



## VPA Position Paper

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### Teaching Qualifications

The Victorian Principals Association (VPA) aspires for the Victorian Institute of Teaching (VIT) to take a more influential role in setting teacher training standards within teacher training institutes.

#### **Purpose**

To ensure that schools have access to fully prepared graduate and returning teachers, in sufficient numbers, to meet the diverse needs of schools.

#### **Background to the VPA Position**

The VPA position has been determined in the following context:

- Inconsistencies in course content, course outcomes and teaching rounds in recognised teaching courses at tertiary institutions.
- Some newly qualified teachers report or demonstrate lack of knowledge in basic literacy and numeracy skills.
- Many newly qualified teachers have little understanding of DEECD initiatives.
- Participants of one year training courses have increased the workload of mentors.
- Some teaching round assessments lack rigour.
- Graduate teachers are not prepared to lead the work of teacher's aides.
- Teacher aides require higher skill levels.

#### **VPA Position**

- VIT becomes responsible for a greater role in setting consistent teaching standards in teacher training institutions with an increased emphasis on developing classroom literacy and numeracy skills.
- Training courses to be aligned with DEECD strategies.
- Teacher training institutions required to align course content with VIT teacher standards on a regular basis.
- VIT to consider the introduction of appropriately focussed traineeships for teachers aides.
- VIT to consider campaigns to attract high quality school-leavers and others into the teaching profession.

The VPA *Teaching Qualifications* position paper was initiated by VPA Board and Council Members in June 2009. Further work on this document was undertaken by VPA President and Executive Officer.