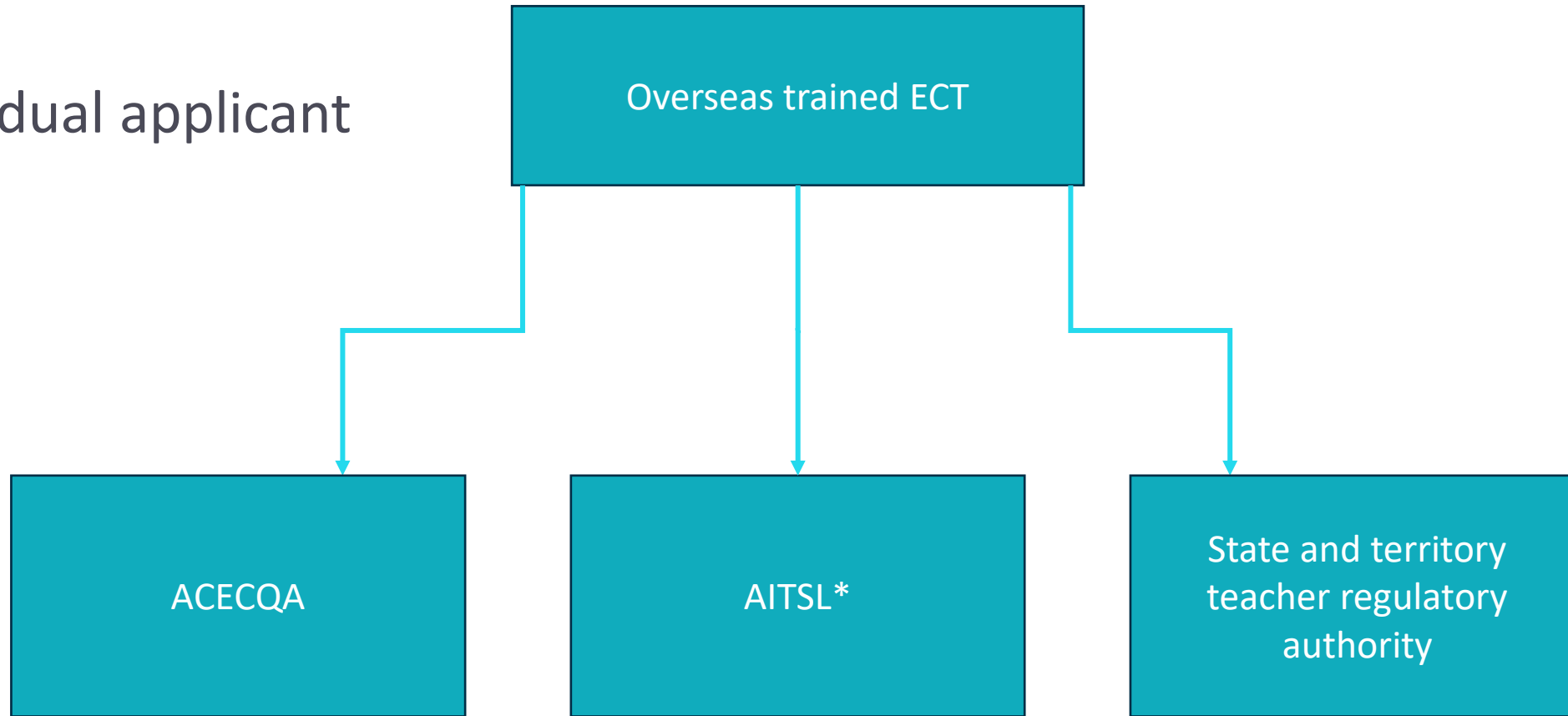
The purpose of Action FA5-2 is to review ACECQA's requirements **and** seek to ensure they address the contemporary and emerging skills and knowledge that are needed, as well as being cognisant of innovative design and delivery approaches.



Organisation applicant



Individual applicant



* In late 2024, the skilled migration qualification assessment function for early childhood teachers will transfer from AITSL to ACECQA. This review, therefore, also provides the opportunity to test and consult on those assessment standards.



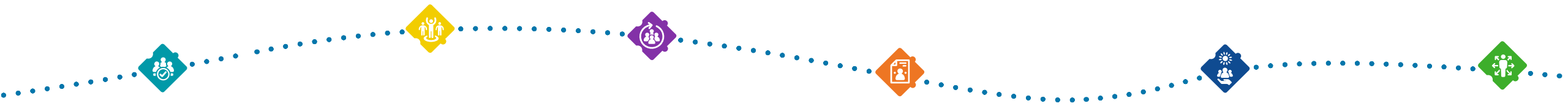
Considerations

- This review will include specific consideration of a number of important aspects, such as:
 - **Strong Beginnings:** Report of the Teacher Education Expert Panel, published in July 2023
 - Literacy and Numeracy Test for Initial Teacher Education (**LANTITE**)
 - **English language proficiency** standards / expectations
 - The appropriate **volume of early childhood curriculum content** (including consideration of more explicit requirements around child safety / protection and safe sleeping practices), particularly for birth-8 and birth-12 initial teacher education qualifications
 - The appropriate **volume of supervised professional experience**, including the amount undertaken with different cohorts of children and in different locations
 - The **suitability of three-year initial teacher education qualifications**, including other accelerated and innovative course structures that cater for different cohorts of prospective students
 - The **suitability of birth-12 initial teacher education qualifications**, particularly in the context of increasing demands for primary school content in the qualifications



Timeline

Phase	Timing	Milestone
Consultation	November 2023 – March 2024	Consultation undertaken through: <ul style="list-style-type: none"> • National Workforce Forum. • Online survey of key stakeholders, most notably higher education institutes delivering initial teacher education. • Bi-lateral meetings with key stakeholders.
Options paper	April – May 2024	Options for change finalised, based on consultation, analysis and research.
Options considered by ACECQA Board	June 2024	ACECQA Board considers options for change and approves any changes to ACECQA’s <u>qualifications assessment guidelines and requirements</u> .
Communicate changes (if applicable)	July 2024 – June 2025	Ongoing communications with key stakeholders to ensure awareness of any incoming changes.
Implementation of changes (if applicable)	July 2025	Any changes approved by the ACECQA Board come into force from 1 July 2025.

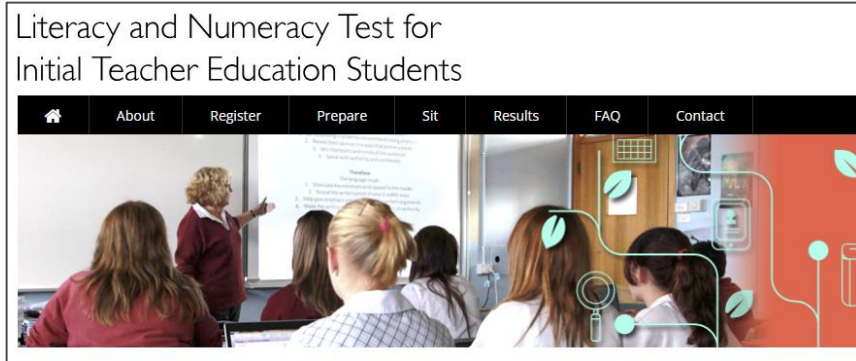


Current requirements for early childhood teaching programs

Assessment area	Requirements
Qualification level	Bachelor's degree level or equivalent that meets the level 7 qualification type descriptor under the Australian Qualifications Framework
Age focus	Must cover the age range from birth to five years of age , including transition to school. For birth to eight and birth to 12 quals, at least a third of the course units must be devoted to, or inclusive of, early childhood
Supervised professional experience	80 days for undergraduate programs; 60 days for post graduate programs. Must include a minimum of 10 days with children under three years old, as well as a minimum of 30 days (for undergrad) and 20 days (for post grad) with children aged three until before they start formal schooling. Typically not expect any of the required supervised professional experience to be credited from a lower level qualification
Program evaluation (for re-applications)	Applications for re-approval should include an evaluation that demonstrates the impact of the program and supporting evidence for any planned program changes
Curriculum content	Units covering the areas of child development and care, teaching pedagogies, education and curriculum studies, family and community contexts, history and philosophy of early childhood, and early childhood professional practice



LANTITE and TPA

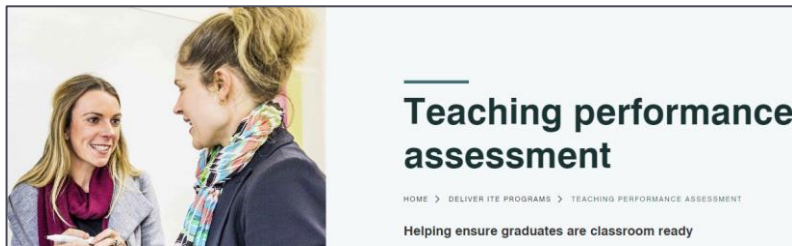


- Both the Literacy and Numeracy Test for Initial Teacher Education (ITE), and the Teaching Performance Assessment (TPA) currently only apply to students studying a birth-8 and birth-12 ITE course.

- LANTITE and TPA were recommended by the Teacher Educational Ministerial Advisory Group (TEMAG) in 2014 as part of Action Now: Classroom Ready Teachers.

- Academically, students should possess literacy and numeracy levels broadly equivalent to the top 30% of the population. If they do not possess these skills upon entry in a course, they must do so upon exiting.

- TPAs are required to take place in a 'classroom environment' so ITE candidates can demonstrate a range of authentic teaching practices. The TPA is a requirement of successful program completion and must be completed during the student's final year. Where possible, it should be included in the final professional experience placement.



English language proficiency for individual applicants

- ACECQA currently accepts the following as evidence of proficiency:
 - one year of full-time tertiary or higher education level study in either: Australia, New Zealand, Ireland, Canada, the United Kingdom or the United States of America, **or**
 - a score of seven (7.0) or more in the reading and writing components, and a score of eight (8.0) or more in the speaking and listening components, in the academic version of the International English Language Testing System (IELTS) exam in the last two years.
- If an individual cannot provide the evidence, ACECQA will consider a professional reference from an employer in Australia, New Zealand, Ireland, Canada, the United Kingdom or the United States of America on a case-by-case basis.
- These requirements are the same for all individual applicants, regardless of whether they are seeking recognition as an early childhood teacher, diploma level educator or certificate III level educator.



Strong Beginnings:

Copy and paste this link to read the report:
<https://www.education.gov.au/download/16510/strong-beginnings-report-teacher-education-expert-panel/33698/document/pdf>

RECOMMENDATIONS



Recommendation 1: Establish the core content and mandate it in national accreditation

The Australian Institute for Teaching and School Leadership to add 'core content' as a schedule to the Accreditation Standards and Procedures. The schedule should describe what initial teacher education programs should teach and the learning outcomes that should be achieved for the core content.

Four types of core content have been defined, which cover the knowledge and evidence-based practices that have the greatest impact on student learning and are essential for all beginning teachers:

1. **The brain and learning**
2. **Effective pedagogical practices**
3. **Classroom management**
4. **Responsive teaching.**

Recommendation 2: Embed the core content in initial teacher education programs

Higher education providers to design courses that coherently incorporate the core content into initial teacher education programs and to provide evidence during accreditation that they have met the amended Accreditation Standards and Procedures.





ACECQA will communicate any changes through our newsletter and social media channels - www.acecqa.gov.au

Thank you.

