

Government Response to the Education and Training Committee's report on the *Suitability of Pre-Service Teacher Training in Victoria*

The Government welcomes the Report of the Education and Training Committee (the Committee) on its inquiry into the suitability of pre-service teacher training in Victoria.

In June 2003, the Committee received Terms of Reference to inquire into, consider and report on the suitability of current pre-service teacher training in Victoria. The Committee was also required to make recommendations on specific requirements for pre-service teacher training courses, based on the skills and knowledge required of teachers in the 21st century and to support increased entry of mature-age entrants from other professions.

The Committee considered the following Terms of Reference:

- (a) future requirements of such courses to train teachers appropriate for future schooling; and
- (b) the particular training needs and arrangements for mature-age entrants from other professions –

and, in conducting the inquiry, the Committee was to:

- (i) determine the range and nature of pre-service teacher training courses within Victoria and the variation among these courses in areas of contact and practicum time, and in course focus on content and pedagogy;
- (ii) examine a range of pre-service teacher training courses across Australia and internationally, focusing on how these courses differ and how they meet the needs of teachers and education systems for the 21st century;
- (iii) determine the skills and knowledge required of teachers, and therefore of pre-service teacher training courses, to reflect the changing nature of education in the 21st century;
- (iv) examine issues related to attracting people from other professions to become qualified teachers in Victoria; and
- (v) make recommendations on specific requirements for pre-service teacher training courses, based on the skills and knowledge required of teachers in the 21st century and to support increased entry of mature-age entrants from other professions.

The Government supports most of the Committee's recommendations and where issues are considered, these are outlined in the response.

The Department of Education and Training has been leading in the development of strategies and initiatives to improve the quality and standards of teacher education supply of teachers in Victoria. These include:

- (a) Since 2001 Teaching Scholarships have been available each year to attract the best and brightest teacher graduates to employment in government schools in hard to staff curriculum and geographical areas across Victoria.
- (b) The Graduate Recruitment Program provides employment opportunities to recent high quality graduates, particularly in targeted geographic/curriculum areas.
- (c) In 2004 the Minister for Education Services announced a number initiatives including
 - (i) Career Change Program – Schools can employ an experienced professional (e.g. engineer, IT professional, tradesperson) as a trainee teacher ,
 - (ii) Student Teacher Practicum Scheme - Financial incentives are provided to student teachers to undertake practicum placements in rural and outer metropolitan schools (which have traditionally been hard to staff),
 - (iii) Rural Retraining - Current staff are able to retrain in subject areas of recruitment difficulty,
 - (iv) Refresher Training – offering a professional development course for returning teachers and experienced teachers seeking to re-enter the teaching workforce
 - (v) The Department to actively develop a closer role with universities' education faculties around the issues on pre-service teacher education course quality.

It is important to note the role of MCEETYA and the emerging role of the National Institute for Quality Teaching & School Leadership (NIQTSL) in the area of teacher quality.

The MCEETYA Taskforce on Teacher Quality & Educational Leadership has completed two projects related to pre-service teacher education. These are:

- (a) Research project into Teacher Education. The resultant report "*Pre-service Teacher Education in Australia*" is currently with the Higher Education sector for consideration and comment. The report raises several concerns about Teacher Education related to funding of places, selection procedures, and course structure and content.
- (b) Project to nationally align graduate level standards related to requirements for employment and registration. This project is to be completed by the end of 2006.

The NIQTSL is currently undertaking research projects into pre-service teacher education related to a quality practicum. A report and recommendations is expected by the end of 2005.

It is also important to note that funding of higher education, including pre-service teacher education, is the responsibility of the Commonwealth Government. The onus to

provide additional funding to implement a range of the Committee's recommendations clearly resides with the Commonwealth Government.

The Government takes this opportunity to thank past and present members of the Committee for its comprehensive review of pre-service teacher training and looks forward to working in partnership with agencies, stakeholders and the Commonwealth Government in addressing the recommendations made by the Committee.

The recommendations made by the Committee and the Government's response to these are set out in the table below.

Victorian Government Response to Parliamentary Education and Training Committee Report Step Up Step In Step Out June 2005

Chapter 2 Accreditation and Accountability of Teacher Education

Recommendation	Government Response	Response Type
Recommendation 2.1: (page 56) That the Victorian Institute of Teaching substantially upgrade its accreditation standards to reflect world's best practice and that these standards be reviewed following stakeholder consultation every five years.	The Government supports this recommendation. The Victorian Institute of Teaching commenced the Future Teachers Project in February 2004 to review and upgrade its accreditation standards, guidelines and processes. Many of the recommendations of the Victorian Parliamentary Education and Training Committee have been incorporated into the outcomes of this project. It is expected that the draft standards, guidelines and process for the future accreditation of all Victorian pre-service teacher education courses will be released for stakeholder consultation later in 2005 after the announcement of the Government's response to this report. Implementation of the standards, guidelines and process is scheduled for early in 2006.	1
Recommendation 2.2: (page 60) That the Victorian Institute of Teaching require teacher education providers to set up partnership agreements with participating schools that: • set out arrangements for preparing and supporting university and school-based staff involved in pre-service teacher education; • make clear how resources are divided and allocated between the partners; and • make clear to everyone involved each partner's role and responsibilities and how success will be measured	The Government supports this recommendation in principle. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1). Given its funding responsibility for higher education, the Commonwealth Government should provide financial incentives to support schools and universities to develop the suggested approach.	5

Response Type: 1- has been undertaken by the Victorian Institute of Teaching; 2 – will be undertaken by the Victorian Institute of Teaching; 3 – responsibility of the Department of Education and Training; 4 – responsibility of organisation operating outside the jurisdiction of the Department of Education and Training or the Victorian Institute of Teaching; 5 – initiatives subject to cost analysis and consideration of possible options for additional funding.

Recommendation	Government Response	Response Type
Recommendation 2.3: (page 61) That the Victorian Institute of Teaching require teacher education providers to regularly consult with key stakeholders, including teachers, principals, professional bodies, parent representatives, employing authorities and teacher educators from a variety of institutions. As a condition of course accreditation, universities should provide: • a description of the consultation process; • a report on the contributions of parties consulted, together with the university's analysis of and response to them; • a description of how the university will continue to report and be accountable to major stakeholders; and • evidence regarding effective participation in the development of new and existing teacher education programs by university and school-based staff	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1
Recommendation 2.4: (page 65) That the Victorian Institute of Teaching require universities to provide detailed program documentation outlining mechanisms for ongoing monitoring, evaluation and modification of teacher education courses, their curriculum and delivery. Systems should be established to: • incorporate and respond to feedback from key stakeholders; • identify targets for improvement; • review provision against these targets; • specify the action to be taken to achieve improvements; and • ensure that the specified action is taken and that it leads to substantial improvement	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1
Recommendation 2.5: (page 66) That the Victorian Institute of Teaching require universities to provide details regarding resources and facilities allocated to teacher education courses. Specific details should be provided regarding teaching resources, ICT facilities and resources allocated to the teaching practicum.	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1

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Recommendation	Government Response	Response Type
Recommendation 2.6: (page 66) That the Victorian Institute of Teaching seek to improve quality assurance in teacher education by: • implementing an annual survey of graduating teachers, their mentoring teachers and school principals, commencing in 2006, to determine how well teacher education courses are preparing graduates for teaching; • maximising feedback from new graduates by including the annual survey of graduating teachers (and any other feedback instruments) as part of the documentation required for teacher registration; • reviewing the content of the survey every two years, to ensure the questions and response categories/scales remain relevant to the needs of teachers in the 21st century; • benchmarking the performance of teacher education providers, using the results of the Institute's annual survey (and any other instruments designed by the Institute) and existing Commonwealth Government surveys; and • publishing the benchmarked results of teacher education faculties	The Government supports this recommendation. In 2004, the Victorian Institute of Teaching piloted an annual survey instrument to provide the suggested outcomes of this recommendation. The Institute will be moving to implement this survey from 2006, on approval of the draft standards, guidelines and processes for pre-service teacher education course accreditation (Future Teachers Project - refer to 2.1). This will be funded from the Institute's budget.	1

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Recommendation	Government Response	Response Type
Recommendation 2.7: (page 66) That the Victorian Government undertake a major research project for the long-term evaluation of teacher education. This project should include a comprehensive data and collection management system that links pre-service teacher profiles and various teacher education courses to recruitment, retention and advancement within the profession. This evaluation should compare outcomes for various structures and approaches to teacher education, including: • undergraduate versus postgraduate preparation; • primary or secondary courses compared to P-12 courses; • characteristics of university or campus attended; • disciplines studied (and then taught in schools); • characteristics of partnerships developed with local schools; • relative emphasis afforded the major components of teacher education, including theory, practice and research projects; and • length, structure and diversity of teaching practice incorporated into the course	The Government supports this recommendation in principle and will investigate further. The Victorian Department of Education and Training, in collaboration with the Victorian Institute of Teaching, will initially assess the feasibility and preferred methodology of the proposed research project for the long term evaluation of teacher education.	3
Recommendation 2.8: (page 67) That the Victorian Government pursue through MCEETYA a longitudinal study into the long-term effectiveness of various approaches to teacher education in terms of student outcomes.	The Government supports this recommendation in principle. Subject to the outcomes of the proposed feasibility study into the long term evaluation of teacher education (Recommendation 2.7), the Victorian Department of Education and Training will refer this matter to MCEETYA.	3, 4

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Chapter 3 Flexible Design and Delivery of Teacher Education

Recommendation	Government Response	Response Type
Recommendation 3.1: (page 89) That the Victorian Institute of Teaching, in conjunction with universities, design, implement and promote innovative opportunities to attract high quality applicants into the teaching profession. These initiatives should include flexible and accelerated programs and pathways to meet the diverse needs of potential pre-service teachers, including career change entrants, those in rural and regional areas and under-represented target groups.	The Government supports this recommendation. The Victorian Institute of Teaching will establish a project in 2006 to work with the Universities to implement this recommendation. Given its funding responsibility for higher education, the Commonwealth Government should provide financial incentives to support universities to develop the suggested approach.	2, 5
Recommendation 3.2: (page 89) That the Department of Education and Training, in conjunction with other employing authorities, implement targeted marketing strategies designed to attract a diverse pool of potential teachers, including high quality recruits from other professions.	The Government supports this recommendation. The Department of Education and Training has already set in place strategies to attract a more diverse range of teacher recruits through its marketing of the career change program. It will continue to explore other strategies through discussions with relevant stakeholders (eg. Deans of Science, Professional Associations, other employing authorities) during 2006.	3
Recommendation 3.3: (page 93) That the Victorian Institute of Teaching, in conjunction with universities, develop a broad, comprehensive framework for relevant previous knowledge, skills and experience to be formally recognised as credit towards the completion of teacher education programs for suitable career change candidates. Further, that the Victorian Institute of Teaching, in partnership with universities, develop and implement, no later than 2008, an accelerated postgraduate teacher education program, which incorporates a tailored training plan for each pre-service teacher and flexible delivery strategies for the coursework component of the program.	The Government supports this recommendation in principle. The first element of this recommendation will be incorporated in the Victorian Institute of Teaching's draft standards, guidelines and process (Future Teachers Project - refer to 2.1). In 2006 the Institute will work with Universities to develop and implement an accelerated postgraduate teacher education program.	1, 2

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Recommendation	Government Response	Response Type
Recommendation 3.4: (page 97) That the Victorian Institute of Teaching encourage universities, through appropriate accreditation and registration requirements, to maximise the flexibility in their provision of teacher education by: • offering intensive coursework modules that shorten the time taken to complete teacher education requirements; • optimising the use of the full calendar year rather than restricting delivery within the traditional academic timetable; • offering classes in the evenings and on weekends; • repeating course units and offering them in a combination of delivery modes (including weekend, intensive and weekly structure), to enable pre-service teachers to take advantage of class times that are most suitable; • optimising the use of online delivery for the theoretical (or other suitable) components of teacher education courses; and • developing partnerships with schools and other appropriate education and training organisations for more effective, flexible delivery of appropriate course components.	The Government supports this recommendation. A number of Victorian Universities already provide flexibility in provision of teacher education. The Victorian Institute of Teaching and the Department of Education and Training have worked with Victoria and Deakin universities to support and accredit new courses and delivery models. During 2006 the Institute will continue to work with the Department of Education and Training and the Universities to continue to promote flexibility in the provision of pre-service teacher education.	2

Chapter 4 Content of Pre-Service Teacher Education

Recommendation	Government Response	Response Type
Recommendation 4.1: (page 104) That the Department of Education and Training convene meetings with the Deans of Education on a regular basis and organise formal briefing sessions on all new curriculum or program initiatives and priorities for relevant education faculty staff.	The Government supports this recommendation. The Department of Education in collaboration with the Victorian Institute of Teaching will establish regular seminar forums with the Victorian Council of Deans of Education. The Victorian Council of Deans of Education membership includes a nominee from the Department of Education and Training.	3

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Recommendation	Government Response	Response Type
Recommendation 4.2: (page 104) That the Victorian Institute of Teaching, in consultation with employing authorities, undertake a review of the core and elective components of teacher education, to ensure that current and emerging priorities are covered by core course units completed by all pre-service teachers.	The Government supports this recommendation. The Victorian Institute of Teaching will establish a project to review the core and elective components of teacher education. This project will be funded from the Institute's budget.	2
Recommendation 4.3: (page 111) That the Victorian Institute of Teaching require that all pre-service teachers be provided with opportunities to undertake problem-based learning and undertake a substantial, school-based research project during their studies.	The Government supports this recommendation in principle. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1
Recommendation 4.4: (page 114) That the Victorian Institute of Teaching, in accrediting teacher education courses, look for evidence that universities are delivering their courses through a balanced mix of academic staff and outstanding practising teachers.	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1
Recommendation 4.5: (page 115) That the Department of Education and Training facilitate initiatives that support and enable practising teachers to deliver appropriate components of pre-service teacher education. Further, that opportunities for such delivery to occur within school rather than university environments be explored.	The Government supports this recommendation. The Department of Education and Training will work with the Victorian Institute of Teaching to facilitate initiatives that support and enable practising teachers to deliver appropriate components of pre-service teacher education. Given its funding responsibility for higher education, the Commonwealth Government should provide financial incentives to support schools and universities to develop the suggested approach.	2, 3, 5
Recommendation 4.6: (page 120) That the Victorian Institute of Teaching require education faculties to regularly and formally consult with peak subject associations and the employing authorities about the content of each unit of study they provide.	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1

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Recommendation	Government Response	Response Type
Recommendation 4.7: (page 120) That the Victorian Institute of Teaching, in conjunction with the peak subject associations and the education faculties, devise an assessment model to ensure an appropriate level of subject knowledge is acquired during pre-service teacher education.	The Government supports this recommendation. The Victorian Institute of Teaching will establish a project in partnership with stakeholders to ensure an appropriate level of subject knowledge is acquired during pre-service teacher education.	2
Recommendation 4.8: (page 120) That the Victorian Institute of Teaching include in its annual survey of graduating teachers, school principals and mentor teachers, items to evaluate the quality and relevance of subject knowledge included in pre-service teacher education. Further, that this information be relayed back to education faculties, to ensure necessary improvements in course curriculum are made.	The Government supports this recommendation. In 2004, the Victorian Institute of Teaching piloted an annual survey instrument to provide the suggested outcomes of this recommendation. The Institute will be moving to implement this survey from 2006, on approval of the draft standards, guidelines and processes for pre-service teacher education course accreditation (Future Teachers Project - refer to 2.1). This is funded from the Institute's budget.	1
Recommendation 4.9: (page 121) That the Department of Education and Training continue to monitor trends in teacher supply and demand and pursue strategies to ensure that allocation of places and specialisations within teacher education match future workforce needs. Further, that the Victorian Government negotiate with the Commonwealth Government to ensure areas of subject shortage are prioritised during annual negotiations that establish university load and profiles.	The Government supports this recommendation. As a result of the Victorian Auditor General's recommendation, the Department of Education and Training has established a Teacher Supply and Demand Reference Group which provides an annual report addressing these issues. Through this mechanism, the Department of Education and Training provides annual input into supporting Commonwealth funding of University loading and profiles.	3
Recommendation 4.10: (page 124) That the Victorian Institute of Teaching require universities to include VCAL, VET in schools and other applied learning pathways in all secondary teaching courses. Further, that the Institute ensure all new graduates have an understanding and appreciation of these programs as a condition of full registration as a teacher.	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate the first element of this requirement (Future Teachers Project - refer to 2.1). During the consultation phase of the Future Teachers project, the Victorian Institute of Teaching will explore the recommendation in the context of full registration requirements.	1

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Recommendation	Government Response	Response Type
Recommendation 4.11: (page 129) That the Department of Education and Training and the Victorian Institute of Teaching, in consultation with relevant stakeholders, ensure that specific strategies responding to students with special needs are incorporated as a key element of pre-service teacher education.	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1). The Commonwealth Government should provide additional funding to universities to facilitate implementation of this recommendation.	1, 3, 5
Recommendation 4.12: (page 133) That the Victorian Institute of Teaching ensure all teacher education faculties adopt a holistic approach to teacher education and ensure that personal and interpersonal capabilities such as emotional resilience, communication skills and conflict resolution are developed and taught formally as part of all pre-service teacher education courses.	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1
Recommendation 4.13: (page 136) That the Victorian Institute of Teaching, in consultation with key stakeholders, develop standards for graduating teachers that appropriately reflect the Government's and the community's goals for inclusion of culturally and linguistically diverse students. Further, that these priorities be reflected in the accreditation process for pre-service teacher education courses in Victoria, as of 2007.	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1). To the extent that implementation of this recommendation requires changes to pre-service teacher education courses, additional funding would need to be provided by the Commonwealth Government.	1, 5
Recommendation 4.14: (page 136) That the Victorian Institute of Teaching, in consultation with the Victorian Aboriginal Education Association, develop standards for graduating teachers that appropriately reflect the Government's and the community's goals for indigenous students. Further, that these priorities be reflected in the accreditation process for pre-service teacher education courses in Victoria, as of 2007.	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1). Government is currently considering the cost implications and possible options for funding the establishment of a web-based resource to support this recommendation (in conjunction with Recommendations 4.11 and 4.13). To the extent that implementation of this recommendation requires changes to pre-service teacher education courses, additional funding would need to be provided by the Commonwealth Government.	1, 5

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Chapter 5 Teaching Practicum

Recommendation	Government Response	Response Type
Recommendation 5.1: (page 161) That the Victorian Institute of Teaching develop a set of common standards governing the design, management and assessment of practicum programs applicable to all teacher education providers and users.	The Government supports this recommendation. In 2006, the Victorian Institute of Teaching in consultation with key stakeholders will implement a project to realise this recommendation. The project will be funded from the Institute's budget.	2
Recommendation 5.2: (page 161) That the Victorian Institute of Teaching incorporate the following Guidelines of the former Standards Council of the Teaching Profession into its new requirements for course accreditation: • that professional experience must be incorporated into each year of any teacher education course; • that only those who have demonstrated satisfactory skills in teaching practice should be awarded a teaching qualification; • that the teaching practicum involve pre-service teachers in undertaking the range of tasks that make up a teacher's role, including planning, assessing and reporting; • that pre-service teachers be involved in the broader activities of the school (or other professional setting), including meetings, professional development, parent-teacher nights and extracurricular activities; • that during their teacher education, pre-service teachers practise over a range of year levels and environments as well as have sustained professional experience with groups of children; • that trainees have the opportunity to practise teaching in all key learning areas for which they are preparing to teach; and • that to count as a day towards the minimum number of required days of teaching practice, the trainee should spend the normal full teaching time in the day at the school (or other teaching location).	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate these requirements (Future Teachers Project - refer to 2.1).	1

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Recommendation	Government Response	Response Type
Recommendation 5.3: (page 167) That as a condition of course accreditation and future teacher registration, the Victorian Institute of Teaching phase in a requirement that pre-service teachers complete a minimum of 130 days of supervised teaching practice during an undergraduate course or 80 days of supervised teaching practice during a postgraduate course.	The Government notes this recommendation and will investigate further. The Victorian Institute of Teaching, in consultation with the Department of Education and Training and other stakeholders, will undertake a full analysis of the merits, cost implications and feasibility of the recommended increase in practicum days. This recommendation will also require further consideration in the context of the recent MCEETYA decision to seek alignment of the State and Territory requirements and standards for graduate teachers, together with funding of the practicum by the Commonwealth Government.	2, 3, 4
Recommendation 5.4: (page 167) That, through MCEETYA, the Victorian Government pursue a national standard regarding the minimum number of days of teaching practice to be undertaken by pre-service teachers.	The Government notes this recommendation and will investigate further. The Victorian Institute of Teaching, in consultation with the Department of Education and Training and other stakeholders, will undertake a full analysis of the merits, cost implications and feasibility of the recommended increase in practicum days. This recommendation will also require further consideration in the context of the recent MCEETYA decision to seek alignment of the State and Territory requirements and standards for graduate teachers, together with funding of the practicum by the Commonwealth Government.	2, 3, 4
Recommendation 5.5: (page 167) That the Department of Education and Training develop guidelines for practicum to occur outside of school settings and normal school times, where appropriate. Settings may include TAFE institutes, ACE organisations and registered training providers.	The Government supports this recommendation, noting that this is more appropriately the role of the Victorian Institute of Teaching. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1
Recommendation 5.6: (page 167) That subject to appropriate evaluation, the Department of Education and Training consider expanding its new Career Change Program, to enable a larger pre-service teacher cohort to undertake extended school-based training.	The Government supports this recommendation. Whilst early indications are positive, the Department of Education and Training will continue to monitor and evaluate the career change program during 2005, with a view to making an assessment of the on-going need for such a program in future years.	3

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Recommendation	Government Response	Response Type
Recommendation 5.7: (page 172) That the Victorian Institute of Teaching require universities to: • ensure that supervision of teaching practicum occurs in and through genuine partnership arrangements between the universities and schools; • demonstrate their capacity to make a comprehensive assessment of pre-service teacher performance during practicum, based on significant input by school-based supervisors and university staff; • incorporate regular school visits into the schedule of teacher educators, as part of a more effective and personalised interaction between university staff, schools, school-based supervisors and pre-service teachers; and • supplement school visits with written materials that clearly set out guidelines for teaching practice, especially how teaching practice relates to and is integrated with university-based coursework and how it should be supervised and assessed	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1). Given its funding responsibility for higher education, the Commonwealth Government should provide financial incentives to support schools and universities to develop the suggested approach.	1, 5
Recommendation 5.8: (page 174) That the Victorian Institute of Teaching, in consultation with all relevant stakeholders, develop an accreditation framework for school-based pre-service teacher supervisors.	The Government supports this recommendation. The Victorian Institute of Teaching will develop a project in 2006 to implement this recommendation. Funding will be provided from the Institute's budget.	2
Recommendation 5.9: (page 176) That the Department of Education and Training and other employing authorities devise detailed protocols outlining the expectations and requirements of pre-service teachers and schools during teaching practice placements.	The Government supports this recommendation, noting that this is more appropriately the role of the Victorian Institute of Teaching. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1

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Recommendation	Government Response	Response Type
Recommendation 5.10: (page 179) That the Victorian Institute of Teaching specify expectations regarding the diversity of practicum experience, which should include experience in a variety of schools with different geographic, cultural and socioeconomic profiles. Further, that the Victorian Institute of Teaching, where practicable, require at least one placement to be in a non-metropolitan area.	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1
Recommendation 5.11: (page 179) That the Victorian Institute of Teaching require pre-service teachers to complete, in addition to their formal teaching practice, at least 20 additional days of relevant field experience during an undergraduate course or 10 days during a postgraduate course.	The Government supports this recommendation in principle. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement, in the context of defining appropriate school experience requirements (Future Teachers Project - refer to 2.1).	1

Chapter 6 Information and Communication Technologies in Teacher Education

Recommendation	Government Response	Response Type
Recommendation 6.1: (page 192) That the Victorian Institute of Teaching make ICT a compulsory and key focus of all pre-service teacher education courses through the establishment of appropriate levels of competency for new teachers. Further, that the application of ICT be included and assessed as a compulsory and formal requirement of teaching practicum.	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate the requirement for ICT to be a compulsory and key focus of all pre-service teacher education courses (Future Teachers Project - refer to 2.1). The Commonwealth Government should provide additional funding to universities to facilitate implementation of this recommendation.	1, 2, 5

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Recommendation	Government Response	Response Type
Recommendation 6.2: (page 192) That as a condition of course accreditation, Victorian universities be required to submit a detailed ICT plan outlining: • how ICT is incorporated across the curriculum; • how the university will respond to the different needs and different levels of expertise in ICT among the pre-service teacher cohort; • the resources allocated to ICT; and • professional development for faculty staff	The Government supports this recommendation. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate this requirement (Future Teachers Project - refer to 2.1).	1
Recommendation 6.3: (page 194) That the Department of Education and Training explore partnership opportunities between universities and schools to access centres of ICT excellence for use in the delivery of pre-service teacher education.	The Government supports this recommendation. The Department of Education and Training will work in partnership with stakeholders to explore the development of appropriate partnerships.	3

Chapter 7 Selection of Students into Teacher Education Courses

Recommendation	Government Response	Response Type
Recommendation 7.1: (page 215) That the Victorian Institute of Teaching, in consultation with the employing authorities and teacher education institutions, broaden current selection criteria and processes for entry into teacher education. Selection should be based on a combination of academic ranking and aptitude, which may be assessed through written (or online) applications, together with an interview where appropriate.	The Government supports this recommendation in principle and will investigate further. The Victorian Institute of Teaching's draft standards, guidelines and process will incorporate a number of these issues (Future Teachers Project - refer to 2.1). However, a research and evaluation project will be required to establish the feasibility and preferred methodology for a combination of academic and aptitude measures to be incorporated into the selection of students for pre-service teacher education courses. The Commonwealth Government should provide additional funding to universities to facilitate implementation of this recommendation.	2, 5

Response Type: 1- has been undertaken by the Victorian Institute of Teaching; 2 – will be undertaken by the Victorian Institute of Teaching; 3 – responsibility of the Department of Education and Training; 4 – responsibility of organisation operating outside the jurisdiction of the Department of Education and Training or the Victorian Institute of Teaching; 5 – initiatives subject to cost analysis and consideration of possible options for additional funding.

Recommendation	Government Response	Response Type
Recommendation 7.2: (page 215) That the Victorian Institute of Teaching consider and respond to the specific needs of mature age and career change professionals when developing revised selection criteria and processes for entry into teacher education.	The Government supports this recommendation in principle. The Victorian Institute of Teaching will establish a research project to implement this recommendation. The Commonwealth Government should provide additional funding to universities to facilitate implementation of this recommendation.	2, 5

Chapter 8 Teacher Induction and Mentoring

Recommendation	Government Response	Response Type
Recommendation 8.1: (page 228) That the Victorian Institute of Teaching work with universities and employing authorities to design and implement a structured professional development program for first year graduates to complement their pre-service teacher education program. Further, that the Institute, in consultation with education faculties and schools, incorporate this program into the requirements for full teacher registration.	The Government supports this recommendation. The Victorian Institute of Teaching has established processes and procedures for provisionally registered teachers to demonstrate the professional standards required to move through to full teacher registration, and will explore how best to address this recommendation within this context.	2
Recommendation 8.2: (page 232) That following formal evaluation of existing induction and mentoring models, the Victorian Institute of Teaching establish formal qualifications and accreditation requirements for mentors of beginning teachers.	The Government supports this recommendation. The Department of Education and Training, in conjunction with the Victorian Institute of Teaching, currently runs an induction and mentoring program for beginning teachers. The Victorian Institute of Teaching has established processes and procedures for provisionally registered teachers to demonstrate the professional standards required to move through to full teacher registration, and will explore how best to address this recommendation within this context.	2

Response Type: 1- has been undertaken by the Victorian Institute of Teaching; 2 – will be undertaken by the Victorian Institute of Teaching; 3 – responsibility of the Department of Education and Training; 4 – responsibility of organisation operating outside the jurisdiction of the Department of Education and Training or the Victorian Institute of Teaching; 5 – initiatives subject to cost analysis and consideration of possible options for additional funding.