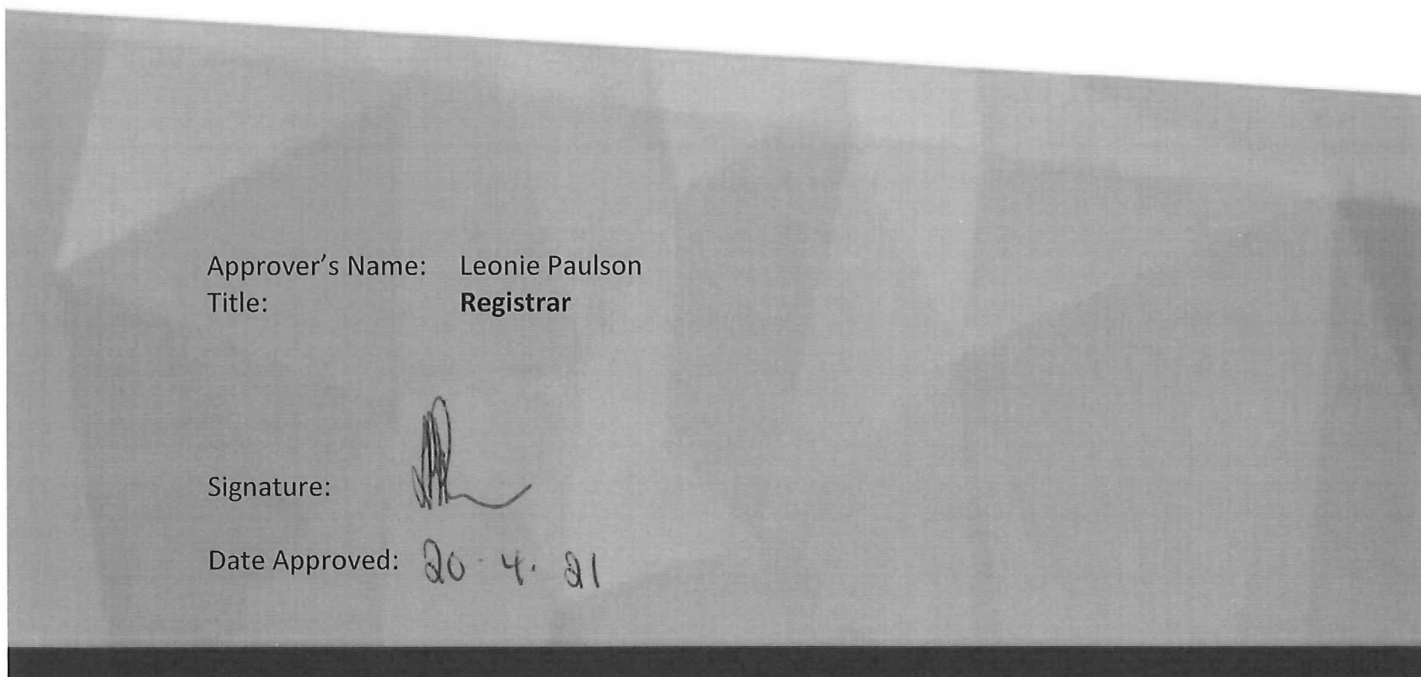


# Policy and Strategic Development Initial Teacher Education Program Accreditation Policy

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Date Approved:

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# Initial Teacher Education Program Accreditation Policy

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# Initial Teacher Education Program Accreditation Policy

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## 1 Objective

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This policy statement sets out the overarching policy of the Teachers Registration Board of South Australia (the Board) in performing its function to accredit a program of initial teacher education in accordance with Part 3A Initial Teacher Education programs of the *Teachers Registration and Standards Act 2004*.

To achieve this function the Board accredits Initial Teacher Education (ITE) programs under the national approach endorsed by Education Council comprising all Australian Education Ministers in December 2015. The operational processes to perform this function are outlined in the Board's Initial Teacher Education Program Accreditation Procedures.

## 2 Legislative and National Context

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The Initial Teacher Education Program Accreditation Policy complies with the:

1. *Teachers Registration and Standards Act 2004* (the Act) - [www.legislation.sa.gov.au](http://www.legislation.sa.gov.au)
2. Teachers Registration and Standards Regulations 2021, Regulation 5
3. nationally consistent approach to the accreditation of Initial Teacher Education programs for the registration of teachers endorsed December 2015 and updated in 2018 by the Education Council.
4. Australian Institute for Teaching and School Leadership (AITSL) *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (2019) (the Standards and Procedures)
5. *Australian Professional Standards for Teachers*
6. Australian Institute for Teaching and School Leadership (AITSL) *Guidelines for the accreditation of initial teacher education programs in Australia* (2020) (the Guidelines)
7. Teachers Registration Board of South Australia Strategic Plan
8. Teachers Registration Board of South Australia Committees Policy

## 3 Policy Statement

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The Board, in the public interest, regulates and promotes the teaching profession in South Australia. It is a function of the Board to promote the Teaching Profession and Australian Professional Standards for Teachers.

The Board acknowledges the quality and expertise that exists in South Australian teacher education.

The Board is committed to a nationally consistent approach in the accreditation of Initial Teacher Education (ITE) programs for registration purposes whilst operating within the provisions of the *Teachers Registration and Standards Act 2004*. Pursuant to Part 3A, the Board has a function to accredit a program of initial teacher education in accordance with the Teachers Registration and Standards Regulations 2021, Regulation 5.

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## Initial Teacher Education Program Accreditation Policy

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The Board will make the decision to accredit or re-accredit programs in their jurisdiction in line with a nationally consistent approach to accredit ITE programs for registration purposes as endorsed by Education Council comprising all Australian Education Ministers in December 2015. A nationally consistent approach to ITE supports the Board's commitment to improving teacher quality by recognising the following key objectives:

- rigour and consistency of decision making by ITE accreditation committees
- continuous improvement of ITE programs
- innovation and flexibility of programs to meet the diverse needs of students and the profession
- accountability of providers for their delivery of quality ITE programs.

In making decisions to accredit or re-accredit programs the Board takes into account local context requirements and employer demands.

### 4 National Accreditation

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All ITE programs offered by South Australian higher education providers are accredited by the Board in accordance with the *Accreditation of initial teacher education programs in Australia: Standards and Procedures (2019)* (Standards and Procedures), being prescribed standards for the purposes of section 19A(4) of the Act.

The Standards and Procedures provide common national standards and consistent national processes as the basis for accreditation.

The *Guidelines for the accreditation of initial teacher education programs in Australia (2020)* (the Guidelines) support the implementation of the Standards and Procedures.

Accreditation is undertaken to ensure that ITE programs meet the requirements of:

- an approved qualification for registration purposes in South Australia and can be given professional recognition as an approved program; and
- the nationally consistent approach to accreditation outlined in the Standards and Procedures.

The national accreditation system for ITE programs has three integrated elements:

- the Standards and Procedures, which sets out a nationally consistent process to accredit programs, including the establishment and composition of accreditation panels, assessment of programs by these panels, reporting accreditation decisions, and mechanisms for achieving national consistency;
- the Program Standards, which describe key features expected of high-quality ITE programs: the characteristics of programs that give confidence the Graduate Teacher Standards will be achieved; and
- the Graduate Teacher Standards, which are the Graduate career stage of the Australian Professional Standards for Teachers which make explicit the knowledge, skills and attributes expected of graduates of nationally accredited ITE programs.

## 5 Accreditation

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Pursuant to the *Accreditation of initial teacher education programs in Australia: Standards and Procedures (2019)* there are two stages of accreditation:

- Stage one accreditation - for programs not previously accredited to ensure programs meet the Program and Graduate Teacher Standards; and
- Stage two accreditation - occurs within five years after stage one accreditation to measure the impact of the programs and identify changes and improvements required for the future delivery of the programs.

All South Australian ITE providers will make application to the Board to have programs nationally accredited and will provide evidence of meeting all Program and Graduate Teacher Standards. The accreditation process will be undertaken in accordance with the *Standards and Procedures (2019)* and the *Guidelines for the accreditation of initial teacher education programs in Australia (2020)*.

Programs will be assessed by a committee of the Board known as the Initial Teacher Education Accreditation Advisory Committee, being a Part 3A committee under the Act.

The Board has delegated authority to the Registrar to select nationally trained panellists for each accreditation committee in accordance with an Instrument of Delegation.

Providers are required to submit applications for accreditation to the Board generally no later than eight months before the commencement of planned delivery or accreditation expiry of a program. The timelines for accreditation should be negotiated between the provider and the Board to ensure a program can be accredited, or reaccredited, well in advance of its proposed commencement.

The ITE accreditation process is managed by the Policy and Strategic Development (PSD) Team. The Professional Teaching Standards Project Officers undertake the role of Executive Officers to the ITE Accreditation Advisory Committee.

Higher Education Providers will be encouraged to maintain ongoing communications with the Executive Officers whilst preparing accreditation applications and during the accreditation assessment process. Executive Officers will provide advice and feedback on draft applications and keep providers apprised of the progress of the accreditation process.

The Board has developed a comprehensive Initial Teacher Education Program Accreditation Procedure to support the accreditation process. This document outlines each internal step in the accreditation process including administrative processes and document templates.

In the event that the ITE Accreditation Advisory Committee is contemplating making recommendations to the Board to either impose conditions upon an approval of an application or refuse an application, a Show Cause Notice must be issued to the provider. This Show Cause Notice outlines the committee's proposed recommendation to the Board and the reasons for this, and also allows the provider a period of time to make further submissions in response. The committee may then review any further submissions by the provider and adjust their recommendations if appropriate.

The Board will make the final decision to accredit or not accredit programs (stage one or two) after having regard to the accreditation committee report and recommendation. Programs

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## Initial Teacher Education Program Accreditation Policy

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currently accredited by the Board will continue to be accredited for the maximum five-year accreditation period when the program must be submitted for stage two accreditation.

### 6 Program Changes

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Where a provider intends to make proposed changes to an accredited program during the accreditation period, they are required to seek approval from the Board before making any changes.

The Registrar will determine if the proposed change substantially affects the program and, if so, whether the Board wishes to ask the provider to re-submit the amended program for accreditation. In the event that it is considered the proposed change does not substantially affect a program it may be managed by way of annual reporting.

A proposed program change could include, but is not limited to:

- course structure or program units
- campuses or location of program delivery
- the mode of delivery
- professional experience, including professional experience undertaken overseas in accordance with this policy
- the number, qualifications and experience of teaching staff, not including changes of individual staff.

### 7 Part 3A Committee Composition

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Accreditation committees will be composed of a cross-section of expertly trained panellists in accordance with the information contained in the Guidelines. To assist in ensuring national consistency there will be at least one interstate panellist on each accreditation committee.

In accordance with the Board's delegation, the Registrar will approve appropriate nationally trained panellists/committee members for each accreditation committee.

The experience and qualities required of committee members are outlined in the Guidelines. Before being eligible to sit on an accreditation committee, suitable persons must undergo national panel training conducted by the Australian Institute for Teaching and School Leadership (AITSL).

A chairperson, who has undertaken national panel chairperson training conducted by AITSL, will be appointed for each accreditation committee. Unless there are exceptional circumstances chairpersons will be from South Australia.

The Registrar will ensure a cross-section of appropriate persons are selected and nominated for national panel training. Panellists/committee members are typically appointed for two-year terms which can be extended by the Board. Trained panellists/committee members must complete online refresher training if their appointment extends beyond the two-year term.



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# Initial Teacher Education Program Accreditation Policy

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AITSL maintains a register of nationally trained panellists from all jurisdictions. The Policy and Strategic Development team maintains a register of nationally trained panellists/committee members nominated by the Board.

To ensure they maintain their expertise, trained panellists/committee members who have not participated in an accreditation committee in their two-year period will no longer be considered for committees unless there are exceptional circumstances. They will not be eligible for refresher training and will be removed from the register of trained and available panellists/committee members.

## 8 Overseas Professional Experience

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The Board has approved that overseas teaching practice placements can be accepted as part of an accredited ITE program provided that:

- the learning and teaching is within an Australian curriculum;
- the supervising teacher on site is to be proficient in English and have a valid current local registration, a teaching qualification of no less than three years higher education study or at least five years (full-time equivalent) teaching experience;
- the assessment is against the Australian Professional Standards for Teachers;
- there should be only one professional experience placement in an overseas school or education setting with a maximum of 20 days duration;
- there is evidence of a formal partnership between the ITE provider and the school/setting;
- it is not the final major teaching placement;
- the learning and teaching is in the medium of English.

The approval to change an existing accredited program and approval to undertake overseas placement would need to be in the form of a written request to the Board which would contain copies of the formal partnerships between the provider and the school/settings where the practice will take place.

## 9 Application Fee

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An application for program accreditation from a South Australian initial teacher education provider must be accompanied by the prescribed fee, in accordance with fee item 1 of Schedule 2 of the Teachers Registration and Standards Regulations 2021.

## 10 References and Links

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### Legislation ([www.legislation.sa.gov.au](http://www.legislation.sa.gov.au))

- Teachers Registration and Standards Act 2004
- Teachers Registration and Standards Regulations 2021, Regulation 4(1)(b)

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## Initial Teacher Education Program Accreditation Policy

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### Australian Institute for Teaching and School Leadership ([www.aitsl.edu.au](http://www.aitsl.edu.au))

- Australian Professional Standards for Teachers (Revised 2018) ([www.aitsl.edu.au/teach/standards](http://www.aitsl.edu.au/teach/standards))
- Accreditation of initial teacher education programs in Australia: Standards and Procedures (2019) ([www.aitsl.edu.au/deliver-ite-programs/standards-and-procedures](http://www.aitsl.edu.au/deliver-ite-programs/standards-and-procedures))
- Guidelines for the accreditation of initial teacher education programs in Australia (2020) ([www.aitsl.edu.au/tools-resources/resource/guidelines-for-the-accreditation-of-initial-teacher-education-programs-in-australia](http://www.aitsl.edu.au/tools-resources/resource/guidelines-for-the-accreditation-of-initial-teacher-education-programs-in-australia))

### Teachers Registration Board of South Australia ([www.trb.sa.edu.au](http://www.trb.sa.edu.au))

- Committees Policy
- Strategic Framework
- Initial Teacher Education Program Accreditation Procedure
- Instrument of Delegation: Initial Teacher Education Accreditation Advisory Committee
- Show Cause Notice RE: Application for Accreditation of Initial Teacher Education Program