

Initial Teacher Education (ITE) Programs

Non-Academic Entry Criteria for International students

As part of the Australian Institute for Teaching and Leadership (AITSL) revised Standards and Procedures (2015), applicants to initial teacher education programs (pre-service teachers) must satisfy both academic and non-academic entry criteria for selection to this program.

All Queensland universities utilise the same procedure in order to satisfy the non-academic entry requirements. In other parts of Australia, a range of tests are utilised. Importantly, all Australian initial teacher education programs must have a process to satisfy non-academic entry criteria.

Applicants' non-academic capabilities will be assessed based on the submission of a 1000-word personal statement which must be submitted with their application.

In their personal statement, applicants must address two categories to describe their work and life experiences that demonstrate the AITSL competencies and their understanding of and motivation to study this initial teacher education program.

Category 1: Interest in teaching and children/young people

Write approximately 500 words/one page about your motivation and suitability for teaching.

You may consider the following prompts to frame your response:

- Who or what has inspired you to become a teacher?
- Why is teaching a good career choice?
- Why are you interested in teaching children/young people?
- What subjects are you interested in teaching and why?
- What does being a good teacher mean?
- What skills and abilities do you have that will make you a good teacher?

Category 2: Involvement in personal learning and leadership activities

Write approximately 500 words/one page about your involvement in learning and/or leadership activities that demonstrate capabilities such as:

- Willingness to learn
- Conscientiousness
- Resilience
- Interpersonal and communication skills
- Organisation and planning skills

You could demonstrate by describing examples from your experience:

- School experience:
 - o Co-curricular participation (e.g. arts, sports, debating, social justice)
 - o Projects (e.g. curriculum projects, science fairs)
 - o Leadership experiences (e.g. student leadership positions, arts, sports)
 - o Support of other learners (e.g. peer mentoring, coaching, buddy programs)

- Work experience:
 - o Employment history and roles
 - o Employment involving children or young people
 - o Work-based training undertaken
 - o Work-based training provided
- Volunteer and community experience:
 - o Volunteer or community experience
(e.g. community groups, parish/church groups, cadets, lifesaving, fundraising, clubs)
 - o Community learning and training experiences
(e.g. guides, scouts, Duke of Edinburgh, St Johns)
- Personal talents, interests and abilities
- Elite performance (e.g. athletic, creative arts, other areas)
- Disadvantage that you have overcome:
 - o Social, cultural or economic
 - o Geographical - remote and rural
 - o Personal and health

You may consider the following prompts to frame your response:

- What learning activities have I been engaged in?
- What leadership activities have I undertaken?
- What activities of personal interest am I involved in?
How long have I participated?
How am I involved?
- What tasks or events have I planned and/or organised?
- How have I shown that I can work with others?
- What do I do to overcome obstacles, challenges or problems?