

The Top Ten Essential Elements of Initial Teacher Education Courses

1. The practicum experience should total *at least 100 days*, be regular throughout each year of the course and must include an initial experience early semester one of the course and a final placement of at least 6 weeks towards the end of the course.
2. Through a rigorous screening of applicants, universities, in collaboration with principals, should select students who are:
 - a. Academically capable;
 - b. Emotionally intelligent;
 - c. Organised, dedicated, enthusiastic and conscientious;
 - d. Morally and ethically principled; and,
 - e. Respectful of, and communicate well with, both children and adults.
3. Courses must have a strong emphasis on the teaching of literacy and numeracy with the depth of learning required for students being educated and trained to teach across the years of primary schooling.
4. Course content should include professional studies in child psychology, social and emotional child development and promote the understanding and development of skills that take account of student diversity and needs.
5. Courses must ensure students develop skills and knowledge in:
 - a. A range of successful and evidence-based pedagogical approaches;
 - b. The use of assessment data to drive teaching and learning;
 - c. Modern and classroom targeted technologies;
 - d. Student behaviour management;
 - e. Teaching students with disabilities or special learning needs;
 - f. Curriculum mapping, integrated learning and lesson planning; and,
 - g. Pastoral care responsibilities that include social and emotional support strategies.
6. All pre-service teachers have the right to quality supervision from experienced and high level teachers who are familiar with the responsibilities associated with this role. Universities need to provide a coordinator to manage the process of practicum placement and provide ongoing support to the school and supervising teaching team.
7. Universities must have a procedure for addressing unsatisfactory performance in studies, as well as, the formal teaching practice.
8. Courses are delivered by appropriately qualified staff with contemporary school teaching experience.
9. Universities must demonstrate that graduates of the teacher education course meet the graduate career stage of the Australian professional standards for teachers.
10. Graduate teachers demonstrate the following key 'classroom ready' skills:
 - High level communication skills (listening, interview, report writing, difficult conversations and professional conversations);
 - Skilled classroom management;
 - Curriculum knowledge, pedagogy and effective teaching practices;
 - Community readiness and building rapport with students, parents and colleagues;
 - Professional conduct, positive attitude, integrity and ethics; and,
 - Parent engagement skills and strategies.