

# Teacher Education Expert Panel

## Terms of Reference

### 1. Context

On 12 August 2022, Australia's Education Ministers met with teachers, principals and other education experts to discuss the teacher shortage in Australia. Ministers committed to developing the National Teacher Workforce Action Plan to increase the number of people entering and remaining in the profession. One of the key issues raised at the Teacher Workforce Shortage Roundtable was the need to **improve Initial Teacher Education** to boost graduation rates and ensure graduating teachers are **better prepared for the classroom**.

Recommendation 15 of the Report of the Quality Initial Teacher Education Review recommended strengthening the link between performance and funding of Initial Teacher Education (ITE). It recommended the establishment of a national body or expert group to support the development of a quality measure for ITE courses and to advise on how funding of higher education providers should be based on quality and other relevant factors.

The establishment of the Teacher Education Expert Panel implements this recommendation and broadens its scope to provide advice on key issues raised at the Teacher Workforce Shortage Roundtable and in the Report of the Quality Initial Teacher Education Review.

### 2. Purpose:

The Teacher Education Expert Panel will provide advice to the Education Ministers Meeting through the Australian Government Minister for Education by June 2023 on reforms to:

- **Strengthen the link between performance and funding of ITE** [Recommendation 15, Report of the Quality Initial Teacher Education Review], by developing a quality measure for ITE courses and advising whether and how funding of higher education providers should be based on quality and other factors. The quality measure for ITE should reflect the need to increase the current average completion rate of 50 per cent in bachelor's degrees, the importance of regionally based courses and the need to increase those underrepresented in teaching degrees including First Nations people
- **Strengthen initial teacher education (ITE) programs to deliver confident effective, classroom ready graduates** [Recommendation 7, Report of the Quality Initial Teacher Education Review]. Amend the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*, to ensure ITE graduates are taught sufficient evidence-based practices to meet the *Australian Professional Standards for Teachers* and empower them to lead a classroom, with particular attention to teaching reading, literacy and numeracy, classroom management, cultural responsiveness, teaching students with diverse needs and working with families/carers.
- **Improve the quality of practical experience in teaching** with regard to best practice models used in education, medicine and other disciplines

- **Improve postgraduate initial teacher education for mid-career entrants**, to encourage more people to become teachers, while maintaining high standards.

### **3. Approach:**

In undertaking its work, the Panel will consider the findings of the Quality Initial Teacher Education Review and consult with school and higher education sector stakeholders and other experts including through the newly established Teacher Workforce Action Plan Working Group.

The Panel will take account of the need to increase the number of people starting and finishing initial teacher education including those currently under-represented such as First Nations people. The needs of regional and remote and other hard to staff schools and subject specialisations must also be considered.

The Panel will also consider interactions with other policy processes and government commitments including the Australian Universities Accord.

### **4. Members:**

Professor Mark Scott (Chair)  
Professor Bill Loudon  
Professor Michele Simons  
Dr Jenny Donovan  
Mr Andrew Peach  
Ms Rebecca West