Initial Teacher Education Quality Assurance Oversight Board

Initial Teacher Education Quality Assurance Oversight Board 2025-26 Annual Report



With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 4.0 International (https://creativecommons.org/licenses/by/4.0/) licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 4.0 International (https://creativecommons.org/licenses/by/4.0/legalcode).

The document must be attributed as the Initial Teacher Education Quality Assurance Oversight Board Annual Report 2025–26.

Acknowledgement of Country

The Initial Teacher Education Quality Assurance Oversight Board acknowledges the Traditional Custodians of the lands and waters throughout Australia. We pay our respects to Elders past and present and extend that respect to all First Nations Peoples and communities. We recognise and honour the enduring connection that First Nations Peoples and communities have to Country, cultures, language and learning.

Contents

Initial Teacher Education Quality Assurance Oversight Board 2025-26 Annual Report 1
Acknowledgement of Country 3
Foreword 5
Acronyms and Abbreviations 7
Board Membership 8
Executive Summary 9
- Overview 9
- Role of the Board 9
- Context and purpose of the Board's Work 9
- Priority Projects and Outcomes 10
- Next Steps 11

Strategic Context 12
Board Priorities and Outcomes 14
- Monitoring and Verifying the Implementation of Core Content 14
- National Cross-Institutional Moderation of Teaching Performance Assessments (TPAs) 18
- Nationally Consistent, Transparent ITE Indicators 20
- Enabling Project: Information-Sharing with HEPs 21

Stakeholder Engagement 24
Looking Forward 28
Acknowledgments 30
Appendices 31

Foreword

The Hon Jason Clare MP

Chair, Education Ministers Meeting

Parliament House

Canberra ACT 2600

2 November 2026

Dear Minister

I provide to you the second annual report of the Initial Teacher Education Quality Assurance Oversight Board (the Board).

The Board's role is to provide Education Ministers with a national view of the quality, consistency and outcomes of initial teacher education (ITE). While the Board's first two years of operation have necessarily focused on establishing the systems, processes and partnerships required to support this objective, foundations are now in place with early insights beginning to emerge.

In 2025-26, the Board continued to implement key reforms aimed at strengthening the quality, consistency and transparency of ITE across Australia. This included overseeing the incorporation of core content into accredited ITE programs, commencing the inaugural quality assurance process for core content delivery, and implementing a survey of ITE students and graduates to assess the impact of these reforms over time. The Board also progressed the development of the ITE Data Dashboard for reporting on nationally consistent, transparent indicators of ITE to provide greater insight and transparency of ITE outcomes.

Looking ahead, over the next 12 months the Board will move from initial delivery to integration. In 2026-27, the Board will focus on continuing implementation of priority projects, including completing and reporting on the first annual core content quality assurance cycle and facilitating the second cycle in 2027, implementing the national cross-institutional moderation process for Teaching Performance Assessments, implementing the survey of ITE students and graduates and reporting on the nationally consistent, transparent indicators of ITE. As these initiatives become more fully integrated, the Board will be better positioned to understand how evidence-based practices are being embedded across ITE programs, how consistently graduate teacher readiness is being assessed, and how ITE outcomes are changing over time.

The Board's progress has been supported by the expertise and commitment of stakeholders across the ITE sector. Through ongoing collaboration with stakeholders, the Board has focused on supporting a nationally consistent and high-quality ITE system that equips graduate teachers with the capabilities needed for effective classroom practice, promotes consistent assessment of teacher readiness, and enables robust national reporting of ITE outcomes. We remain committed to strengthening collaboration with key stakeholders across the ITE sector to inform our work and decision-making going forward.

I am grateful for the opportunity to steward this important program of reform and the continued support of all Education Ministers to better prepare future teachers and support improved outcomes for all Australian students.



Sharon Schimming
Chair
On behalf of Board members

26 September 2026

Acronyms and Abbreviations

ACDE – Australian Council of Deans of Education

Accreditation Standards and Procedures - Accreditation of initial teacher education programs in Australia: Standards and Procedures

ATRA – Australasian Teacher Regulatory Authorities

AERO – Australian Education Research Organisation

AESOC – Australian Education Senior Officials Committee

AITSL – Australian Institute for Teaching and School Leadership

AMAAC – Australian Moderation and Assessment Advisory Committee

Dashboard – Initial Teacher Education Data Dashboard

EMM – Education Ministers Meeting

GOS – Graduate Outcomes Survey

GOS-L – Graduate Outcomes Survey - Longitudinal

HEP – Higher Education Provider

ITE – Initial Teacher Education

NATSIEC – National Aboriginal and Torres Strait Islander Education Corporation

QITE – Quality Initial Teacher Education Review

SES – Student Experience Survey

SMEs – Subject matter experts

SRC – Social Research Centre

TEEP – Teacher Education Expert Panel

TPA – Teaching Performance Assessment

TRA – Teacher Regulatory Authority

Board Membership

Ms Sharon Schimming, Chair
Director-General, Queensland Department of Education

Emeritus Professor Bill Louden AM, Deputy Chair
Emeritus Professor, University of Western Australia

Mr Stephen Bell
Former regional director for Far North Queensland in the Queensland Department of Education

Ms Jane Bovill
Former Principal at Riverside Primary School, Tasmania

Mr Matthew Johnson
President, Australian Special Education School Principals Association

Mr Jeremy Kurucz
Acting Deputy Secretary, Education and Skills Reform, NSW Department of Education

Professor Elizabeth Labone
Chief Executive Officer, Victorian Catholic Education Authority

Mr Douglas Melrose-Rae
Associate Chief Executive, Association of Independent Schools of NSW

Ms Adrienne Nieuwenhuis
Commissioner, Tertiary Education Quality and Standards Agency

Emeritus Professor Jo-Anne Reid
Emeritus Professor, Charles Sturt University

Professor Ruth Wallace
Pro Vice-Chancellor, Faculty of Arts and Society, Charles Darwin University

Executive Summary

Overview

The Initial Teacher Education Quality Assurance Oversight Board (the Board) was agreed to by Education Ministers in December 2023 to bring about reform recommended by *Strong Beginnings: Report of the Teacher Education Expert Panel* (TEEP) to strengthen initial teacher education (ITE).

In its initial years of operation, the Board established the foundations for its operations and commenced a program of work to establish a national systemic approach to quality assurance for ITE programs to strengthen the effectiveness and consistency of ITE programs in Australia and help ensure that graduates are well prepared to enter the teaching profession. Its inaugural 2024-25 Annual Report marked the first key milestone in the national effort to enhance the quality, consistency and outcomes of ITE programs across Australia, and established the future direction of the Board's work.

In 2025-26, the Board shifted from its establishment phase to a focus on implementation. This report describes the substantial achievements made over this period, including: implementing a methodology to quality assure core content implementation; developing a cross-institutional moderation process for Teaching Performance Assessments (TPAs); developing reporting capability for nationally consistent ITE indicators; and facilitating information sharing with higher education providers (HEPs) to support core content quality assurance.

Role of the Board

The Board is an expert advisory body responsible for overseeing a systemic, national approach to assessing the quality, consistency, and outcomes of ITE programs in Australia. The Board provides Education Ministers with independent, evidence-based insights and works closely with a broad range of stakeholders, including HEPs, Teacher Regulatory Authorities (TRAs), teacher employers, and peak representative groups in a collaborative manner to support system improvement.

Context and purpose of the Board's Work

With Australia facing current and predicted teacher shortages, all Education Ministers are seeking to strengthen ITE so that more students complete their degrees; graduate teachers are better prepared when they start teaching; and higher quality teachers are retained in the profession for longer.

The TEEP recommended the establishment of the Board to strengthen national oversight of ITE and support a more systematic approach to assessing and improving the quality, consistency and outcomes of ITE programs. The Board was established in 2024 to provide expert leadership on quality assurance, drive continuous improvement

across the sector, and support Education Ministers' objective of ensuring that more graduates enter the profession well prepared and remain effective teachers throughout their careers.

The Board's work in 2025-26 built on its achievements in 2024-25 to deliver on Education Ministers' ambition, with a focus on:

- ensuring the effective implementation of core content
- promoting consistency by establishing a national benchmark for TPAs
- delivering transparent, nationally consistent indicators of program outcomes
- enabling information sharing with HEPs.

Priority Projects and Outcomes

Monitoring and Verifying the Implementation of Core Content

This work comprises three interrelated components: monitoring provider progress toward embedding core content, establishing a national quality assurance process to verify implementation from 2026, and developing an ITE Perceptions Survey to assess student and graduate knowledge of and confidence in applying the core content.

In 2025-26:

a) All HEPs delivering accredited ITE programs in 2026 have been teaching core content since Semester 1. Forty-five out of 46 ITE providers have received verification from their TRA that their ITE programs meet core content requirements for accreditation. The remaining provider suspended ITE enrolments in 2026 but had already incorporated core content into its programs and is on track to receive verification in time for Semester 1, 2027.

b) The core content quality assurance methodology was finalised. The parameters and sampling approach were defined for the inaugural quality assurance process that commenced in April 2026, focusing on the assessment of Core Content Area 2: Effective Pedagogical Practices (general, literacy and numeracy) across 16 primary ITE programs.

c) The ITE Perceptions Survey of ITE students and graduates was implemented in the 2025 Student Experience Survey (SES), 2026 Graduate Outcomes Survey (GOS) and 2026 Graduate Outcomes Survey – Longitudinal (GOS-L).

National Moderation of TPAs

To demonstrate that ITE graduates are being consistently assessed against the Graduate Teacher Standards, the Board commissioned the Australian Institute for Teaching and School Leadership (AITSL) to establish a single scale of classroom readiness; identify the passing standard; and design the national cross-institutional moderation process for TPAs. Implementation is expected from early 2027.

Nationally Consistent, Transparent ITE Indicators

AITSL was commissioned to develop the ITE Data Dashboard (Dashboard) to report on the nationally consistent, transparent indicators for ITE as recommended by TEEP. The design of the Dashboard has been finalised and underwent stakeholder testing, with the inclusion of data and contextual information on ITE programs. Publication is expected in late 2026 pending approval from Education Ministers.

Enabling Project: Information Sharing with HEPs

The Board established information sharing requirements with HEPs to support quality assurance of core content delivery.

Next Steps

Following a year of strong delivery against its work program, and deepening strategic stakeholder relationships, the Board will move into its next phase of maturity in 2026-27 focused on further integrating its role within the national ITE architecture, continued delivery of priority projects, and strengthening stakeholder relationships across the ITE sector.

Key priorities for 2026-27 include:

- publishing the Dashboard (pending Education Ministers' agreement)
- completing the first full cycle of core content quality assurance and indicator reporting
- reporting on the ITE Perceptions Survey results
- implementing the national cross-institutional moderation process for TPAs
- strengthening stakeholder relationships and engagement.

Strategic Context

The strategic context for the work of the Initial Teacher Education Quality Assurance Oversight Board (the Board) in 2025-26 was shaped by a national reform agenda aimed at improving teacher quality, ensuring greater consistency in the preparation of new teachers across Australia, and strengthening the teacher workforce pipeline. The Board sits at the centre of efforts to implement recommendations of the *Strong Beginnings: Report of the Teacher Education Expert Panel* (TEEP) which called for a national mechanism to oversee quality assurance and continuous improvement in initial teacher education (ITE). The Board serves as a key national mechanism for monitoring and strengthening the quality of ITE, supporting reforms that enhance teacher preparedness, improve workforce capability and contributing to better outcomes for students.

Both the Quality Initial Teacher Education (QITE) Review and TEEP report emphasised that high-quality teaching is one of the most important school-based influences on student learning and that ITE plays a critical role in preparing effective teachers. They identified a need for stronger national mechanisms to provide assurance that all graduates meet consistent expectations and standards.

The ITE landscape is complex and varied. It operates at the intersection of higher education, school and early childhood education, professional regulation, workforce planning and policy settings. It involves multiple ITE providers, regulators, professional bodies, employers and stakeholders with shared but distinct teacher preparation responsibilities who are operating across diverse education settings and jurisdictional contexts. For example, there are almost 50 higher education providers (HEPs) in Australia delivering around 350 accredited ITE programs nationwide, ranging from undergraduate teaching degrees to postgraduate and employment-based pathways. Eight teacher regulatory authorities (one in each state/territory) share responsibility for accrediting ITE programs and teacher registration across jurisdictions. There are 12 Teaching Performance Assessment (TPA) models used by ITE providers to assess graduate readiness, thousands of schools that participate annually in professional experience placements, and multiple school sectors employing teachers. This complexity underscores the importance of a national approach to ensure the quality, consistency and outcomes of ITE programs in Australia, while still allowing flexibility to respond to different local contexts, education settings and workforce needs. The Board was established to provide this function.

Addressing current and future teacher workforce needs requires a strong and effective ITE system. Education Ministers are focused on reforms that support higher completion rates, improve graduate teacher preparedness, and enhance the retention of quality teachers across Australia. The ITE sector is adapting to significant technological, social and educational change. Developments in artificial intelligence, the growth of social media, global instability, changing workforce expectations and increasingly diverse student needs are reshaping the capabilities required of future teachers. These

challenges create new opportunities for innovation in teacher preparation while reinforcing the importance of nationally consistent, high-quality ITE programs that equip graduates with the knowledge, skills and professional judgement required to thrive in contemporary classrooms. The Board plays an important role in providing a macro-level national view of ITE program quality to inform national policy development and drive systemic improvements to facilitate a well-prepared, effective and sustainable teacher workforce.

In 2025-26, the Board transitioned from its establishment phase into implementation of reforms recommended by TEEP to strengthen ITE programs. This included overseeing the incorporation of core content into accredited ITE programs to ensure new teachers are better prepared to recognise and respond to the learning needs of individual students; commencing a process to quality assure the delivery of core content; implementing a survey of ITE students and graduates to assess the impact of these reforms over time; and developing the ITE Data Dashboard (Dashboard) to report on the nationally consistent, transparent indicators for ITE. The Board also lent its expertise to other initiatives designed to strengthen ITE programs, such as informing priority areas and assisting with the assessment of grant applications for the Australian Government's *Strong Beginnings (Excellence) Fund*. The fund enacts TEEP recommendation 7 by supporting ITE providers to improve performance across the ITE sector. The inaugural grant round opened in December 2025, awarding $1.56 million to ITE providers across Australia to undertake projects intended to strengthen ITE and promote the sharing of best practice.

During its implementation phase the Board has continued to engage with key stakeholders across the ITE sector to support and complement current efforts to support high-quality nationally consistent ITE that delivers strong graduate outcomes. Its strategic focus is working collaboratively with the Australian ITE sector to equip graduate teachers with capabilities they need to succeed in the classroom; facilitate consistent assessment of what ITE students are taught; and enable nationally consistent reporting of ITE indicators as part of an integrated, coordinated and high quality ITE system that supports the preparation of effective, classroom ready teachers.

Monitoring and Verifying the Implementation of Core Content

The following overview of the Board's work to verify and monitor the embedding, implementation and delivery of core content in ITE programs, as mandated by Education Ministers, includes three elements: monitoring provider progress toward embedding core content; establishing a national quality assurance process to verify implementation from 2026; and developing a ITE Perceptions Survey to capture ITE students' and graduates' perceived knowledge of and confidence in applying the core content. Together, these initiatives provide a comprehensive view of fidelity, consistency, and impact across the ITE system.

(a) National monitoring of embedding core content into ITE programs

All HEPs delivering accredited ITE courses in 2026 have been teaching core content since Semester 1. Forty-five out of forty-six ITE providers have received verification from the relevant TRA that their ITE programs meet core content requirements for accreditation. One provider suspended ITE enrolments in 2026 but had already incorporated core content into its programs and is on track to receive verification in time for Semester 1, 2027.

In December 2023, Education Ministers agreed to the introduction of core content in ITE programs and the requirement that all ITE providers embed this in their programs by the end of 2025. The core content is evidence-based, aligned to the Australian Professional Standards for Teachers (Graduate level), and covers what every teacher should learn to be prepared for the classroom and best support students. The 4 types of core content cover: the brain and learning; effective pedagogical practices; classroom management; and responsive teaching (including a focus on First Nations peoples, cultures and perspectives; cultural responsiveness; and diverse learning needs including students with disability). The core content learning outcomes are published in full in Schedule 1 of the Australian Institute for Teaching and Schools Leadership's *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (Accreditation Standards and Procedures). For ITE programs to be accredited, providers need to show how their graduates successfully demonstrate knowledge of the core content and meet the core content learning outcomes.

In 2025-26, ITE providers and TRAs undertook significant work to ensure that accredited ITE programs were updated to include the core content. To support this, in mid–2024 the Australian Government provided financial support to eligible ITE providers of $15,000 per accredited ITE program (totalling $4.275 million) through the *Strong Beginnings*

(Transition) Fund. To acquit their funding, ITE providers were required to provide the Australian Government Department of Education with evidence of core content verification from their respective TRAs. The majority of providers met the deadline of 31 December 2025. Only 8 providers had not received TRA verification of core content implementation by this deadline; of these, one had withdrawn from the higher education sector, and the remaining 7 submitted a project plan outlining the reasons for the delay and a timeframe for achieving compliance. Six of these 7 providers subsequently achieved TRA verification and were teaching the core content for the commencement of Semester 1 in 2026, with the other having made an institutional decision to suspend enrolments in 2026 but is on track for verification before the commencement of Semester 1, 2027.

The Board acknowledges the significant effort of ITE providers and TRAs to implement this important reform. Providers were required to complete a comprehensive matrix outlining how each of the core content areas were taught, practised and assessed in all their accredited ITE programs. TRAs convened assessment panels which reviewed evidence of the planned curriculum from ITE providers, and shared feedback and guidance with providers to ensure standards were met. The Board's process to quality assure core content implementation (described below) was carefully designed to build upon and not duplicate this work.

Outcomes and next steps

The embedding of core content in ITE programs across Australia is facilitating greater national alignment in teacher preparation, ensuring all graduating teachers will share a common foundation of knowledge and skills in 4 critical fields that have the greatest in-school impact on student learning.

In order to provide Education Ministers with a national view on implementation of core content, the Board relied on the cooperation of providers and TRAs, and thanks to these stakeholders for their willingness to share information, constructive dialogue, and collaboration to enable the successful achievement of this important first step to embed core content into ITE programs.

The Board committed to not publicly identify providers' progress towards incorporating core content into their ITE programs while implementation was ongoing. A report on each providers' progress was provided in confidence to the Australian Education Senior Officials Committee (AESOC) and Education Ministers Meeting (EMM), as required under the Board's Terms of Reference. The Board will continue to engage with the remaining provider that is yet to obtain formal verification from its TRA, and as noted above has been advised that this provider is on track for verification in time for Semester 1, 2027.

(b) Quality Assurance of core content implementation

The Board has implemented a robust methodology for quality-assuring the implementation of core content in ITE programs in 2026, building on the work of TRAs which assessed the planned delivery of core content in accredited ITE programs against the Accreditation Standards and Procedures. The core content quality assurance process will provide a national assessment of how well core content has been delivered in ITE programs, the consistency of implementation across ITE programs, and on this basis identify any opportunities for improvement to the quality assurance process in future years.

In 2025-26, the Board finalised the approach for quality-assuring the implementation of core content in ITE programs, which was underpinned by work undertaken by the Australian Education Research Organisation (AERO) to develop the methodology and practical tools to apply the methodology and sampling approach.

The decisions and activities required to deliver the annual core content quality assurance process comprise 6 phases, as set out in the following table:

Phase 1	Set the parameters: The Board decides the core content increments to be assessed, the corresponding Subject Matter Expert (SME) groups to be established and the evidence requirements for quality assurance.
Phase 2	Sampling approach: The Board identifies the settings for the sampling approach to identify the ITE programs for quality assurance.
Phase 3	Evidence collection and preliminary text search: Preliminary text search of ITE program materials is undertaken to identify units for comprehensive assessment by SMEs.
Phase 4	Comprehensive assessment: Comprehensive assessment of ITE program materials is undertaken by SMEs for selected units.
Phase 5	Outputs: The Board reports on findings of the quality assurance assessment to EMM.
Phase 6	Structured feedback: The Board will seek feedback and review the quality assurance process each year to refine the approach for future quality assurance cycles.

A core content sub-committee was established by the Board to develop a plan to facilitate quality assurance of all core content increments over a 4-year period. The sub-committee also assisted in determining the parameters for the 2026 quality assurance

process in relation to core content increments to be quality-assured, sample size, ITE programs to be included in the sample, locations, evidence requirements and subject matter expertise. The Board determined that in 2026, 16 primary ITE programs would be selected for assessment of the delivery of Core Content Area 2: Effective Pedagogical Practices (general, literacy and numeracy). The sample would include at least one program in each jurisdiction, an even mix of bachelor and master programs, and no more than one program per provider.

The Board Secretariat undertook a competitive procurement process to select an organisation to undertake the quality assurance process in 2026. Dandolo Partners International (dandolo) was engaged for this purpose, supported by SMEs. The 2026 quality assurance process commenced in April 2026. Sampled ITE providers submitted evidence of the planned curriculum to assist with a Preliminary Text Search to identify where core content appeared in the curriculum and select units for comprehensive assessment. Sampled ITE providers then supplied evidence of the delivered curriculum for the selected units to support a comprehensive assessment by SMEs. Comprehensive assessment includes analysis of program materials, and discussions with each ITE provider to contextualise program materials and gain insights into how core content is taught, to determine the quality of implementation of core content in ITE programs.

The Board has communicated regularly with ITE providers, the Australian Council of Deans of Education (ACDE) and its state affiliates, TRAs and Australasian Teacher Regulatory Authorities (ATRA) about the purpose, scope, process and timeframes for the quality assurance of core content in ITE programs. Ongoing dialogue has helped to inform and clarify arrangements, and the Board is enormously appreciative of the active engagement, cooperation and good will of these critical stakeholders to support the establishment of this important quality assurance measure.

Outcomes and next steps

Quality assurance plays a critical role in ensuring that core content is meaningfully integrated into ITE programs and delivered consistently across providers. It provides confidence that graduate teachers are equipped with the foundational knowledge and skills expected of the profession, while supporting the integrity of teacher qualifications, maintaining public trust, and reinforcing the reputation of the ITE sector.

The Board will report the outcomes of the 2026 core content quality assurance process to Education Ministers in October 2026. Each ITE provider included in the sample will receive an individual report. A separate single report will be prepared for TRAs. This information will help to drive continuous improvement and strengthen ITE program quality over time.

Continued collaboration and information exchange with key stakeholders will be crucial to ensuring the success of this quality measure and the effective and consistent delivery of core content to pre-service teachers. Feedback will be sought from key stakeholders on the 2026 quality assurance assessment cycle that will help to inform the process going forward. A key focus will be continued engagement with First Nations education stakeholders to ensure that the assessment of Core Content Area 4 - Responsive Teaching focus area 4.1 - First Nations people, cultures and perspectives is undertaken in a culturally-informed and appropriate manner, which remains a priority for the Board. It is expected that ITE providers will be informed of the scope and parameters for the 2027 quality assurance cycle in late 2026.

Appendices

Appendix A: Core content quality assurance parameters and sampling approach for 2026

(c) ITE perceptions survey of student and graduate teachers

During 2025–26, the ITE Perceptions Survey was conducted with ITE students and graduates nationally through the Australian Government Department of Education's Quality Indicators of Learning and Teaching (QILT) survey suite in 2025 and 2026.

The ITE Perceptions Survey collects data on ITE students' and graduates' perceptions of their knowledge of, and confidence in applying, the core content learned during their ITE program. The survey was successfully administered by the Social Research Centre as part of the 2025 Student Experience Survey (SES), the 2026 Graduate Outcomes Survey (GOS) and the 2026 Graduate Outcomes Survey – Longitudinal (GOS-L).

The ITE Perceptions Survey will be repeated in future years through the QILT survey suite, allowing perceived knowledge and confidence to be tracked across successive cohorts of teaching students and graduates.

Outcomes and next steps

Findings from the ITE Perceptions Survey will be provided to Education Ministers.

National Cross-Institutional Moderation of Teaching Performance Assessments (TPAs)

The Board has overseen the establishment of a national methodology for cross-institutional moderation of TPAs. This has included the establishment of a national benchmark that will ensure that all ITE graduates are assessed against a consistent standard of classroom readiness regardless of where they undertake their ITE program. The next phase will focus on supporting TPA providers to adopt the national cross-institutional moderation process.

TPAs are a valuable mechanism for ensuring graduate teachers demonstrate classroom readiness prior to graduation. The QITE Review and TEEP report identified variability in assessment and standards across ITE providers. This project has laid the groundwork for a more consistent and transparent approach to assessing graduate teacher readiness across Australia. The Board first engaged the Australian Institute of Teaching and School Leadership (AITSL) to undertake a base-line exercise in 2024-25 to determine how ITE providers across the country were assessing individual graduates against the Australian Professional Standards for Teachers - Graduate Teacher Standards, for the purposes of a TPA.

In 2025-26, further work was undertaken by AITSL to establish a reliable single scale of classroom readiness underpinning the TPAs and reliably locating TPA student samples along the scale to identify the passing standard as a national benchmark for cross-institutional moderation. From there, a process for national cross-institutional moderation of TPAs was designed and a national handbook developed to support its adoption by TPA providers, which were agreed by the Board.

A summary of the national cross-institutional moderation process agreed by the Board is below:

- TPA providers will select moderation samples from TPA submissions made in the previous 12 months.
- Experienced TPA assessors will serve as national moderators who will use the guidance materials to determine if each assigned sample meets the passing standard using alternating rounds of individual judgement and social moderation.
- AITSL will facilitate national moderation activities and analyse judgement data.
- The Australian Moderation and Assessment Advisory Committee (AMAAC) will provide expert advice across all stages of national moderation.
- A national moderation report will be prepared for AMAAC, the Board and all TPA providers describing the quality assurance activity and deidentified results. Each participating TPA provider will receive an individual report comparing the consistency of its application of the national passing standard with that of national moderators.

The development of the national cross-institutional moderation process has been guided by the AMAAC - a panel of leading experts in teacher education and assessment. The strong participation and support from all 12 TPA providers and HEPs in the development process has been critical to its robustness and utility. This collaborative approach signals a stronger sense of collective ownership of TPAs, which will be essential to the success of the next stage of the project.

Outcomes and next steps

This is the first time that cross-institutional moderation at a national level has been an option in Australia. Implementing the national cross-institutional moderation process is expected to help TPA providers make more consistent judgements about TPA submissions and build public confidence in the quality of graduate teachers across Australia. The Board has agreed to support annual in-person cross-institutional moderation from 2027, for at least two initial cycles. Undertaking the national cross-institutional moderation process annually will facilitate regular feedback and undertaking it in person will provide more frequent opportunities for shared understandings to be established and maintained. This will require national coordination and support, which will be led by AITSL.

Appendices:

Appendix B: Development of a national cross-institutional moderation process for TPAs

Nationally Consistent, Transparent ITE Indicators

The Board, in partnership with AITSL, has progressed work on finalising the first iteration of the Dashboard to report on the nationally consistent, transparent indicators for ITE programs. This includes populating the Dashboard with higher education data on ITE programs from the Australian Government Department of Education and contextual information about ITE programs from ITE providers.

In 2024-25, the Board approved reporting on a set of 13 nationally consistent, transparent indicators across 4 domains in ITE: selection; retention; preparedness; and transition to teaching. These indicators were recommended by TEEP and are designed to improve transparency, support continuous improvement, and provide Education Ministers with insights into ITE program outcomes over time. This will provide insight on the extent to which ITE providers are:

- selecting diverse, high-quality candidates in areas of workforce need
- supporting their ITE students to graduate as teachers
- preparing ITE students to begin teaching
- supporting graduate teachers to transition effectively into the teaching profession.

The Dashboard will begin by reporting the nationally consistent, transparent indicators for the year 2024, compared to historical data over the period 2019 to 2023. Additional data is being collected to report on the subject specialisations of secondary ITE students and the subjects they teach after graduation, through the SES and GOS. These indicators will be included in future annual updates to the Dashboard.

AITSL has populated the Dashboard with available data for the indicators, supplemented with additional data on contextual factors related to the indicators, such

as the number of students enrolled in ITE. The Dashboard also includes qualitative contextual information provided by ITE providers describing their programs.

AITSL is consulting with its Advisory Group for Aboriginal and Torres Strait Islander Education (AGATSIE) to review the inclusion of First Nations student enrolment data in the Dashboard.

Outcomes and next steps

The Dashboard will be provided to Education Ministers and agreement to its publication will be sought. The Dashboard will be updated with 2025 higher education data when it becomes available in late 2026.

Appendices:

Appendix C: List of nationally consistent, transparent indicators for ITE

Enabling Project: Information-Sharing with HEPs

The Board facilitated information-sharing with HEPs to support commencement of quality assurance of core content in ITE programs in 2026. The Board worked with dandolo (commissioned to undertake the 2026 quality assurance cycle) to communicate to ITE providers the process for sharing program materials and ensure all information is managed in a secure, efficient and appropriate manner.

The information-sharing project was established to determine options for the Board to access the necessary information to enable quality assurance of core content, as well as to identify the best practices for that information to be transmitted, secured and maintained.

In 2024-25, the Board determined what information would be required from ITE providers to facilitate the quality assurance process. The Board also undertook collaborative work with key stakeholders (including ITE providers, ACDE, TRAs, ATRA and AITSL) to determine the approach for requesting information from ITE providers and key principles for information sharing.

Building on this work, in 2025-26 the Board focused on the logistics of facilitating information-sharing between ITE providers and the contractor/s engaged to undertake the quality assurance process in the most efficient and effective manner possible, avoiding duplication of effort and with minimal burden on ITE providers, whilst maintaining procedural rigour.

While a number of existing information collection channels could have been leveraged, such as through regulators, they would not have yielded the specific materials necessary to identify where and how core content has been incorporated within ITE programs; evaluate the coherence and effectiveness of its integration across the program; and determine the extent to which the program enables ITE students to

successfully achieve the new core content learning outcomes. The Board determined that the most efficient, effective and least burdensome approach would be for the contractor/s engaged to undertake the quality assurance cycles to obtain and analyse information directly from ITE providers. The contractor/s would have ongoing responsibility for requesting, collecting, storing, handling and destroying information from ITE providers during and after the quality assurance cycle in line with the key information-sharing principles developed by the Board. The contractor/s would be required to enter into an information-sharing agreement with individual ITE providers selected for sampling that provides clarity about what information is being sought, how it will be managed, and confidentiality obligations. The contractor/s would also be responsible for managing deidentification and privacy related to the collection of student samples in accordance with the Australian Privacy Principles.

dandolo was engaged to undertake the 2026 quality assurance cycle. ITE providers were informed of how their information would be used via direct communication from the Board and dandolo, and provision of updates to frequently asked questions (FAQ). dandolo entered into individual information-sharing agreements with each sampled ITE provider that outlined the purpose and principles for data collection, data security and privacy provisions, and access controls. ACDE and ATRA played a key role in sharing information across their membership bases to keep the sector informed of the quality assurance process as it evolved.

All 16 ITE providers selected for sampling in 2026 submitted evidence of the planned and delivered curriculum, such as unit outlines, teaching and learning materials, assessment tasks and student samples. Materials were submitted via file sharing or facilitating dandolo's access to a HEP's Learning Management System (LMS). A number of ITE providers also chose to provide supplementary material, outside of what was requested, that they felt was of relevance to the assessment. Following receipt and initial analysis of information provided by ITE providers, dandolo and SMEs met with each provider to ensure materials had been correctly interpreted and contextualised.

Outcomes and next steps

This project has strengthened the Board's capability to quality-assure the delivery of core content in ITE programs by providing a robust foundation for information-sharing to inform assessment of core content delivery. The constructive engagement of stakeholders and collaborative effort of stakeholders was pivotal to facilitating the quality assurance process, and commencement of the first annual quality assurance cycle in April 2026 which is well progressed. The Board acknowledges that timeframes for the inaugural 2026 quality assurance process were compressed and appreciates the cooperation of sampled providers to supply the required information within requested timeframes.

Key learnings and feedback gathered from the 2026 process will inform future annual cycles of the quality assurance of core content, to ensure information-sharing requirements and methods continue to be fit-for-purpose and impose minimum burden on the sector.

Stakeholder Engagement

In 2025-26, the Board's focus shifted from generating awareness and shared understanding to broader implementation and system-wide impact. The Board invested in developing deeper stakeholder relationships to support continuous ITE improvement and embed the Board's work into national ITE architecture. Moving forward, the Board will seek to expand and strengthen stakeholder relationships and draw on sector expertise to inform its work program and decision making and identify emerging issues and responses.

The Board recognises that effective communication, engagement and collaboration with ITE sector stakeholders is critical to informing its work agenda and delivering on its purpose to provide a national view of the quality, consistency and outcomes of ITE programs in Australia.

In its first year of operation in 2024-25, the Board engaged extensively with stakeholders to establish its strategic foundations, build awareness of its strategic intent, and establish itself as part of the ITE ecosystem. This included sharing regular updates with key stakeholders such as ITE providers, TRAs and peak bodies such as ATRA and ACDE and engaging through written correspondence, workshops, forums and targeted consultations.

In 2025-26, the Board transitioned from foundation-building to advancing implementation of reforms and delivering system-wide outcomes. Through sustained engagement and relationship-building, the Board deepened its connections across the ITE sector, supporting continuous improvement and operationalising its work within the national ITE landscape.

Strategic Context

The Board's role is to provide a national, system-level approach to quality assurance and continuous improvement, supporting the preparation of effective graduate teachers and contributing to broader teacher workforce reform objectives. The Board brings together extensive expertise and experience from across Australia's ITE sector, including higher education, school leadership, teacher regulation, accreditation, educational research, quality assurance and public policy. Collectively, Board members provide deep knowledge of teacher preparation, educational reform, system leadership and governance, enabling the Board to provide informed oversight of national quality assurance activities and support continuous improvement in ITE outcomes. While this breadth of expertise is a significant strength, the Board recognises that improving the quality, consistency and outcomes of ITE is a shared endeavour. The Board operates within a complex national ITE environment involving HEPs, TRAs, teacher employers and unions, governments, professional associations, peak bodies, and other sector stakeholders. Stakeholder engagement is central to the Board's mandate and is

essential to ensure that the Board's work is informed by sector expertise, reflects operational realities, and supports consistent implementation. Stakeholders contribute critical insights that help shape the Board's activities, identify emerging challenges and opportunities, and support the effective delivery of quality assurance initiatives.

The Board's stakeholder engagement approach is founded on early, purposeful and sustained engagement with key stakeholders, and centres around 3 main principles:

1. **Sharing:** Informing stakeholders of policy changes, new initiatives and updates to relevant issues by regular updates, primarily through the Department's website where communiques are published following Board meetings.
2. **Consulting:** Engaging with stakeholders where there is an opportunity for them to inform and influence the Board's work, such as through surveys and meetings.
3. **Collaborating**: Engaging with stakeholders for advice, to utilise expertise, to generate ideas or to address complex issues. The Board considers advice from stakeholders in its decision making and works with them in co-designing solutions where appropriate.

Through this approach, stakeholder engagement serves not only as a mechanism for communication, but as a strategic enabler of national consistency, collective sector ownership and accountability, and successful implementation of reforms aimed at strengthening the quality and outcomes of ITE in Australia.

Progress to Date

In 2025-26, the Board continued to strengthen its stakeholder engagement activities to support the delivery of its strategic objectives and priority projects. Through regular communication, consultation and collaboration, the Board ensured stakeholders remained informed of progress while providing meaningful opportunities for them to contribute expertise, insights and perspectives to its work agenda.

The Board's engagement approach was characterised by early consultation and ongoing collaboration with key stakeholders, ensuring its work was informed by diverse sector perspectives and practical expertise. As the Board's work matured, its focus evolved from building awareness and establishing relationships to fostering trusted and enduring partnerships that support the effective delivery of its priorities.

Throughout the year, stakeholders were regularly informed of the Board's activities through publication of meeting communiqués, strategic work plans and the Board's annual report. The Board and Secretariat maintained ongoing engagement with key sector leaders, including regular meetings with the President of the ACDE and Convenors of ATRA to discuss emerging issues and inform the Board's work. The Board and Secretariat also participated in a range of sector forums and delivered presentations to stakeholder groups, including the NSW Education Standards Authority, the National Principal Reference Group, ACDE and its state affiliates (including the

Victorian Council of Deans of Education), and EMM. The Secretariat further strengthened sector connections through its observer roles on the AMAAC and the Graduate Teaching Performance Assessment Advisory Board. The National Aboriginal and Torres Strait Islander Education Corporation (NATSIEC), state and territory education departments, and Education Ministers also contributed to the Board's work through established intergovernmental processes.

A key focus of stakeholder engagement during 2025-26 was supporting the implementation and quality assurance of core content in ITE programs. Recognising the significance of the core content reforms for the quality and consistency of ITE nationally, the Board maintained a strong focus on engagement with TRAs, ITE providers and peak bodies, including ATRA and ACDE, to build a shared understanding of quality assurance expectations, inform process design and support commencement of the inaugural quality assurance cycle in 2026.

TRAs played a critical role in implementing the reforms, including verifying ITE providers' incorporation of core content into accredited ITE programs by December 2025 in accordance with nationally agreed accreditation requirements. Regular engagement with TRAs provided the Board with valuable insights into implementation progress and emerging sector considerations. The Board and Secretariat also engaged extensively with the sector through presentations and discussions at the Teacher Quality and Regulation Forum (a collaboration between ATRA and AITSL), supporting information-sharing and promoting a consistent understanding of the quality assurance process.

To support sector readiness, the Board Chair wrote to all ITE providers, TRAs and ACDE outlining the quality assurance process and providing successive FAQs. This communication was complemented by direct engagement from the Board's appointed quality assurance supplier for the 2026 cycle (dandolo).

Collectively, these engagement activities strengthened stakeholder appreciation for the Board's work, supported implementation of priority projects, and enabled the Board to draw on the expertise, experience and commitment of stakeholders across the ITE sector. The insights gained through these partnerships informed the Board's decision-making, strengthened project delivery, and fostered a shared commitment to strengthening the quality ITE programs.

Outcomes to Date

Through its extensive and sustained engagement activities, the Board has embedded its work into the ITE landscape and worked to position itself as a source of expert leadership and strategic advice.

Through sustained engagement and collaboration, stakeholders have developed a shared understanding of the Board’s role in supporting national quality assurance and continuous improvement, and of how the Board’s work complements and strengthens

existing regulatory, accreditation and policy frameworks. This is particularly evident in relation to quality assurance of core content, where engagement with critical stakeholders is helping to position quality assurance as a complementary mechanism to accreditation, supporting greater assurance that core content reforms are being implemented effectively and consistently across the sector.

Testament to the Board's acceptance within ITE system architecture is reflected by a broader network of stakeholders actively seeking opportunities to engage with the Board's work, identify challenges and jointly develop solutions, and shape future directions for ITE system improvement. Examples include ATRA seeking opportunities for further collaboration between TRAs and the Board to improve the quality, consistency and outcomes of ITE Programs, and ACDE inviting the Board Chair to engage directly with Deans of Education about the Board's work via webinars and participation in ACDE's annual conference. The increasing stakeholder interest in contributing to the Board's work signals a growing sense of collective ownership for ITE quality and consistency and the success of associated reforms.

Next steps

As the Board moves from initial delivery into its integration phase in 2026-27, ITE stakeholders remain active participants in, and contributors to, the Board's work agenda and shared commitment to improve the quality and consistency of ITE programs. In 2026-27, the Board will seek to expand and strengthen stakeholder relationships and draw on expertise to inform its work program and decision making and the identification of emerging issues and responses. This includes, but is not limited to: ongoing dialogue with ITE providers and TRAs about core content quality assurance and collaboration opportunities to support reform efforts; further consultation and collaboration with First Nations education stakeholders to ensure culturally-sensitive and appropriate approaches in relation to data collection and reporting and quality-assuring core content; exploring engagement with teacher employers and unions regarding workforce needs and operational impacts; and engaging with key stakeholders more broadly to consider responses to emerging issues that impact the quality, consistency and outcomes of ITE programs in Australia.

Appendices

Appendix D: Stakeholder engagement 2025-26

Looking Forward

Key to the role of the Board is the capability to provide a national view of the quality, consistency and outcomes of ITE programs to Education Ministers. The establishment and implementation work undertaken during its first 2 years of operation will enable the Board to develop a national view of ITE programs over time and is starting to show tangible benefits.

ITE providers are now better positioned to participate in national data reporting by virtue of streamlined reporting requirements in revised Accreditation Standards and Procedures approved by Education Ministers in August 2025. The streamlined requirements reduce duplication and make it easier to report on selection cohorts and provide evidence of graduate outcomes. Supporting material published on AITSL's website is assisting ITE providers to transition to these new requirements for implementation from 1 January 2027. The Dashboard is expected to be published in late 2026 (pending EMM approval) with reporting on nationally-consistent ITE indicators to improve transparency and accountability of ITE program outcomes.

HEPs have been teaching core content as part of accredited ITE programs since the beginning of 2026. The first full quality assurance cycle to assess how well core content is being delivered will be completed by the end of 2026, with high level national outcomes due to be provided to Education Ministers in the fourth quarter. The Board will decide parameters for the second quality assurance cycle to be undertaken in 2027, informed by learnings from the inaugural process undertaken in 2026. The introduction of the ITE Perceptions Survey in 2025-26 provides a nationally-consistent measure to monitor student perceptions of core content over time to help determine the impact of core content reform.

Greater national consistency in assessments of graduate teacher readiness will be achieved through implementation of the national cross-institutional moderation process for TPAs from 2027.

Further operationalisation and integration of this strategic groundwork will enable the Board to begin receiving a clearer view of how well evidence-based practices are being embedded in ITE courses, how consistent the assessment of ITE students is across institutions, and how outcomes in ITE are improving over time.

As the Board moves from initial delivery to integration, stakeholders remain active participants in and contributors to the Board's work agenda. In 2026-27, the Board will seek to expand and strengthen stakeholder relationships and draw on specialist expertise to inform its work program and decision making. This includes ongoing engagement with First Nations education stakeholders about activities relating to data and core content quality assurance; teacher employers and unions regarding workforce

needs and operational impacts; and exploring opportunities for collaboration to support reform efforts.

In line with its Terms of Reference, the Board will continue to monitor emerging issues, practices and needs in ITE, and consider potential research opportunities. This includes examining issues that might impact the quality and consistency of ITE or areas that require further research to understand, such as expansion of data to understand student retention/attrition; potential improvements in reporting to capture ITE courses; strategic themes arising from core content quality assurance; and contemporary demands of the teaching profession.

The Board is committed to supporting any review of its effectiveness undertaken by AESOC.

Acknowledgments

The Board would like to acknowledge its many partners for their continued and substantial work this year. In particular, the Board would like to thank:

- NATSIEC for its valued expertise, leadership and contribution in shaping culturally appropriate initiatives to strengthen ITE.
- ITE providers for their extensive engagement across several Board projects, and particularly efforts to update accredited ITE programs to meet core content requirements.
- TRAs for their active involvement in facilitating and shaping the Board's work, particularly for their work to verify that core content requirements had been met for accredited ITE programs in accordance with the Accreditation Standards and Procedures, and continued interest in and input to the core content quality assurance process.
- ACDE and ATRA for their continued leadership and collaboration to keep the sector informed of the Board's activities and support national efforts to improve the quality and consistency of ITE.
- TPA providers for their active involvement in developing the national cross-institutional moderation process.
- AERO, AITSL, SRC, dandolo and SMEs involved in the 2026 core content quality assurance process and all our contractors for their work on the priority projects.
- The Board Secretariat for its continued work to support Board members and their activities.

Appendices

Appendix A: Core content quality assurance parameters and sampling approach for 2026

Appendix B: Development of a national cross-institutional moderation process for TPAs

Appendix C: List of nationally-consistent, transparent indicators of ITE

Appendix D: Stakeholder engagement 2025-26

Appendix A – Core Content Quality Assurance Parameters and Sampling approach for 2026

This appendix outlines the Initial Teacher Education (ITE) Quality Assurance Oversight Board's (Board) approach to assessing how well core content has been delivered in ITE programs during the first quality assurance cycle in 2026.

The parameters and sampling approach agreed by the Board for the 2026 quality assurance cycle are set out in the table below.

Criteria	***Details***
Core content increments selected	The following core content increments are to be assessed in Primary programs: Core content area 2: Effective Pedagogical Practices 1. General pedagogical practices. 2. Literacy pedagogical practices. 3. Numeracy pedagogical practices.
Sampling: Jurisdictions	Sample accredited initial teacher education (ITE) programs across all 8 Australian states and territories. *Note: a program's jurisdiction is determined by where it is accredited.*
Sampling: Program mix	Primary ITE programs (i.e. programs for ITE students studying to be a primary teacher). A stratified random sampling approach will be undertaken to identify a mix of primary programs for the first quality assurance cycle: • At least one program in each jurisdiction. • An even mix of bachelor and master programs. • Only one program may be sampled per provider (i.e. the same provider cannot have both a bachelor and masters program sampled). Apply as many of the additional criteria as feasible: • Programs delivered by at least four Table A Higher Education Providers. • A program delivered by at least one Table B or Non-University Higher Education Provider.

	• An online program. • A program delivered by a regional provider.
Sampling: Sample size (number of programs)	16 ITE programs.
Evidence requirements	For preliminary text search: program materials including all unit outlines and assessment tasks for the sampled program. For comprehensive analysis of evidence from units within a program (selected by subject matter experts for comprehensive assessment): • Teaching materials used to deliver the curriculum of a unit, including for example lecture materials, recommended readings, tutorial materials and/or additional materials made available to students. • Student samples of assessment tasks, where available. • Discussions with ITE providers to contextualise program materials which may be conducted in person, via online engagement or a hybrid approach.
Subject matter experts	A subject matter expert group will be established to assist in undertaking the quality assurance process, with the following composition: • A group comprising at least 5 experts in General Pedagogical Practices (Primary), and/or Literacy (Primary) and/or and Numeracy (Primary) – including a minimum 2 experts in General Pedagogical Practices, a minimum 2 experts in Literacy and a minimum 2 experts in Numeracy. • A subject matter expert can have expertise in more than one core content increment.

Appendix B – Development of a National Cross-Institutional Moderation Process for Teaching Performance Assessments

This appendix outlines the governance, methodology, and outcomes for developing a process for national cross-institutional moderation Teaching Performance Assessments (TPAs).

Governance

The development of the national cross-institutional moderation process for TPAs has been guided by the Australian Moderation Assessment and Advisory Committee (AMAAC) which has provided expert advice across all stages. The AMAAC comprises the following members:

- Dr John Bennett, (Former) Chief Executive of the NSW Board of Studies and Adjunct Professor in the School of Education at University of NSW.
- Professor Janet Clinton, Director, Centre for Program Evaluation and Director, International Teacher Education Effectiveness Research Hub, Melbourne Graduate School of Education, University of Melbourne.
- Professor James Tognolini, Director, Centre for Educational Measurement and Assessment, University of Sydney.
- Professor Claire Wyatt-Smith, Director, Independent Education Assessment Specialist.

Methodology

National cross-institutional moderation of TPAs is being undertaken in 4 stages, as described in the table below.

Stage	Detail	Status
Stage 1: Establishing a single scale	Established a single scale of classroom readiness underpinning TPAs and reliably located student samples along the scale.	Complete
Stage 2: Standard setting	Identified the passing standard (benchmark) within the ordered set of TPA student samples by conducting a standard setting process using a bookmark method.	Complete
Stage 3: Process design	Designed a national cross-institutional moderation process underpinned by the set of TPA student samples and passing standard set in Stage 2.	Complete
Stage 4: Implementation	All 12 TPA providers to adopt the passing standard in their internal moderation processes. Conduct national cross-institutional moderation.	To commence in 2026-27

Stage 1 outcomes – Establishing a single scale

Stage 1 of the project established a single scale of classroom readiness underpinning the TPAs and reliably located 86 TPA student samples from 10 of the 12 TPA providers along the scale.

All TPA leads were invited to provide nine TPA student samples for the pairwise comparison. TPA student samples included:

- three de-identified TPA student samples assessed as being **at** the passing standard
- three de-identified TPA student samples assessed as being **above** the passing standard
- three de-identified TPA student samples assessed as being **below** the passing standard.

A benchmark was not identified on the scale between samples previously assessed by their TPA as achieving the Graduate Teacher Standards and those that did not. A standard setting process is being used to identify a benchmark in Stage 2 of the project.

TPA leads received both the de-identified draft report and individualised reports identifying the findings specific to their TPA. AITSL met with each TPA lead to discuss their individual reports. The meetings were extremely informative and included a discussion about the location of TPA student samples on the single scale, the completeness of their results.

Stage 2 outcomes – Standard setting

In this standard setting process, the relevant skills and knowledge from the Australian Professional Standards for Teachers - Graduate Teacher Standards were translated into a location on the classroom readiness single scale (established as part of Stage 1) to set the benchmark between being classroom ready or not.

The process achieved a high level of consensus about the student sample that best illustrated the passing standard along the single scale of classroom readiness and provided a strong foundation on which to base the development of the national cross-institutional moderation process as part of Stage 3.

Stage 3 outcomes – Process design

Stage 3 focused on designing the process for national cross-institutional moderation. Principles were developed based on engagement with TPA providers in Stages 1, 2 and 3 to guide the development of a rigorous, ethical and inclusive process that would support consistent application of the passing standard, provide formative feedback to TPA providers about their application of the passing standard, anchor moderation judgements in evidence and sound assessment practice to support reliability, include mechanisms to build shared

understanding across all TPA providers and assessors and appropriately manage data. A national moderation handbook was prepared to explain the process and provide resources and guidance materials to support TPA providers to apply the passing standard developed during Stage 2 and participate in the national cross- institutional moderation process.

Appendix C - List of nationally consistent, transparent indicators of Initial Teacher Education (ITE)

Selection: This category refers to the entry and participation of diverse and high-achieving cohorts in areas of workforce need		
1	Participation of First Nations Students	Proportion of First Nations students enrolled in ITE
2	Participation of regional and remote students	Proportion of regional and remote students enrolled in ITE
3	Participation of low socio-economic status (SES) students	Proportion of low SES students enrolled in ITE
4	Participation of high-achieving students	Proportion of school leavers with an Australian Tertiary Admission Rank (ATAR) above 80 enrolled in ITE
5	Participation of Science, Technology, Engineering and Mathematics (STEM) students	Proportion of secondary STEM students enrolled in ITE
6	Participation of non-English-speaking background students	Proportion of students with a non-English-speaking background enrolled in ITE
Retention: This category refers to retaining students over the duration of ITE, from entry to graduation		
7	First-year attrition rate	Proportion of students leaving ITE in their first year
8	Six-year dropout rate	Proportion of commencing students leaving the ITE program within six years
Preparedness of beginning teachers: This category refers to students' perceived preparedness for entering the teaching profession and their satisfaction with the quality of their course		
9	Student satisfaction with the quality of their program	Results from the 'Student satisfaction' question in Quality Indicators for Learning and Teaching (QILT) survey data
10	Graduate preparedness for employment	Results from the 'Preparedness to teach' question in the Graduate Outcomes Survey

Transition: This category refers to the employment outcomes of recent graduates and early career teachers		
11	Graduate employment outcomes	Proportion of teaching graduates employed upon graduation
12	Sustainability of employment	Proportion of graduates registered and employed at the end of a second-year post graduation
13	Employment in areas of highest workforce need	Proportion of graduates employed in regional and remote areas, in low SES locations or in STEM subjects

Appendix D – Stakeholder Engagement 2025-26

In 2025-26, the Initial Teacher Education Quality Assurance Oversight Board (the Board) engaged with stakeholders to share information, gather perspectives, leverage sector expertise to shape and support delivery of its workplan.

The Board had engagements with:

- Australasian Teacher Regulatory Authorities
- Australian Institute for Teaching and School Leadership
- Queensland College of Teachers
- Australian Council of Deans of Education and state affiliates
- ACT Teacher Quality Institute
- Teacher Registration Board, Western Australia
- Teacher Registration Board, Northern Territory
- Teachers Registration Board, South Australia
- Teacher Registration Board Tasmania
- NSW Education Standards Authority
- Victorian Institute of Teaching
- Teacher Quality and Regulation Forum
- Initial Teacher Education Providers
- National Principals Reference Group
- Universities Australia
- Schools Policy Group
- Australian Senior Education Officials Committee
- Education Ministers Meeting
- The National Aboriginal and Torres Strait Islander Education Corporation.