



DOCUMENT 8

APPLICATION FORM TEMPLATE FOR APPROVAL OF AN INITIAL TEACHER EDUCATION PROGRAM

USE OF THIS TEMPLATE IS NOT MANDATORY. This electronic document provides drop down text boxes to be filled out. Where an institution uses a different format it will be necessary to check that all Institute-required details are included.

It is the responsibility of an applicant to ensure that the application demonstrates that a program can meet the requirements of the Institute of Teachers.

Before commencing your application:

Check that you have read the following documentation, available on the Institute website:

- Document 1: Requirements for Approval of Initial Teacher Education Programs provides broad information to assist in preparing and submitting initial teacher education programs for approval.
- Documents 2-6 set out the standards, policy, procedures and supplementary documentation related to the provision of initial teacher education programs.
- Documents 7-11 provide administrative details and templates for making an application for program approval.
- Documents 12-16 set out the review and assessment process undertaken by the Institute including the process for establishing Initial Teacher Education Panels.

When preparing your application:

1. Submit each program separately
2. Follow the instructions contained in this Application Form electronic template. (Note: the boxes will expand to accommodate responses).
3. Ensure each attachment (including each unit outline) has a title, is sequentially labelled and has page numbers. For each unit outline add a document footer, with the institution code (eg UNE), program abbreviation [eg BEd (Sec)], unit code and name, and page numbers.
4. Complete the checklist at the end of each section and ensure all attachments are included.

Before submitting your application:

Check that the application is complete and has all required attachments. Incomplete applications will be returned. This may delay the assessment of the application.

Submitting your application:

Send **ONE** original hard copy in a ring binder (no plastic sleeves) of the completed application with required attachments, and the declaration signed by the Chief Executive Officer/Dean of Education to:

The Manager, Initial Teacher Education
NSW Institute of Teachers
Level 10 175 Castlereagh St Sydney 2000
or
PO Box A976, Sydney South NSW 1235

NEW SOUTH WALES INSTITUTE OF TEACHERS

**APPLICATION FORM FOR APPROVAL OF AN
INITIAL TEACHER EDUCATION PROGRAM**

Name of Institution (Legal Entity)

Trading Name (if applicable)

Date of Submission

Application for approval of a program leading to the following award:

Award

INSTITUTION DETAILS

Name of Institution	Legal Name of Entity		
Postal Address	Post Office Box Suburb State Postcode		
Business Address	Street Address Suburb State Postcode		
Contact Numbers	Tel: Telephone (include area code)	Fax: Fax (include area code)	Toll Free: Toll Free No.
Web Address	Web address		
Email Address	General email address		

Chief Executive Officer (CEO) Details

Name	Title Firstname Lastname		
Position	Position title		
Postal Address	Post Office Box Suburb State Postcode		
Contact Numbers	Tel: Telephone (include area code)	Fax: Fax (include area code)	Mobile: Mobile
Email Address	Email		

Contact Officer for this Application

Name	Title Firstname Lastname		
Position	Position title		
Postal Address	Post Office Box Suburb State Postcode		
Contact Numbers	Tel: Telephone	Fax: Fax	Mobile: Mobile
Email Address	Email		

SECTION 1:

PROGRAM DESIGN, STRUCTURE AND CONTENT

Provide the following information:

1.1 The program title, duration and completion time frame

- a) Program title – if relevant include details of any awards nested within the program.

Full title of the program	Short title	Nested awards	Nested in (short program title)
eg Graduate Diploma of Education	GrDipEd	Yes	MTeach
		Yes / No	

- b) Details of the range of teaching areas offered in the program that graduates will be eligible to teach.

Teaching areas offered

- c) Details of the program duration (in weeks) for full time and part-time students.

Duration (full time)	Duration (part-time)
Duration (weeks)	Duration (weeks)

- d) Program completion time frame for a typical student, the maximum and minimum completion periods.

Max time frame (weeks)	Min time frame (weeks)	Abbrev time frame* (weeks)

* If the program is compressed into an abbreviated time frame, it is necessary to advise (at section 1.3a) how the learning outcomes will be achieved in the shorter time frame.

- e) If a non self-accrediting institution, details of compliance with AQF requirements.

1.2 Prerequisites for admission

- a) A statement of the educational qualifications required for admission to the program, including academic and any special additional qualifications (inc English language test).

Educational and other qualifications required

- b) Details of special admission categories (such as mature-age entry) or alternative admission arrangements (eg, RPL, credit transfer).

Special admission categories / alternative admission arrangements

- c) A description of procedures used by the institution for verifying applicants' credentials.

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1.3 The program structure and content

- a) A statement of program objectives in terms of the educational and vocational outcomes for graduates.

Note: if the program is compressed into an abbreviated time frame (refer 1.1c), it will be necessary to advise how the learning outcomes will be achieved in the shorter time frame.

Program objectives	Program outcomes

- b) A list of professional bodies, industry employer groups, academics and external experts from other teacher education institutions, curriculum specialists, and practising teachers consulted in the development of the program.

Note: add additional rows, as applicable

Individual/organisation consulted	Reason

Attach, as Attachment 1.3b, any letters of endorsement.

- c) Names of practising teachers nominated by the NSW Institute of Teachers (as per *The Policy*) involved in the development of the program.

Note: add additional rows, as applicable

Practising teacher	School

- d) Names of the faculty or faculties involved in delivering the program.

Note: add additional rows, as applicable

Faculty/ies delivering program

- e) Does the institution have intellectual property (IP) ownership of the program content?

Yes **No** **In part**

If no, or in part, indicate who has IP ownership and provide details of the agreement.

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If no, **attach**, as Attachment 1.3e, a copy of the legal agreement (or similar) with the IP owner.

- f) A non self-accrediting institution is required to provide details of benchmarking against similar programs during the design and development of the program.

Short program title	Benchmarking

- g) Are there articulation and/or credit transfer arrangements with other institution(s) for this program? (eg VET/TAFE course)

Yes **No**

If yes, briefly describe the arrangements and **attach**, as Attachment 1.3g, a copy of the agreement(s)

Name/s of Institution	Articulation and/or credit transfer arrangements

- h) **Attach**, as Attachment 1.3h, a description of the program structure and content showing the overall program design including general and specific components and weightings (credit points).
- j) **Attach**, as Attachment 1.3j, a chart/map of the program sequence by semester with core and elective units and exit points where relevant.

1.4 Program delivery mode/s

- a) The delivery mode(s) for all the components that make up the program.

Note: if distance education is included, and titles of units/ unit elements offered through distance education are different, all unit outlines should be included in the application.

Delivery mode	Program component

- b) Describe below, the supervisory systems used to ensure the quality of the student experiences in schools or other education settings, where delivery includes a practicum component.

Supervisory arrangements of practicum components

CHECKLIST FOR SECTION 1 ATTACHMENTS

Confirm as indicated below that you have attached all requested documentation for Section 1.

Note: All attachments should be clearly labelled (tabbed) with the relevant attachment number.

Insert additional rows, if required.

Attachment Name	Attachment No.	Attached Y N N/A
Program endorsement letters, where available	1.3b	Y N
Copy of the legal agreement with the IP owner	1.3e	Y N N/A
Articulation and/or credit transfer agreement	1.3g	Y N N/A
Description of program structure	1.3h	Y N
Chart/map of program sequence	1.3j	Y N

SECTION 2:

ACHIEVING GRADUATE TEACHER STANDARDS AND ADDRESSING MANDATORY AREAS

2.1 Program content to attain the Graduate Teacher Standards and address Mandatory Areas

All Standards and Mandatory Areas must be achieved by the end of a program. One Standard may be achieved in several units and several Standards may be achieved in one unit. All requirements of Mandatory Areas must be addressed. In addition to a specific special education unit, the requirements of a Mandatory Area may be addressed in several units or in one unit.

Unit outlines provide evidence of the extent to which a program will enable pre-service teachers to attain the Graduate Teacher Standards and complete study of the Mandatory Areas through participation in lectures, tutorials, assessment tasks, projects, professional experience, etc.

A unit outline should describe workload and how credit points are allocated to the unit, whether it is core or elective, any pre-requisite and co-requisite units, purpose, content, a timetable for coverage of topics, delivery, assessment methods and assignments set (linked to outcomes and Graduate Teacher Standards and Mandatory Areas), set texts and recommended readings.

A unit outline template (Document 10) may be downloaded from the Institute website. Where an institution uses its own unit outline template it will be necessary to check that Institute-required details are included in each unit outline.

- a) **Attach**, as Attachment 2.1a, an outline of each unit in the program, as distributed to students.
- b) In each unit outline, a statement to describe the particular Graduate Teacher Standard/s to be met by students undertaking that unit.
- c) Evidence of where Graduate Teacher Standards are being met using *Document 9: Graduate Teacher Standards Sources of Evidence*. This template may be downloaded from the Institute website. For each program, only one template is required for the Graduate Teacher Standards Sources of Evidence.

For the Graduate Teacher Standards Sources of Evidence, the evidence will need to indicate where all 46 Standards have been included in the program and how each Standard will be achieved by all graduates. Evidence might be an assessment task in a particular unit, a tutorial presentation and reports on supervised professional experience that are benchmarked against the Standards. The evidence provided will assist the ITEC Panel to determine how a pre-service teacher is able to achieve each Standard.

Attach, as Attachment 2.1c, a completed copy of the *Graduate Teacher Standards Sources of Evidence* template

- d) Evidence of where Mandatory Areas are addressed using *Document 9A Mandatory Areas Sources of Evidence*. This template may be downloaded from the Institute website. For each program, only one template is required for the Mandatory Areas Sources of Evidence.

For the Mandatory Areas Sources of Evidence the evidence will need to indicate that the program allows pre-service teachers to demonstrate learning outcomes related to these requirements through curriculum content and assessment tasks and professional experiences.

Attach, as Attachment 2.1d, a completed copy of the *Mandatory Areas Sources of Evidence* template.

- e) A description of sources of data or evidence to demonstrate achievement of Standards in extra curricular activities and experiences not included in the units (if applicable).

Sources of data or evidence to demonstrate achievement of Standards in extra curricular activities and experiences not included in the units

Sources of data or evidence to demonstrate achievement of Standards in extra curricular activities and experiences not included in the units

2.2 Assessment methods

- a) A statement of the overall assessment methodology for the program that is valid, reliable and appropriate to the program objectives/outcomes.

Note: assessment tasks, assessment criteria and marking details for each unit will be included in each unit outline at Attachment 2.1a.

Assessment methodology

- b) A statement on when and how students are informed of the assessment requirements, if not provided in each unit outline submitted.

If not in each unit outline submitted, **attach**, as Attachment 2.2b, a copy of all documentation that demonstrates when and how students are informed of assessment requirements; for example, institution handbook, student handbook and student unit outline.

2.3 Collaboration between teacher educators and teachers in schools and the profession as a whole, to support pre-service teachers

Opportunities for teacher educators to work collaboratively with schools and the profession as a whole are an essential and important element of the program.

- a) A description of the work of teacher educators in the institution in partnership with schools and the profession to support pre-service teachers as identified in the Graduate Teacher Standards, eg collaborative meetings, seminars, professional development.

Work of teacher educators and teachers in schools and the profession as a whole to support pre-service teachers

2.4 Professional experiences developed in partnership with schools to ensure adequate supervision, monitoring and assessment of pre-service teachers

- a) A description of the range and diversity of professional experiences undertaken by a pre-service teacher that will enable them to meet the Graduate Teacher Standards.

If this information is included in a professional experience handbook, note in the text below.

The range and diversity of professional experiences undertaken by a pre-service teacher, and that will enable them to meet the Graduate Teacher Standards

- b) A description of the philosophical bases of the professional experiences.

The philosophical bases of the professional experiences

The philosophical bases of the professional experiences

- c) A description of the nature of the involvement of the wider profession in the development and delivery of professional experience.

The nature of the involvement of the wider profession in the development and delivery of professional experience

- d) Details of the partnership arrangements between the teacher education institution and teacher/s in a school for the delivery of the professional experience component of the program.

Partnership arrangements between the teacher education institution and teacher/s in a school for the delivery of the professional experience component of the program

- e) A statement of specific planning details for the professional experiences in recognised schools and other educational settings that will contribute to the learning of the pre-service teacher (including number of days, types of schools/settings, and number of practising teachers involved).

Specific planning for professional experiences

- f) A description of how academic staff working in the program will support the supervising teacher in their role of developing and assessing the pre-service teacher against the Standards.

How academic staff working in the program will support the supervising teacher in their role of developing and assessing the pre-service teacher against the Standards

- g) An outline of processes for associated assessment protocols for professional experience and the sources of evidence that will demonstrate that a pre-service teacher has:
- i. satisfactorily completed a number of supervised teaching periods in a classroom in a school; and
 - ii. been given the opportunity to meet nominated Graduate Teacher Standards.

Processes for associated assessment protocols for professional experience and the Graduate Teacher Standards sources of evidence

Attach, as Attachment 2.4g, a copy, for example, of the student handbook and professional experience handbook, that provide/s information including assessment protocols for professional experience.

2.5 Internship

Where an internship is included in the program describe (if not covered above):

- i. the development of a clear sequence from practicum to internship which is linked to students' expanding knowledge; and
- ii. a well defined assessment process at the point of progressing from practicum to an internship.

Guidelines for internship where offered, for a clear sequence from practicum to internship, linked to a pre-service teacher's expanding knowledge; including a well defined assessment process at the point of progression

2.6 Additional NSW Government documentation required for professional experience including the internship

Attach, as Attachment 2.6 a record of completion/advice that the following have been completed:

- i. acknowledgement of the requirement for the completion by teacher education students of a *Prohibited Employment Declaration* prior to the first in-school experience;
- ii. acknowledgement of the necessity for a formal internship agreement between the institution, employers, schools, and/or unions as applicable; and
- iii. acknowledgement of the requirement for teacher education students to undergo a *Working with Children Check* prior to the commencement of an internship.

CHECKLIST FOR SECTION 2 ATTACHMENTS

Note: All attachments should be clearly labelled (tabbed) with the relevant attachment number and page numbers.

Confirm as indicated below that you have attached all requested documentation for Section 2.

Insert additional rows, if required.

Attachment Name	Attachment No.	Attached Y=Yes N=No
Unit Outlines	2.1a	Y/ N
Graduate Teacher Standards Sources of Evidence	2.1c	Y/ N
Mandatory Areas Sources of Evidence	2.1d	Y/ N
Documentation informing students of assessment requirements	2.2b	Y/ N
Student handbook or professional experience handbook that provide/s information, including assessment protocols, for professional experience	2.4g	Y/ N
Applicant's Declaration to accompany the application for approval	DOCUMENT 11	Y/ N