



Master of Teaching – UNSW Approach to Selection

Following national guidelines, students are selected for initial entry to the UNSW Master of Teaching based on academic (e.g., NESA Subject Content Knowledge Requirements for prior discipline knowledge in undergraduate degree and their level of achievement, i.e. GPA or WAM, with a credit-average normally expected) and non-academic capabilities (e.g., a motivational statement). In line with UNSW core values, the overarching aim is to ensure teacher education students have strong disciplinary content knowledge and are highly motivated to become teachers. The motivation statement helps to give more background to support the application and is scored on a 2-point scale, No– incoherent, irrelevant or inappropriate reasons, Yes - coherent and valid reason. If students score No, they are not offered a place on the program.

However, we recognize that academic scores do not necessarily accurately predict performance in teacher education programs and that motivational or personal statements by themselves are inadequate for effectively assessing the non-academic capabilities deemed necessary for teaching. Therefore, the School of Education has adopted a NSW-wide NESA-approved framework for teacher selection that places the emphasis on a continuum of formative and summative assessments for confirming teaching suitability at multiple time points within our program. In the first semester of their program all teacher education students in the Master of Teaching must successfully complete the national Literacy and Numeracy Test for initial teacher education and the Classroom Readiness Questionnaire, a pre-professional experience self-assessment tool that requires students to provide evidence of success across six areas (subject content, inherent requirements, professional language/literacy/numeracy, oral communication, classroom management, commitment to the profession), then their assessments are endorsed (or not) by at least two staff members who teach them. Students also complete a situational judgement test (SJTs) - scenario-based measurement methods designed to assess individuals' judgement in contextualised workplace settings - to evaluate a number of key non-academic capabilities deemed necessary for teaching (e.g., adaptability, empathy). We also undertake extensive evaluation of teacher suitability for their specific teaching areas, including a compulsory microteaching assessment, and on all professional experience placements, including the first semester placement as a teaching assistant, using direct observation, critical assessment tasks, and multiple assessments as well as a teaching performance assessment and a set of inherent requirements used by a range of UNSW teacher education providers. We are continually monitoring and evaluating the relationship between these measures, the performance of our students on professional experience and their graduate outcomes, including levels of self-efficacy. If a particular mechanism/approach to a Program Standard is found to be ineffective, including the motivational statement, we address this through our regular evaluation and improvement processes.