I, Kim Carr, Acting Minister for Education, pursuant to section 238-10 of the Higher Education Support Act 2003 (the Act), make the attached amendment to the Other Grants Guidelines (Education) 2008 dated 11 November 2008 (see F2008L04362), which was registered on the Federal Register of Legislative Instruments on 26 November 2008 and commenced on 27 November 2008, and which provide for matters under Part 2-3 of the Act.

Dated this 24th day of June 2009.

............................................Kim.Carr..................................

KIM CARR
Acting Minister for Education
COMMONWEALTH OF AUSTRALIA

Higher Education Support Act 2003

Other Grants Guidelines (Education) 2008 (DEEWR)

Amendment No. 2

(i) CITATION
This legislative instrument may be cited as Amendment No. 2 to the Other Grants Guidelines (Education) 2008 (DEEWR).

(ii) AUTHORITY
This legislative instrument is made under section 238-10 of the Higher Education Support Act 2003.

(iii) DATE OF EFFECT
This legislative instrument will come into effect on the day after it is registered on the Federal Register of Legislative Instruments.

(iv) AMENDMENT
This legislative instrument amends the Other Grants Guidelines (Education) 2008 (DEEWR) dated 11 November 2008 (see F2008L04362) which was registered on the Federal Register of Legislative Instruments on 26 November 2008 and commenced on 27 November 2008.
PURPOSE

The purpose of this legislative instrument is to amend Chapter 6 of the Other Grants Guidelines (Education) 2008 (DEEWR).

The Other Grants Guidelines (Education) 2008 (DEEWR) are amended as follows:

ITEM 1

Repeal Chapter 6 in its entirety and replace it with the following:

CHAPTER 6  GRANTS TO ASSIST WITH THE COST OF PROVIDING THE PRACTICAL COMPONENT OF TEACHER EDUCATION

IMPROVING THE PRACTICAL COMPONENT OF TEACHER EDUCATION GRANTS

6.1  Purpose

6.1.1 The purpose of this chapter is to specify Improving the Practical Component of Teacher Education ("IPCTE") as a Program from which grants to assist with the cost of providing the professional experience component of teacher education may be paid, in accordance with item 8A of the table in subsection 41-10(1) of the Act, and to specify some of the matters listed in paragraphs 41-15(2)(a) to (g) of the Act.

6.5  Program objectives

6.5.1 The objective of the IPCTE Program is to provide additional funding to higher education providers in order to:

(a) enable them to implement processes to assure and improve the quality of the practical component of pre-service teacher education courses;

(b) enable them to develop partnerships with schools and other higher education providers so that they can work together to improve the quality of the practical component of pre-service teacher education courses, including providing support to the pre-service teacher education measures in the Smarter Schools – Improving Teacher Quality National Partnership; and

(c) supplement costs associated with provision of the professional experience component for students undertaking pre-service teacher education courses that are structured to offer a:

   (i) minimum of 80 days professional experience for all three or four year courses;

   (ii) a minimum of 60 days of professional experience for all two year courses; and

   (iii) a minimum of 45 days of professional experience for all one year courses.

6.10  Total program funds and allocation

6.10.1 The Allocation available to higher education providers under this Program is $18.378 million for 2009. This amount has been indexed in accordance with Part 5-6 of the Act.

6.15  Provision of grants

Grants will be made available to eligible higher education providers specified in paragraph 6.20 that implement processes to assure and improve the quality of the practical component of pre-service teacher education courses and that:
(a) offer a minimum of 80 days of professional experience for all three or four year pre-service teacher education courses, a minimum of 60 days of professional experience for all two year pre-service teacher education courses and a minimum of 45 days of professional experience for all one year pre-service teacher education courses; or

(b) offer students who commenced a pre-service teacher education course prior to 2008, an increased number of professional experience days on a proportional basis to bring the course in-line with the minimum requirements of 80 days of professional experience for all three or four year pre-service teacher education courses, a minimum of 60 days of professional experience for all two year pre-service teacher education courses and a minimum of 45 days of professional experience for all one year pre-service teacher education courses. For example, a student in their third year of a four year pre-service teacher education course that currently provides 70 days (10 days short of the 80 days requirement), will be required to complete an additional 5 days of professional experience over the remainder of the course (50 per cent of the shortfall).

Note: Graduate Diploma courses which require full time students to undertake in excess of a full-time load over a twelve month period are considered as a one year course. (For example, a one year Graduate Diploma may require full time students to undertake a 1.25 load over a twelve month period).

6.15.1 For the purposes of paragraph 6.15, students enrolled in double-degrees where one degree is for a pre-service teacher education course, shall be considered to be undertaking a two year course and must undertake a minimum of 60 days of professional experience.

6.15.5 Eligible higher education providers will be issued with Conditions of Grant associated with the funding under this Program.

6.15.10 Higher education providers must certify, on an annual basis, that their pre-service teacher education courses meet the requirements of these Guidelines and that they have undertaken quality assurance and enhancement of the practical component of their pre-service teacher education courses by:

(a) consulting with government and non-government school sectors so as to align pre-service teacher education courses (including professional experience) with workforce planning needs;

(b) improving the connections between school and campus based study;

(c) improving on their course management and organisation;

(d) imparting to their students the knowledge and skills required for the effective use of Information and Communication Technology in teaching practice;

(e) providing support to students undertaking placements in rural and remote Australia, Indigenous communities or difficult to staff schools; and

(f) providing flexibility and support to students undertaking placements who have family, carer or employment commitments.

6.15.15 Eligible higher education providers should have in place a plan for the implementation of the new graduate professional standards when they are introduced.

6.15.20 All IPCTE grants will be subject to the Minister’s approval under section 41-20 of the Act, and the Minister’s determination in writing of:

(a) the amount of the grant under paragraph 41-30(b) of the Act; and

(b) the conditions of the grant under subparagraph 41-25(b)(i) of the Act.

6.20 Organisations that are eligible for IPCTE Grants
All Table A providers, all Table B providers and the following higher education providers are eligible for IPCTE grants:

(a) Avondale College;
(b) Tabor College; and
(c) Christian Heritage College.