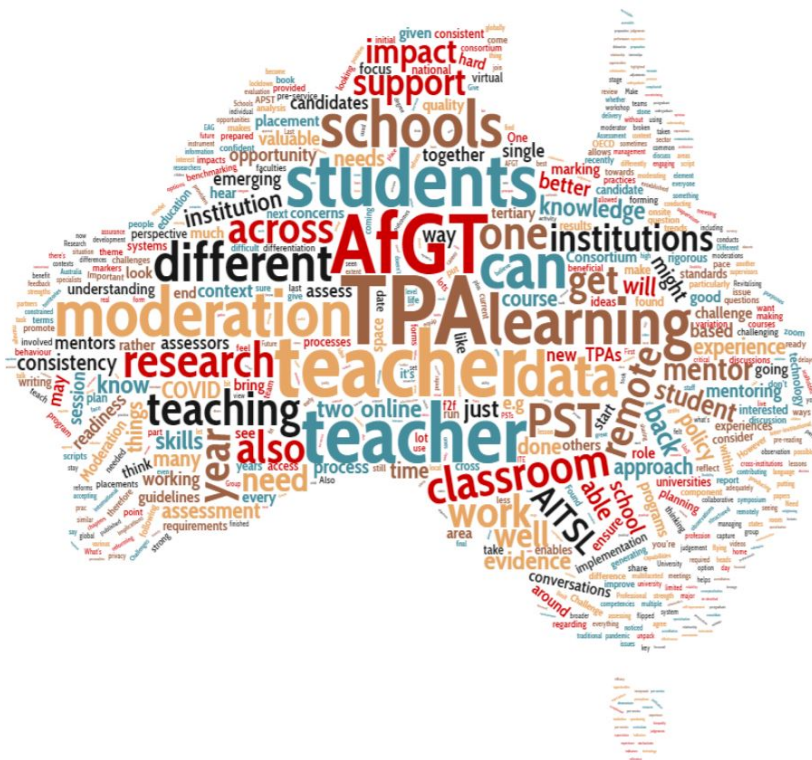




# Assessment *for* Graduate Teaching Consortium

## *Operating Manual*



Updated: 1 November 2021



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The AfgT Consortium acknowledges the Aboriginal and Torres Strait Islanders peoples who are the traditional custodians of the ancestral lands on which our member institutions are located. We respect and value their past, present and ongoing connection to the land and their cultural beliefs, and as we share our own knowledge practices within the Consortium, we pay respect to the deep knowledge embedded within the Aboriginal and Torres Strait Islander communities and their ownership of Country. The AfgT Consortium is committed to building better relationships and fostering greater understanding between the wider Australian community and Aboriginal and Torres Strait Islander peoples.

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## Policy and Context

The Australian Government’s response to the TEMAG (2014) recommendations addressed five themes: stronger quality assurance of teacher education courses; rigorous selection for entry to teacher education courses; improved and structured practical experience for teacher education students; robust assessment of graduates to ensure classroom readiness; and national research and workforce planning capabilities (Department of Education, Skills & Employment, 2015).

Teaching performance assessments were introduced into Australian initial teacher education as a consequence of a review into the quality of Australia’s teachers by the Teacher Education Ministerial Advisory Group (TEMAG, 2014). One of TEMAG’s recommendations was that pre-service teachers (PSTs) demonstrate that they are ‘classroom ready’ and that this be achieved in their final year of study by successfully completing a teaching performance assessment (TPA) prior to graduation (AITSL, 2017; 2019).

Early in 2021, the Minister for Education reiterated the ambition agreed at the Alice Springs Mparntwe Declaration (Education Council, 2019) for Australia’s education system to be world class. To achieve this, the Minister announced a review that will build on TEMAG reforms and which will focus on three areas: “quality teaching, particularly initial teacher education, curriculum and assessment” (Tudge, 2021).

As new or additional requirements become known, these will be discussed by the Consortium and added to this document as required.

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# Background to the development of the AfGT Consortium and instrument

## Consortium

The AfGT Consortium was established in response to an invitation from AITSL for higher education institutions to submit expressions of interest to develop a TPA, specifying that a minimum of five ITE providers was required in a consortium (AITSL, 2016).

The AfGT Consortium was subsequently formed and represented a range of types of programs (undergraduate/postgraduate), modes of delivery (face-to-face, blended and online), sectors (early-childhood, primary and secondary schooling), as well as geographic locations (urban, regional, rural and remote). Since 2017, the Consortium has grown in size as well as in the mix of institutions, with other higher education providers joining the Consortium as licensees.

Composition of the AfGT Consortium	
2017 Composition	Composition as at September 2021
The University of Melbourne (lead institution)	The University of Melbourne (lead institution)
Charles Darwin University	Charles Darwin University
Curtin University	Curtin University
Federation University Australia	Federation University Australia
The University of Canberra	The University of Canberra
The University of Newcastle	-
The University of Sydney	The University of Sydney
The University of Western Australia	The University of Western Australia
University of Technology Sydney	University of Technology Sydney
Victoria University	Victoria University
	Excelsia College (licensee since 2020)
	Melbourne Polytechnic (licensee since 2021)
	Montessori World Educational Institute (licensee since 2019)
	University of Adelaide (licensee since 2021)

The purpose of this document is to articulate the priorities of the Consortium; that is, what we believe as a group of teacher educators.

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## Instrument

In May 2018, AITSL’s Expert Advisory Group advised that the AfGT instrument is a valid instrument for assessing whether a pre-service teacher’s performance meets the Australian Professional Standards for Teachers (APSTs) at the Graduate Teacher level. The Expert Advisory Group reiterated this advice in July 2019, following the provision of data based on a larger data set.

***The AfGT is reflected in a well thought out and thorough TPA that demonstrates a valid and reliable method for assessing whether a teacher’s performance meets the Australian Professional Standards for Teachers at the Graduate Teacher level. — AITSL Expert Advisory Group***

One of the core design principles of the AfGT instrument is to be flexible and adaptable to cater to the specificities of each context where it is implemented. Throughout the implementation across the various jurisdictions, the AfGT has maintained its fidelity as a valid and reliable assessment of pre-service teachers’ classroom readiness. Even during the challenging COVID-19 pandemic, the AfGT instrument is implemented with consistency and rigour - a testament to its flexibility and to the adaptability and innovativeness of Consortium institutions.

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## Core Values and Principles

### Consortium

While the governance, operation and membership of the Consortium has adapted to suit its context, the underpinning shared values on which the Consortium was founded have not.

The Consortium is committed to the following key principles:

- Evidence-based approaches to collaboration and joint decision-making,
- Productive and purposeful cross-institutional collegiality,
- Accountability to each other via governance structures and moderation activities,
- Professionalism,
- Flexibility,
- Distributed leadership,
- Collective efficacy,
- Recognition of individual expertise and experiences,
- Transparency of processes and governance, and
- Sustainability as the landscape of Initial Teacher Education changes over time.

### Instrument

The key features of the AfGT instrument are that:

- It is a holistic, measurable, research informed national summative assessment to demonstrate classroom readiness at point of graduation (i.e., ready to begin a teaching career),
- It is intended to drive and maintain high standards across pre-service teachers and the wider profession to advance knowledge and skills in an educative manner, while promoting individuality and flexibility across contexts, and
- The AfGT has been collaboratively created, is nationally synergistic and aligns with the Australian Professional Standards for Teachers and National Program Standards.

These features are underpinned by the following principles:

- It is genuinely nationally applicable,
- It is responsiveness to individual contexts at a national level,
- It has fidelity when implemented as intended,
- Its implementation is informed by evidence, and
- It is subject to continuous review and evaluation.

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## Operating Principles

The benefits for AfGT Consortium members at the institution and individual level extends beyond access to a robust TPA instrument that satisfies governance requirements. The Consortium as a professional group provides opportunities for members to contribute to collegial practices in an important nationally-based initiative that gives voice to initial teacher educators. Engagement with the Consortium builds leadership capacity for individual members and supports the work of institutions in their aims of providing a meaningful and valuable assessment that is a critical part of their programs and graduate preparation. Individuals also have opportunities to engage in research with other Consortium members.

The realisation of all of the benefits of Consortium membership and the continuing sustainability of the Consortium relies on the capacity and willingness of institutions to commit to the level of resourcing required to achieve them. Those resources will be direct financial contributions as well as in-kind human resources.

The following statements guide the strategic direction and sustainability of the AfGT.

### 1 – Stakeholder Engagement

Key stakeholders - governments, regulatory bodies, peak bodies, schools and teachers - are consulted to ensure that professional knowledge, expertise and values are considered during the continual refinement of the AfGT. This consultation process provides the additional reciprocal benefit of the Consortium both learning from, and contributing to, the profession as the AfGT progresses to scale.

### 2 – Collegiality, Capacity Building and Community of Practice

The Consortium believes that the value and impact of the AfGT is built and sustained through a commitment to inclusive and collegiate practices. Membership of the Consortium encompasses an active involvement in the work of the Consortium, which is enabled and supported by the Consortium's terms of reference and governance structures.

Through inclusive and collegial ways of working the AfGT Consortium operates as a Community of Practice, with synergistic approaches that draw on individuals' diverse experiences, expertise and broad-based understandings, and which also benefit both individuals and the institutions from which they come. The AfGT's Community of Practice processes enable members to develop personal capacity and contribute to the sharing of good practices to ensure the sustainable and future-oriented implementation of the AfGT.

### 3 – Cyclical Review Process

The Consortium is committed to a five-year review process prior to the start of each new collaboration agreement to ensure practices and operations of the Consortium are appropriate to the current and emerging contexts. Cyclical reviews will be led by the Executive Group with the support of the AfGT Management Team and Committees, with any emergent recommendations for improvement taken to Consortium Collaborators for endorsement.

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## 4 – Continuous Testing and Validation of the Instrument

The AfGT Consortium is committed to an embedded framework for inquiry (De Voto et al., 2021) and to the quality assurance and on-going continuous improvement of the AfGT instrument, whilst maintaining its fidelity. The American Education Research Association (2014) and International Testing standards (Bartram & Hambleton, 2016) are employed in the continual review of the instrument to ensure its construct validity and that it continues to meet the requirements of the Australian National Program Standard 1.2 (AITSL, 2017).

## 5 – Financial Viability

Fundamentally, the AfGT Consortium incorporates a collaborative and embedded framework for inquiry (De Voto et al., 2021). An embedded framework for inquiry represents a significant point of difference to other Australian TPAs, however it is resource intensive, considering the amount of time that individuals commit. To ensure the ongoing financial security and viability of the AfGT, the Consortium requires ongoing investment and commitment from all members to be financially self-sustaining.

The Executive of the Consortium constantly monitors, debates and plans for the financial viability of its operations, whilst adhering to the following guiding principles:

- the Consortium intends to be self-sustaining and capable of meeting its operating costs, without being reliant on external sources of funding,
- the level of membership fees must be applied equitably and reflect the true costs associated with the number of final year pre-service teachers at member institutions, and
- as far as is reasonably possible, adapt to individual institutions' changing circumstances.

Consortium membership fees - beyond reasonable levels of in-kind institutional support - are determined by the Executive and are invoiced annually to allow institutions to manage budgets. The investment by each institution represents a sound economic decision that provides assurance of a proven robust, flexible tool and access to the collective expertise within the diverse higher education institutions in the Consortium. The annual fees are set at a level that will be attractive to institutions as an alternative to resourcing their individual development and maintenance of a TPA.

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## AfGT governance structure & membership 2019-2024

The *Assessment for Graduate Teachers (AfGT)* is a Teaching Performance Assessment instrument evaluated and approved by AITSL’s Expert Advisory Group (May 17, 2018), developed and implemented by our Consortium of Australian universities and licensees. The instrument is designed to capture the sophisticated intellectual work of teaching and enable pre-service teachers to demonstrate the various ways in which they can meet with *Australian Professional Standards for Graduate Teachers*. The AfGT is the result of collegial and collaborative actions of Consortium members, who worked together on every step in developing, implementing and evaluating the instrument for continuous improvement. The AfGT is a summative, capstone teaching performance assessment and a national research activity.

For the period of the Collaboration Agreement (2019 to 2024), the focus of the AfGT structure is on stability, building on the current format with minimal changes amongst the current collaborators, whilst enabling future scaling up of the AfGT in a sustainable and transparent manner.

The AfGT structure which was approved and adopted in 2018 will remain unchanged as follows:

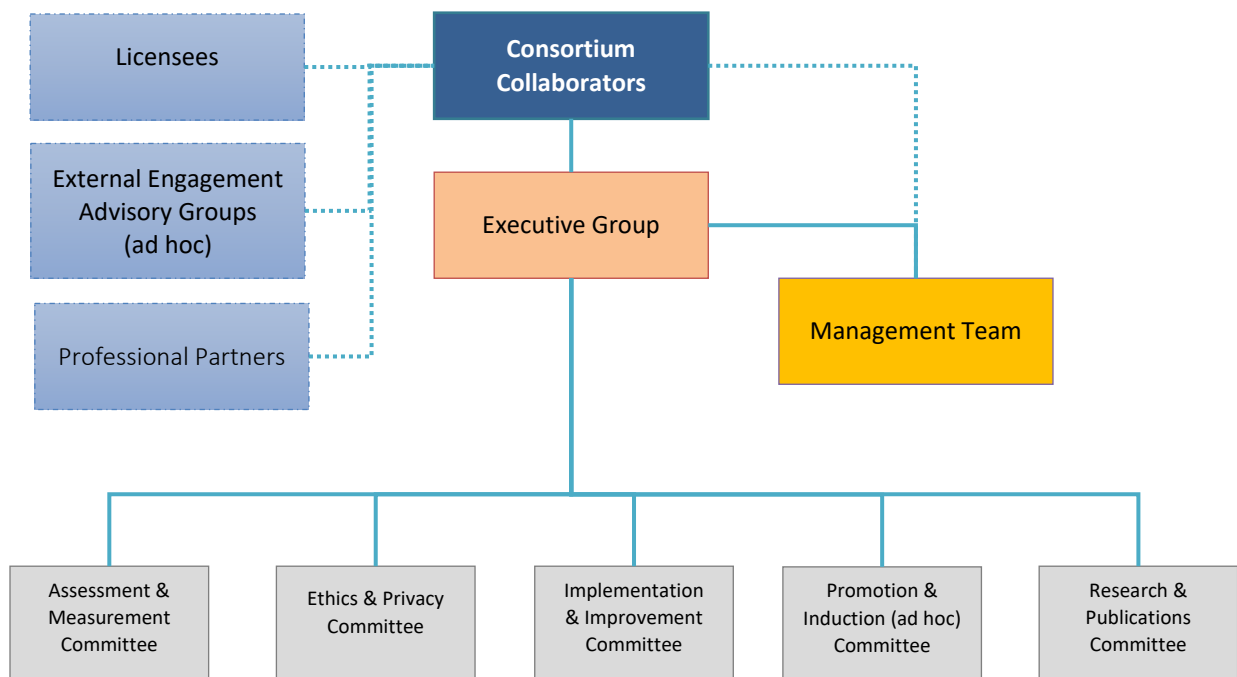


Figure 1: Governance structure of the AfGT Consortium

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## AfGT membership categories

Table 1: Membership Definitions

Membership	Definition
<b>Consortium Collaborators</b>	Signatories of the AfGT Collaboration Agreement which carry the rights and responsibilities contained in the Collaboration Agreement. Currently, Consortium Collaborators comprise of institutions that have been, and continue to be, members of the AfGT Consortium from the commencement of the project.
<b>Licensees</b>	Members who are licensed to implement the AfGT instrument. Licensees agree with the terms and conditions of the AfGT instrument by entering into a formal Licensing Agreement with the Consortium.
<b>Professional Partners</b>	Individuals and institutions that are not Consortium Collaborators or Licensees, but which interact professionally with the Consortium and other individuals and institutions to contribute to a National TPA Community of Practice. Professional Partners are not bound by any contractual obligations with the Consortium.

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## Terms of reference 2019-2024

### Consortium collaborators

#### Definition

Signatories of the AfGT Collaboration Agreement who carry the rights and responsibilities contained in the Collaboration Agreement.

#### Duties and Responsibilities

1. Review, provide feedback and direction for AfGT's 5-Year Strategic Plan and renew the AfGT Collaboration Agreement;
2. Review and advise on AfGT's overall assessment framework development, broad implementation timing and any other policy matters in relation to AfGT;
3. Advise on the development of AfGT's methodology, measures and tools in relation to its applicability to a range of geographical, delivery and disciplinary contexts;
4. Establish processes for advisory and committees and provide support as members of these groups including research and publication;
5. To be consulted on AfGT's overall budget;
6. Ensure adherence to the Collaboration Agreement, including determination of Consortium membership, dispute resolutions, funding, Intellectual Property and commercialization matters;
7. Identify key risks in relation to AfGT and recommend mitigating strategies to manage those risks; and
8. To promote the AfGT through effective external stakeholder engagement and provide support for any new member of the Consortium, and
9. To consider nomination of member/s from within their institution to be appointed to the Executive Group.

#### Membership

Up to two representatives and an alternate from each Consortium Collaborator will be appointed by their institution and will be referred to as that institution's contact person (and alternate). Each Consortium Collaborator will decide who will be the voting representative at Consortium meetings.

#### Meeting Arrangements

- Quarterly and as and when required;
- Via agreed platform (e.g., Zoom); meeting notes to be taken for the purposes of archives (curated on the University of Melbourne (UoM) LMS platform) and in the event that members may not be able to participate in a meeting.

#### Quorum

Attendance by at least one representative member from 60% of Consortium Collaborators

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## Approval Mechanism

In line with the collaborative practices of the Consortium, decisions are approved through discussion and consensus decision-making and confirmed via the circulation of meeting notes.

In the event that voting is necessary, then approval is by a majority vote of representatives in attendance during the meeting with one vote per Consortium Collaborator. In exceptional cases, voting can also be sought through electronic transmission (e.g., email) by the Chair.

## Delegation to Executive Group

To ensure the Consortium runs smoothly and efficiently, the Collaborations delegate decisions on operational and day-to-day matters provided they are in accordance with the 5-Year Strategic Plan and the Collaboration Agreement.

## Executive group

### Definition

The Executive Group comprising six members, is a sub-set of the Consortium Collaborators. The Executive Group is nominated by the Collaborators and appointed to execute AfgT's implementation strategy in accordance with the 5-Year Strategic Plan and the Collaboration Agreement<sup>1</sup>.

### Duties and Responsibilities

1. Develop, implement and monitor AfgT's 5-Year Strategic Plan (including succession planning) in accordance with the Collaboration Agreement;
2. To consider amendments to the Collaboration Agreement;
3. Ensure smooth functioning of working groups, advisory groups and other areas such as engagement with external stakeholders;
4. To act as the conduit in engaging with the various stakeholders, including communicating and receiving feedback and recommendations from Consortium Collaborators, licensees, management, advisory and committees and other external stakeholders;
5. Oversee funding application of AfgT on behalf of the Consortium in accordance with the Collaboration Agreement;
6. Distribute information across the Consortium;
7. Highlight potential challenges and key risks to the Consortium Collaborators where the AfgT Consortium's 5-Year Strategic Plans cannot be met;
8. Facilitate speedy resolution of any operational matters or conflicts that may arise within the Consortium;
9. To oversee the ethics approval and publication processes;
10. To oversee the implementation of AfgT by all Consortium Collaborators and Licensees in accordance with the Collaboration Agreement;
11. To provide support for new Consortium Collaborators and Licensees through structured induction programs and other appropriate capacity building activities; and

<sup>1</sup> This group took the place of the Transitional Executive Group in 2019.

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12. Members of the Executive Group are expected to be a member and co-lead of at least one of the Consortium's Committees<sup>2</sup>.

## Membership

Four Ordinary Members of the Executive, that is, in addition to the Chair (who is appointed via a separate process) and the Director of AfGT Management Team (as a standing member of the Executive Group), are appointed by the Consortium Collaborators on a biennial basis.

The membership for all members of the Executive is for 2 years, with a one-year extension possible in order to ensure that knowledge, skills and expertise are developed and to assist in smooth transitions between appointments. As a further safeguard to ensure continuation of expertise, members of the Executive Group will negotiate a process for staggering tenure so that only half the members are replaced at the end of each 2-year period.

The composition of the Executive Group should be a representation of:

- Geography (ACT, NT, NSW, Victoria, Western Australia)
- Delivery modes of courses (online, face-to-face, blended)
- Disciplinary contexts (Early Childhood, Primary, Secondary, VET) and
- Types of programs (Bachelor, Masters)

Additional member/s can be seconded to the Executive Group should a particular skill-set or expertise be considered necessary by members of the Executive Group. Members of the Executive Group are expected to ensure they represent and report back to others in their category.

Should a member wish to exit the Executive Group prior to the nominal end of their tenure (such as in instances such as a role change within their institution, or a move to a different institution), they are to advise the Chair of the Executive Group in writing. The Executive Group will then second a replacement from within the AfGT Consortium for the remainder of the tenure.

## Appointment Process

Current Executive Group members will consider submitted Expressions of Interest (EOI) from the Consortium (against the Selection Criteria listed below, provided those EOIs are supported by their Dean/Head of School and submitted to the current Chair) and appoint suitable candidates to the Executive Group. In the event that a current Executive Group member submits an EOI, they will be removed from the application review and appointment process.

All new Executive members will be inducted by an existing member of the Executive to ensure a smooth transition and new members are fully supported as they assume the Executive role. The actual induction activities may vary depending on the new member and the most appropriate approach to be taken.

<sup>2</sup> In recognition of the workloads associated with the respective roles of being a Committee Lead and a member of the Executive Group, it is recommended that an Executive Group member acts as a Deputy Lead of one committee.

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## Criteria for Appointment

- Meets at least one relevant representational category;
- Provides evidence of relevant skills and experience related to the role and function of the Executive Group;
- Indicates ability to meet time commitments and responsibilities;
- Identifies at least one committee in which they are interested in participating; and
- Has the endorsement of their Dean/Head of School to undertake this role.

## Meeting Arrangements

- Monthly and as and when required;
- Via agreed platform (e.g., Zoom); meeting notes to be taken for the purposes of archives (curated on the UoM LMS platform) and in the event that members may not be able to participate in a meeting.

## Quorum

Attendance by at least 3 Executive Members and the Chair (or delegate)

## Approval Mechanism

In line with the collaborative practices of the Consortium, decisions are approved through discussion and consensus decision-making and confirmed via the circulation of meeting notes.

In the event that voting is necessary, then approval is by majority vote of meeting attendees. In exceptional cases, voting can also be pursued through electronic transmission (e.g., email) by the Chair.

## Consortium chair/Executive group chair

As a senior academic member of the Consortium, the **Consortium Chair** acts as an important link between Consortium Collaborators, the Executive Group, the Management Team and Consortium stakeholders. To ensure alignment of strategic and operational imperatives of the Consortium, the Consortium Chair also assumes the role of **Executive Group Chair**.

In keeping with the established collaborative spirit of the Consortium, it is critical that the Consortium is stewarded by a Chair who demonstrates an ability to think strategically and who is committed to protecting and promoting the interests of the Consortium to ensure the sustainability of the Consortium and that the Afgt continues to thrive. Whilst these roles are also played by the Executive Group, the Chair has additional, specific responsibilities as detailed below.

Subject to the terms of the Collaboration Agreement 2019 - 2024, the Consortium Chair/Executive Group Chair is appointed by the Consortium from amongst its members for a period of up to three years, with a further one-year possible extension. The Consortium Chair/Executive Group Chair holds office at the discretion of Consortium Collaborators or until removed from office by the Executive

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Group (with endorsement from Consortium Collaborators) or until the Chair resigns from office or is no longer Consortium member.

In the absence, or at the request of the Chair, the Deputy Chair should assume the roles that otherwise would be performed by the Chair if the Chair was not absent.

The Chair is responsible for leadership of the Executive, including:

1. Establishing and upholding the common purpose and values of the Consortium and its Executive Group;
2. Facilitating information flow and obtaining appropriate information to present to the Executive Group;
3. Communicating the views of the Executive Group, in conjunction with the Director of AfGT Management Team, to the Consortium, and broader stakeholders;
4. Acting as an important - but not the sole - link between the Executive Group and Management Team members;
5. Establishing and maintaining an effective working relationship with the Director of AfGT Management Team and the Project Manager;
6. Facilitating open and constructive communications amongst Executive Group members and encouraging their contribution to deliberations, as well as leading consensus decision making processes where necessary;
7. Motivating Executive Group members and where appropriate, dealing with underperformance of a member on the Executive Group;
8. Planning for succession of the Executive Group and Management Team to ensure sustainability of the Consortium; and
9. Assisting with the selection of Executive Group members, including Committee memberships.

In performing their role, the Chair's responsibilities also include, in consultation with the Management Team and the Executive Group:

1. Communicating with the Consortium on behalf of the Executive Group and on matters of governance;
2. Setting the agenda for the matters to be considered by the Consortium;
3. Seeking to ensure that the information provided to the Consortium is relevant, accurate, timely and sufficient to keep the Consortium appropriately informed of its performance and of any developments that may have a material impact on the Consortium;
4. Seeking to ensure that communications with the Consortium and external stakeholders are accurate and effective;
5. Seeking to ensure that the Consortium has the opportunity to maintain adequate understanding of the strategic and operational imperatives, and the opportunities and challenges facing the Consortium; and
6. Evaluating the effectiveness of the Consortium's implementation processes and in particular, to highlight any significant issues and risks to the Consortium.

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## Background and Personal Qualities of the Chair

Personal traits for a Chair include a balance of:

- Tact, diplomacy and sensitivity;
- Ability to reconcile opposing views;
- Strength and clarity of purpose;
- Ability to lead, including by example;
- Ability to encourage and get the best from all team members; and
- Authority to influence.

The Executive Group Chair should be a senior academic (Level C or above) from within the Consortium and, where possible, demonstrate previous experience of chairing other organisations or groups.

## Executive group deputy chair

Subject to the terms of the Collaboration Agreement, the Deputy Chair is appointed by the Executive Group from amongst its members. To maintain independence – real or perceived – the Deputy Chair should not be part of the Management Team.

The **Executive Group Deputy Chair** also assumes the role of the **Consortium Deputy Chair**.

The Deputy Chair's responsibilities are:

1. To perform the role and functions of the Chair in the absence of the Chair for any reason;
2. To be available to facilitate the following matters as and when appropriate and required, such as:
  - a. Chair succession planning;
  - b. Approvals and actions required to be performed by the Chair, where the Chair actually or potentially may be compromised due to personal or other conflict of interest; and
3. To support the Chair in the performance of the role of the Chair, including leading specific portfolios.

## Appointment Process

Current Executive Group members will consider Expressions of Interest (against the Criteria for Appointment listed below and submitted to the current Chair) and appoint a suitable candidate to the position of Deputy Chair. Where an appointment by the Executive Group from amongst its members is not possible, an Expression of Interest process will be effected by inviting candidates from amongst Consortium Collaborators, other than those from the Consortium's Management Team.

In the instance where two people share the role of Deputy Chair, the Co-Deputy Chairs will come to an arrangement about the division of duties, which will be endorsed and minuted by the Executive Group.

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## Criteria for Appointment

- Provides evidence of relevant skills and experience related to the role and function of the Executive Group Deputy Chair and as an Executive Group member;
- Indicates ability to meet time commitments and responsibilities;
- Identifies at least one committee in which they are interested to participate; and
- Has the endorsement of their Dean/Head of School to undertake this role.

## Operationalisation of Deputy Chair's responsibilities

For the period of 2020/2021, the role of Executive Group Deputy Chair is shared between two Co-Deputy Chairs. Appendix C outlines the responsibility areas of the Co-Deputy Chairs and how the roles of Co-Deputy Chair are operationalised.

## Management team

### Definition

The AfgT Management Team is a team separate from the Executive Group (apart from the Director of the Management Team who is a standing member of the Executive) to provide the AfgT Consortium with operational and administrative support to ensure smooth running of the project.

For the term of the Collaboration Agreement 2019 - 2024, the AfgT Management Team resides within the Centre for Program Evaluation in the Melbourne Graduate School of Education, yet is apart from course-facing colleagues in MGSE.

### Duties and Responsibilities

1. Support the activities of the AfgT Consortium, the Executive Group and Committees;
2. Manage the secure data storage protocols of the AfgT project including data flow between institutions;
3. Manage and administer AfgT's instrument design and testing processes in conjunction, including monitoring, evaluation and validation of instrument;
4. Maintain communication protocols, dissemination channels including webpage, learning management system and emails;
5. Maintain a central repository of information that all Consortium members can access;
6. Manage AfgT's ethics approvals processes internally within the University of Melbourne (as the lead institution) and from the respective jurisdictional ethics committees of each Consortium member and licensee;
7. Support the co-ordination of the Consortium's publication and conference presentation processes;
8. Manage and keep financial records and legal documents for the AfgT Consortium;
9. Maintain AfgT Consortium's risk management plan and highlight any non-adherence to the Collaboration Agreement or the 5-Year Strategic Plan;
10. Support the convening of Consortium Collaborators and Executive Group meetings; and
11. Identify opportunities for improvement in the Consortium's processes.

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## Director of AfGT Management Team

The Director of AfGT Management Team is the lead of the Management Team and has operational, but not supervisory oversight of the Management Team.

The Director of AfGT Management Team is a member of the Executive Group and is authorised to act on behalf of the Consortium in liaison with the Chair and Executive Group (e.g., communication with external stakeholders).

The Director of AfGT Management Team's role includes:

1. Ensuring that the Management Team performs its duties and responsibilities as outlined;
2. Acting on behalf of the Consortium in liaison with the Chair and Executive Group (e.g., communication with external stakeholders); and
3. Being the primary contact between the Executive Group Chair, the Executive Group and the Management Team.

For appointment to the role of Director of AfGT Management Team, the person must be a senior academic (Level C or above).

## Management Team Project Manager

The AfGT Project Manager is responsible for the operations of the Management Team. The Project Manager provides secretariat support to, but is not a member of the Executive Group.

## Licensees

### Definition

Licensees are members of the Consortium who are licensed to implement the AfGT instrument. Licensees agree with the terms and conditions of the AfGT instrument by entering into a formal Licensing Agreement with the Consortium.

### Duties and Responsibilities

- To implement the AfGT instrument in accordance with the terms and conditions of the Licensing Agreement; and
- To participate in the on-going research of the AfGT instrument by providing data to the Consortium and by participating in the moderation and process evaluation of AfGT.

### Membership

1. Nominated and approved by the Executive Group;
2. Membership is effective once the Licensee signs the Licensing Agreement with the entity authorised to sign on behalf of the Consortium;
3. Duration and licensing costs for each Licensee will be contained in the Licensing Agreement;
4. Licensees can have access to IP and existing data by becoming Consortium Collaborators. This could be considered upon a pro-rata payment of an amount equivalent to the in-kind contribution made by existing Consortium Collaborators in the same category in the first year of the project; and

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5. The movement of a licensee to a Consortium Collaborator role will be required (as per #4) in order for a licensee to become the Management Team.

## Professional partners

### Definition

Individuals and institutions that are not Consortium Collaborators or Licensees, but which interact professionally with the Consortium and other individuals and institutions to contribute to a National TPA Community of Practice. Professional Partners are not bound by any contractual obligations with the Consortium.

In most cases, these individuals and institutions were former members of the Consortium. The level in which they interact with the Consortium will be determined on a case-by-case basis, but the guiding principle is for the mutual benefit of furthering the National TPA agenda.

## AfGT Committees

### Composition

1. The Consortium values inclusivity and diversity in the composition of the committees. Accordingly, the expectation is that all Executive Group members will nominate to either co-lead or be a member of at least one committee;
2. Formal membership of committees is restricted to Consortium Collaborators and eligible licensees (please see the endorsed Membership Entitlement table below), although additional outside expertise may be required from time-to-time;
3. All Consortium members who are listed on AfGT's current ethics application (which is revised at the start of each academic year) as active researchers are expected to nominate for a minimum of one and maximum of two committees. A rationale must be provided if a member is not in a position to meet this expectation;
4. Each committee will have a Lead and Deputy Lead, with the Deputy Lead to act on the committee's behalf if the Lead is unavailable; and
5. The Chair and Deputy Chair of the Executive Group may exercise their discretion to be become a member of a committee.

### Process

1. The Executive Group will call for Expressions of Interest (EOI) for membership of committees, including for the position of Lead and Deputy Lead;
2. The EOI will be done through an online polling process on an annual basis so that people can nominate themselves remotely;
3. The Executive Group will make the final decision on the composition of committees based on the EOIs;
4. The Executive Group will make the final decision on the Lead, Deputy Lead of committees based on preferences indicated by each committee; and

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- The term of service will be one calendar year for members, and two years for the Lead, with options for extension on an annual basis

### Terms of Reference

- Each committee will meet for a minimum of four meetings a year, with one of these meetings occurring prior to the mid-year moderation workshop and another to occur prior to the end-of-year moderation workshop;
- Each committee will set goals and work plans for the group, including timelines, action items and identification of resources required. The goals will be presented to and agreed upon by the Executive Group;
- The Lead (or Deputy Lead) of each committee will report on actions of the committee to the Executive Group. As a minimum, these will be in the form of meeting notes, which are due to the Executive Group within 10 days of committee meetings; and
- The Lead (or Deputy Lead) of each committee will be invited to meet with the Executive Group at least once during the calendar year to discuss the activities of the committee and to further explore items made in the report/s made to the Executive Group
- A committee does not have authority to expend budget or commit to any expenditure. Any finance-related matters must be directed to the Executive Group.

### AfGT Committees & Responsibilities

**Table 2: Committee Roles and Responsibilities**

Committee	Roles and Responsibilities
Assessment & Measurement Committee (AMC)	<ul style="list-style-type: none"> <li>Evaluation of AfgT's effectiveness and fidelity</li> <li>Moderation and standard-setting</li> <li>Provide feedback and promote moderation consistency across the Consortium</li> <li>Annual planning and operation of assessment and measurement activities</li> <li>Reporting to the Executive Group on assessment and measurement related issues.</li> </ul>
Ethics & Privacy Committee (EPC)	<ul style="list-style-type: none"> <li>Application and management of ethics approvals</li> <li>Annual review of amendments to privacy principles</li> <li>Annual planning and operation of ethics and privacy related activities</li> <li>Guidance and protocols for Consortium institutions regarding ethics and privacy issues</li> <li>Reporting to Executive Group on ethics and privacy related issues</li> </ul>
Implementation & Improvement Committee (IIC)	<ul style="list-style-type: none"> <li>Ensuring the AfgT is implemented with fidelity, including supporting moderation of marking</li> <li>Annual planning and operation of implementation and improvement activities, including review and development of AfgT modifications to meet changing needs</li> <li>Review and updating of assessor preparation resources in conjunction with the Assessment &amp; Measurement Committee</li> <li>Reporting to Executive Group on implementation and improvement related issues</li> </ul>

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Committee	Roles and Responsibilities
Promotion & Induction Committee (PIC) <i>ad hoc</i>	<ul style="list-style-type: none"> <li>Recruitment and induction of new members/licensees to the Consortium</li> <li>Annual planning and operation of promotion and induction activities</li> <li>Review and coordination of media and press statements, and any other external communication channels</li> <li>Development and maintenance of an AfgT website</li> <li>Reporting to Executive Group on promotion and induction related issues</li> </ul>
Research & Publications Committee (RPC)	<ul style="list-style-type: none"> <li>Management of publication and research related to the AfgT, including conference presentations and other publicly available information</li> <li>Annual planning and operation of research and publications activities, and cross-institutions joint research</li> <li>Reporting to Executive Group on research and publications related issues.</li> </ul>

## Membership entitlements

**Table 3: Membership Entitlements**

MEMBERSHIP CATEGORIES	Consortium Collaborators	Licensees	Professional Partners
<b>ENTITLEMENTS</b>			
License to Intellectual Property (IP) of the project	✓	✗	N/A
Access to Consortium research data	✓	✓ (from commencement of membership)	N/A
Support and management of ethics approval for AfgT	✓	✓	N/A
Able to publish based on Consortium data (as per the protocols of the AfgT Publication Plan)	✓	✓	By invitation
Able to publish based on institution's own data (as per the protocols of the AfgT Publication Plan)	✓	✓	N/A
Input into finessing the design of the AfgT	✓	✓	N/A
Participation in moderation & process evaluations	✓	✓	N/A
Participate in Consortium-wide meetings	✓	✓	N/A
Participate in public Consortium forums, summits and dialogues	✓	✓	By invitation
<b>LEVEL OF MEMBERSHIP</b>			
Executive Group	✓	✗	N/A
Committees	✓	✓ (after 1 <sup>st</sup> 12 months as observer)	By invitation
Management Team	✓	Subject to negotiation & movement to Collaborator status	N/A

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**Table 4: Proposed Annual Cost Structure**

	Category I [10 PSTs or less]	Category II [11 - 50 PSTs]	Category III [51 - 200 PSTs]	Category IV [more than 200 PSTs]
Base Fee [A]	\$700 pa	\$2,000 pa	\$5,000 pa	\$10,000 pa
Per PST [B]	\$25pp	\$25pp	\$25pp	\$25pp
<b>Total Annual Cost</b>	<b>[A] + [B]</b>	<b>[A] + [B]</b>	<b>[A] + [B]</b>	<b>[A] + [B]</b>

**Notes:**

- pa denotes 'per annum'
- pp denotes 'per PST'
- all amounts are excluding GST
- ***For all licensee categories above, special consideration may be applicable***

For 2021-2023, the following caps will be applicable:

No. of PSTs	2021 and 2022	2023	2024
> 200 PSTs	\$12,000 pa	\$16,000 pa	No cap/pay-for-service
51 - 200 PSTs	\$8,500 pa	\$12,000 pa	No cap/pay-for-service
<50 PSTs	\$3,250 pa	\$3,250 pa	No cap/pay-for-service

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## Appendix A: Estimated workload and time commitment

### 1. Executive Group Membership

- Attendance at monthly Executive Group meetings: 12 times a year, approx. 2 hours each plus work arising for meeting preparation, follow-up and action items.
- Participation in ad hoc roles, such as the COVID-19 Response Team.
- Lead and represent the Consortium on operational matters as listed above: 6-8 days equivalent, with varying intensity throughout the year.

### 2. Position of Chair

- Chairing of monthly Executive Group meetings: 12 times a year, approx. 2 hours each plus work arising for meeting preparation, follow-up and action items.
- Chairing of Consortium Collaborators meetings: 4 times a year, approx. 2 hours each plus work arising for meeting preparation, follow-up and action items.
- Liaison with Director and Project Manager, AfGT Management Team to formulate meeting agendas and follow-up items, approx. 1 hour per week, with varying intensity throughout the year.
- Lead and represent the Consortium: 6-8 days equivalent, with varying intensity throughout the year

### 3. Position of Deputy Chair

- Attendance at monthly Executive Group meetings: 12 times a year, approx. 2 hours each plus work arising for meeting preparation, follow-up and action items.
- Leadership of ad hoc projects, such as Leader of the COVID-19 Response Team: approx. 2 hours per week.
- Lead and represent the Consortium on operational matters as listed above: 6-8 days equivalent, with varying intensity throughout the year

### 4. Leadership of Committees

- Organise quarterly working group meetings
- Lead and participate in the work of the Committees
- Lead annual planning activities: 4-5 days equivalent, with varying intensity throughout the year

### 5. Participation in Consortium meetings and activities by Institutions' Contact People

- Attend and actively participate in Consortium-wide meetings (quarterly) and workshops (2 x workshops – half-day minimum – twice annually): 6 days, plus preparation and follow-up
- Active contribution in AfGT research (publications, conference proposals, conference presentations): 2-3 days equivalent.

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## Appendix B: Expression of interest template

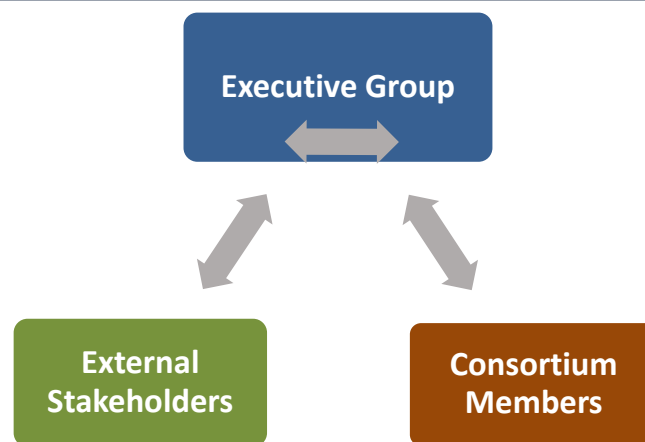
Please complete the following template and have it endorsed by your Head of School/Dean prior to submitting it to Professor Janet Clinton, Chair of the AfGT Consortium: [jclinton@unimelb.edu.au](mailto:jclinton@unimelb.edu.au)

<b>Name</b>	
<b>Institution</b>	
<b>Position</b>	
<b>Which of the categories do you consider you will be representing?</b>	<input type="checkbox"/> Geographical location: <ul style="list-style-type: none"> <li><input type="radio"/> ACT/NT</li> <li><input type="radio"/> NSW</li> <li><input type="radio"/> Victoria</li> <li><input type="radio"/> Western Australia</li> </ul> <input type="checkbox"/> Delivery mode of courses: <ul style="list-style-type: none"> <li><input type="radio"/> Online</li> <li><input type="radio"/> Face-to-face</li> <li><input type="radio"/> Blended</li> </ul> <input type="checkbox"/> Disciplinary context: <ul style="list-style-type: none"> <li><input type="radio"/> Early Childhood</li> <li><input type="radio"/> Primary</li> <li><input type="radio"/> Secondary</li> <li><input type="radio"/> VET</li> </ul> <input type="checkbox"/> Type of ITE programs: <ul style="list-style-type: none"> <li><input type="radio"/> Bachelor</li> <li><input type="radio"/> Masters</li> </ul>
<b>What skills and experience do you have that you consider will be of value to the Executive Group?</b>	
<b>Which Committee are you a member of or are interested to join?</b>	<input type="checkbox"/> Assessment & Measurement Working Group <input type="checkbox"/> Design & Development Working Group <input type="checkbox"/> Implementation Working Group <input type="checkbox"/> Communications & Promotions Working Group <input type="checkbox"/> Research & Publications Working Group
<b>I have read and understood the estimated time commitment for being a member of the AfGT Executive Group</b>	<b>Signed:</b>  <b>Date:</b>
<b>Endorsement of Dean/Head of School</b>	<b>Signed:</b>  <b>Date:</b>

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## Appendix C: Operationalising co-deputy chair roles

**Executive Group Deputy Chair:** to support the Executive Group Chair in achieving Consortium’s objectives through **actively and strategically initiating and managing** communications to and from members and stakeholders and within the Executive Group. In 2020/2021, two members of the Executive Group undertake this role as Co-Deputy Chairs, hence the agreed allocation of respective roles is summarised here.



Key responsibility	Tasks	2020/21
Deputise for Chair as necessary	Agenda and meeting notes	Val Morey
	Other administrative sign-off	Wayne Cotton
	Chair Executive Group meetings	Both in turns
Manage standing item in Executive Group meetings	Verbal report on behalf of Committee leads as per ToR for Committees	Wayne Cotton
	Verbal update report from members, including news and developments on Consortium-related matters	Val Morey
External stakeholder engagement strategy	Work with Executive Chair and Management Group on external engagement strategy that aligns with Consortium sustainability objectives	Wayne Cotton as Lead
Consortium membership relationships strategy	Work with Executive Chair and Management Group to manage networks and processes to engage and support all Consortium members	Val Morey as Lead

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