

Initial teacher education: meanings of quality for Australia and Brazil

Formação inicial de professores: significados de qualidade para Austrália e Brasil

Formación inicial docente: significados de calidad para Australia y Brasil

Valdinei Costa Souza¹

Debra Talbot¹¹

ABSTRACT

This work investigates the meanings of quality in initial teacher education evidenced by the accreditation processes in Australia and Brazil. It uses dialogism to highlight points of tension between the quality of teacher education declared in the reforms implemented equally by Australia and Brazil and the quality measured by their respective national accreditation processes for the programs that develop this education. It is descriptive research, with a qualitative approach, and adopts reports, laws, standards, statistics and other official records as data sources. It concludes that the countries under study have adopted professional standards for teachers with similar content. However, evidence about the quality of this program materializes meanings of quality that do not adhere to what was originally intended.

Keywords: Teacher Education. Professional Standards. Quality.

RESUMO

Este trabalho investiga os significados de qualidade da formação inicial de professores salientados pelos processos acreditativos existentes na Austrália e no Brasil. Aborda teoricamente a qualidade da formação docente sob a perspectiva de sua concepção e dos resultados por ela gerados. O estudo possui natureza descritiva, com abordagem qualitativa, adotando documentos e registros oficiais como fontes de dados. Utiliza o dialogismo para analisar pontos de tensão entre a qualidade medida pelos instrumentos de acreditação de cursos formativos e a qualidade declarada pelos países no âmbito de reformas em prol da formação docente. Conclui que os países investigados buscam associar a qualidade da formação docente à aprendizagem dos alunos da educação básica. No entanto, os processos acreditativos dos cursos formativos apontam para um significado de qualidade não aderente ao originalmente pretendido.

Palavras-chave: Formação de Professores. Padrões Profissionais. Qualidade.

¹Coordenação de Aperfeiçoamento de Pessoal de Nível Superior, Brasília, DF, Brazil. Email: valdinei.souza@capes.gov.br
¹¹ <https://orcid.org/0000-0001-5145-043X>

¹¹The University of Sydney, Sydney, Australia. Email: debra.talbot@sydney.edu.au ¹¹ <https://orcid.org/0000-0002-1398-3435>

RESUMEN

Este trabajo investiga los significados de calidad en la formación inicial docente evidenciados por los procesos de acreditación en Australia y Brasil. Utiliza el dialogismo para resaltar puntos de tensión entre la calidad de la formación docente declarada en las reformas implementadas igualmente por Australia y Brasil y la calidad medida por sus respectivos procesos nacionales de acreditación de los programas que desarrollan esta educación. Es una investigación descriptiva, con enfoque cualitativo, y adopta como fuentes de datos informes, leyes, normas, estadísticas y otros registros oficiales. Se concluye que los países estudiados han adoptado estándares profesionales para docentes con contenidos similares. Sin embargo, la evidencia sobre la calidad de este programa materializa significados de calidad que no se ajustan a lo originalmente pretendido.

Palabras clave: Formación Docente. Estándares Profesionales. Calidad.

INTRODUCTION

This paper integrates the results of postdoctoral research — conducted at the University of Sydney (Faculty of Arts and Social Sciences / Sydney School of Education and Social Work) between February and August 2023 — which investigated the repercussions of the Australian experience of implementing the Australian Professional Standards for Teachers (APST) in local teacher education programs, under the theoretical-empirical-legal context of the meaning of quality in teacher education for Australia and Brazil. This article specifically highlights the accreditation processes of initial teacher education programs in the countries under focus, analyzing the implicit and explicit meanings of quality inherent to these processes. The research, as a whole, is framed within the concerns of the countries regarding teacher education, stemming from the idea promoted by multilateral organizations that teacher quality plays a key role in improving the quality of the pre-tertiary education system and student performance in standardized tests (Schleicher, 2011; IBRD, 2012; OECD, 2013; UNESCO, 2019).

Considering a political environment that favors the borrowing of public policies (Lingard, 2010), Australia and Brazil adopted, respectively, in 2011 and 2019, educational reforms to establish standardized competencies for teacher education, guiding the accreditation processes of these programs. Despite the characteristics that differentiate their respective stages of development, both countries defined a single national curriculum for pre-tertiary education and adopted professional standards for teachers in nationally diverse social environments and large geographical spaces, offering a rich empirical field to analyze the meanings of teacher education quality shaped by different contexts.

Thus, considering the demographic, cultural, socioeconomic, and educational system differences between Australia and Brazil, this article dialogically (Bakhtin, 1981; 1984) points to the tensions between the quality of teacher education explicitly declared in reforms inspired by multilateral organizations and the meaning of that quality that emerges implicitly from the concrete reality of the countries under study, as detailed in the following sections.

THEORETICAL-METHODOLOGICAL FRAMEWORK

In this study, Bakhtinian dialogism is used to analyze the discourse present in the statements and evidence collected through the accreditation processes of initial teacher education programs in

Australia and Brazil, which materialize the meanings of quality in teacher education. The intentionality behind this choice lies in the perspective of valuing the historical, theoretical, and legal contexts that permeate and define the very concept of quality, which also structure dialogism as a path for discourse analysis.

The dialogical conception favors the interaction between the statements/words present in official texts, which are used in this research as data sources, as well as in the different theoretical conceptions of teacher education. This approach allows a search for the various cores of meaning that a statement can generate, depending on the context in which it is embedded. Essentially, this perspective of textual analysis was chosen because it assumes that “each word has the flavor of the context and the contexts in which it has lived its socially charged life” (Bakhtin, 1981, p. 293).

In essence, this study is a descriptive investigation with a qualitative approach, using dialogism (Bakhtin, 1981; 1984) to highlight statements present in documents that regulate teacher education in both countries and their interactions with theoretical conceptions of quality in teacher education. The documents analyzed include official reports, laws, norms, statistics, and other records on initial teacher education available on official websites in Australia and Brazil that are referenced throughout the analysis. Table 1 systematically lists these documents.

The selection of documents considered the intention of this research to establish comparisons between educational statistics, legal rules, and other aspects related to the educational systems of Australia and Brazil in general, and teacher education in the two countries, specifically. Operationally, a list of topics of interest to the research (discriminated in the first column of Table 1) was defined to organize and guide the document searches. Following this, and guided by Bakhtinian dialogism, the analysis was structured to identify proximities and distances between the legal and empirical characteristics of the countries, as framed by the documents, as well as to establish the meanings of quality in initial teacher education anchored in these characteristics and observed in light of theoretical approaches on the subject.

QUALITY: A DIALOGICAL CONCEPT

As Harvey and Williams (2010) point out, the concept of quality in higher education is primarily linked to evaluation processes at universities or regulation exercised by national systems in key countries across continents. Conceptually, Ryan and Bourke (2018) synthesize quality as an ambiguous and contested term that carries different connotations, depending on the time and space in which it is situated, and can be understood as a highly contextualized concept.

In relation to teacher education, perspectives on quality can be seen in the conceptions, ideas, traditions (Zeichner, 1993), or metaphors (Ryan and Bourke, 2018) underlying the objectives and purposes of a program aimed at teacher professionalization. Such conceptions influence and define differences in the structuring, design, content, and curricular activities (Cheung, 1990; Wallace, 1991; Saul and Saul, 2016; Gatti *et al.*, 2019) and can potentially produce different outcomes (Darling-Hammond and Youngs, 2002; Cochran-Smith and Zeichner, 2005; Sleeter, 2014; Rowan *et al.*, 2015; Cochran-Smith *et al.*, 2016; Ell *et al.*, 2019). Thus, the quality of teacher education gains meaning through educational conceptions, referring to the principles, values, and theories that guide teaching and organize the understanding of the learning process, teaching methodologies, and pedagogical practices, as well as reflections, development, and applications of knowledge constructed by the teacher during their formative process.

Teacher education quality can also be viewed from the perspective of outcomes. According to Cochran-Smith (2001), quality from this perspective has focused on the effects of teacher training on teachers' professional knowledge, their readiness for professional practice, career continuity, performance evaluation, and on the learning of students in pre-tertiary education. This perspective

Table 1 – Documents collected and analyzed in the research.

Topic	Data Source
Accreditation process for ITE Programs — Tertiary Education	Guidelines for the accreditation of initial teacher education programs in Australia (AITSL, 2020) Accreditation of initial teacher education programs in Australia (AITSL, 2015) Lei n. 9.394/96 (Brasil, 1996) Decreto n. 9.235/2017 (Brasil, 2017) Portaria Normativa do Ministério da Educação (MEC) n. 20/2017 (Brasil, 2018a) Portaria Normativa MEC n. 23/2017 (Brasil, 2018b). Portaria Normativa n. 4/2008 (Brasil, 2008)
Tertiary Education Quality Indicators	Portaria MEC n. 209/2022 (Brasil, 2022)
Organization of the educational system	AQF — Australian Qualifications Framework (TEQSA, 2023) Lei n. 9.394/96 (Brasil, 1996) Australian Education System (DFAT [s.d.])
Requirements for pre-tertiary education teaching	Registro consistente nacionalmente para todos os professores (AITSL, 2017a; 2017b) Lei n. 9.394/96 (Brasil, 1996) Resolução da Câmara de Educação Básica (CEB) n. 2/99 (Brasil, 1999)
Selected Educational Statistics	Brazil Tertiary Education Census — Inep (INEP, 2023a) Brazil Pretertiary Education Census (INEP, 2023b) Australia — Statistics of Schools and Students (ABS, 2022). Australia — Statistics of teachers and teacher education programs (AITSL, 2017c; 2017d) Population clock (ABS [s.d.]; IBGE, 2020)
Criteria for accreditation and renewal of accreditation	Instrumento de avaliação de cursos de graduação presencial e a distância: autorização. (INEP, 2017a) Instrumento de avaliação de cursos de graduação presencial e a distância: reconhecimento e renovação de reconhecimento (INEP, 2017b) Guidelines for the accreditation of initial teacher education programs in Australia (AITSL, 2020) Accreditation of initial teacher education programs in Australia (AITSL, 2015)
Professional competence defined for the performance of teachers	Resolução CNE/CP n. 2/2019 (Brasil, 2020a) Australian Professional Standards for Teachers (AITSL, 2011)

Source: the research (2023).

of teacher education quality as focused on outcomes is directly associated with the competence-based approach that, according to Pantić and Wubbels (2010), catalyzed the reforms undertaken by countries from the 1970s and guides teacher education towards the development of the knowledge, skills, and attitudes they need to demonstrate in their daily work.

Multilateral organizations contribute to and influence countries' actions, structuring and providing guidelines to impact educational trends based on the idea that teachers should be competent in their professional practice. Although nations are not obliged to follow these guidelines, the positions and orientations of these organizations have become increasingly influential. Specifically, regarding the quality of teacher education, studies such as those by Bold *et al.* (2017), OECD (2018), and UNESCO (2019) focus on the approach that argues that teachers, through their actions in the classroom, can impact student learning. Churchward and Willis (2019) associate this idea with visible discourses of teaching quality, evidenced by a readiness to teach immediately after graduation, effectiveness in ensuring student learning, and career and performance management.

As a rule, the defense and dissemination by multilateral organizations of the idea of using professional standards for teachers tend to prioritize them as tools for management and control, both for the systematic definition of formative objectives and for the teachers' professional practice throughout their careers (IBRD, 2012; OECD, 2013; UNESCO, 2016; 2018; 2019). Furthermore, professional competence standards are defended as an objective response by governments regarding actions and goals related to student learning in particular and educational development in general.

On the other hand, as observed by Pantić and Wubbels (2010), Biesta (2015), and Robinson and Mogliacci (2019), political responses defined in the competence model favor standardization and restrict the pluralities or innovations that exist in the different contexts in which they are used. Dialogically, professional standards reveal obscured discourses of accountability, performativity, and loss of teacher identity (Churchward and Willis, 2019), subtly influencing the construction of contextualized meanings of quality, as detailed in the next section.

TEACHER EDUCATION QUALITY IN PRACTICE IN AUSTRALIA AND BRAZIL

The educational realities of Australia and Brazil differ in size, characteristics of the education systems, and professional requirements. Regarding size, the data summarized in Table 2 highlight that the Australian population estimated for 2020 is about 12% of Brazil's. Meanwhile, the number of schools and students in pre-tertiary education in Australia has even smaller proportions when compared to the Brazilian numbers, equivalent to 5 and 8%, respectively.

The numbers also indicate that Australian schools, potentially, serve more students on average than Brazilian ones. This understanding arises when dividing the number of students by the number of schools in both countries. For 2022, this calculation shows an average of 429 students per school in Australia, while in Brazil the average is 266 students per school, seemingly indicating that the Australian system is able to achieve greater scale in its school infrastructure than the Brazilian system.

Despite the possible scale advantage of the Australian system, when looking at the number of teachers, it is clear that, in 2020, the number of teachers in Australia represented about 24% of the number of teachers in Brazil, twice the population parameter of 12%. Dividing the number of teachers by the national population confirms that, proportionally, Australia has twice as many teachers as Brazil. In 2020, teachers in Australia represented 2% of the national population, while in Brazil teachers represented only 1% of the population. Although not this difference is not entirely precise, it seems to point toward a potential shortage of teachers in Brazil's education system, a situation highlighted over a decade ago in a report by the National Education Council (CNE) for secondary education (Brasil, 2007).

Regarding the specific teacher training statistics for 2020, the number of programs, enrolled students, and graduates in Australia account for about 5% of the figures in Brazil. It is also noteworthy that Australia does not include any teacher without initial education in the teaching profession, while in Brazil nearly 20% of teachers in 2020 continued to work without a teaching degree. Finally, it

Table 2 – Statistical data on schools (2022), population, teachers and initial teacher education programs (2020*).

Aspect	Ref. Year	Australia	Brazil
Total population (estimates)	2020	25,620,615	210,147,125
Total number of schools (pre-tertiary education)	2022	9,614	178,346
Students enrolled in pre-tertiary education	2022	4,042,512	47,382,074
Teachers in service	2020	515,000**	2,189,005
Teachers without a teaching degree	2020	-	409,813
Initial teacher education (ITE) programs	2022	366	7,825
Teachers enrolled in ITE	2020	86,765	1.663.681
Teachers that completed ITE	2020	15,042	243,279

Source: ABS [s.d.]; AITSL (2017c; 2017d); ABS (2022); IBGE (2020); INEP (2023a; 2023b).

*When the data was collected, Australian statistics on practicing teachers, pre-service teachers, and degree holders were available for 2020, a fact that does not compromise the analysis. **In 2020, there were 531,311 registrations with regulatory authorities across all states and territories. However, not all of these registrations are unique. Most teachers are registered in a single state (97.3%), but after modeling, which accounts for individuals registered in multiple states, the estimated size of the registered workforce is around 515,000 teachers nationally. However, it cannot be guaranteed that all the registered teachers are currently in service (AITSL, 2021a).

is important to emphasize that this discussion of educational statistics from the two countries serves an illustrative purpose and aims to contextualize the following analyses.

ORGANIZATION AND DIAGNOSIS OF INITIAL TEACHER TRAINING SYSTEMS

Australia and Brazil organize teacher training and professional requirements differently. Initial teacher training in Australia includes a bachelor's degree in education, which lasts at least four years in one of the following areas: early childhood education, primary education, or secondary education. It is also possible to complete initial education with a relevant bachelor's degree in a subject for pre-tertiary education (e.g., mathematics, history, etc.), obtained in three years and followed by a specific teacher training program — either a degree in education or a master's in teaching. Additionally, since 2016, initial education diplomas have only been issued if the pre-service teacher achieves a positive result in the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE), demonstrating proficiency in reading, writing, and basic mathematical skills equivalent to the top 30% of the Australian adult population (AITSL, 2015; Lantite, 2023).

In Brazil, initial teacher training courses are offered at high school level (to teach the early years of primary school and early childhood education) or at undergraduate level. In the latter, it is organized by teaching subject, including: a. a bachelor's degree in education with 3,200 hours of coursework; b. a pedagogical course of 760 hours for graduates without a teaching qualification; or c. a second bachelor's degree of 760 additional hours when the new teaching subject differs from the first qualification or 560 hours if the new subject is in the same knowledge field (Brasil, 2020a).

To work as a teacher in Brazil, a teacher diploma issued by high school or a teaching degree is required, but it is possible to find non-certified teachers in the educational system. In Australia, in addition to the initial education diploma, a provisional teacher registration is required. The first professional registration for Australian teachers is generally automatically granted for the first five

years after completing an approved teacher education course. After that, professional registration must be renewed every five years, based on the teacher's performance in relation to professional standards, reflecting a perspective of continuous development throughout his/her career (Brasil, 1996; 1999; AITSL, 2017a; 2017b).

Regarding systemic problems related to the offering and structuring of teacher education in Brazil, Gatti (2014) diagnoses five main issues. The first relates to the complexities and ambiguities of multiple curricular guidelines that guide the offering of initial teacher training: one for each teaching area and a general one for all. As a result, the various teacher training courses are isolated, without any cross-disciplinary integration, separating subject content knowledge from pedagogical knowledge. The second problem highlighted by Gatti comes from curricular fragmentation, which does not adequately consider the links between teaching work and the contexts of early childhood education, primary education, and secondary education, leading to a weak integration between theory and practice. As a third problem, Gatti (2014) points out the existence of internships without projects or adequate supervision, which exhibit the following characteristics: a. a lack of agreements between training institutions and schools, leading to isolated and individual practical training; b. internships consisting mainly of a passive observation of experienced teachers; c. few internships designed as effective teaching practices for pre-tertiary education students; and d. poor supervision of internships, with a large number of students and very few records made with regard to the guidance received and the changes that occurred in knowledge and skills. The fourth problem presented by the author refers to a lack of preparation of higher education teachers to train future teachers for pre-tertiary education. According to Gatti (2014), many teacher educators are researchers in their fields but lack the appropriate didactic training for lesson planning, developing lessons, and guiding pre-service teachers. Finally, Gatti highlights that the varying socio-educational and cultural characteristics of students in teacher training programs are not always adequately addressed or supported during the training process (Gatti, 2014). A similar diagnosis is found in the CNE Ordinance No. 22, from November 7, 2019 (Brasil, 2019).

In Australia, issues related to the quality of teacher education programs can be summarized from a results-oriented perspective. In 2014, the Teacher Education Ministerial Advisory Group (TEMAG) was created to provide the Australian Government with diagnoses and suggestions to ensure that teachers are ready to teach immediately after graduation. Among its findings and propositions, the TEMAG (2014) points out that the Australian initial teacher education system needs to conduct a rigorous quality assessment, requiring evidence that graduating teachers are fit for the profession. It also highlights the need for a prior review of accreditation standards, as well as transparency and rigor in selecting students for teacher education programs, to ensure that the best candidates are chosen. Furthermore, the TEMAG stresses that the integration of theory and practice during training should ensure the development of effective teachers capable of positively impacting the learning of students in pre-tertiary education. Concerning internship and work experience opportunities, the TEMAG (2014) found that schools, school systems, and higher education providers face the challenge of ensuring there are enough professionals to supervise teacher internships. Despite this difficulty, the report emphasized that early and regular professional experiences are considered the best opportunity for pre-service teachers to demonstrate the practical application of what they are learning and assess their suitability for teaching. In this regard, it emphasizes the importance of a greater integration between teacher training institutions and schools to enhance the connection between theory and practice, as well as the need for effective supervision and evaluation of internship activities.

When comparing the diagnoses of the teacher training systems in both countries, it is evident that both contexts share concerns about the profile of pre-service teachers, the articulation between theory and practice in preparing teachers to face the challenges of student learning, and the strengthening of institutional structures for internships and teaching practice. Regarding the differences, in Brazil, Gatti (2014) emphasizes a quality perspective grounded in the processes that organize the training course, particularly focusing on internships, curricular fragmentation, and the didactic training of teacher educators. In contrast, in the Australian context, the TEMAG (2014) emphasizes quality as results-oriented, stressing the need for evidence that the training process ensures teachers' readiness for teaching.

PROFESSIONAL STANDARDS FOR TEACHERS

Despite demographic differences and the maturity of their training systems, Australia and Brazil have implemented educational reforms with the goal of establishing a standard profile for teacher performance. These reforms can be linked to the idea of associating the quality of teacher training with student performance in national knowledge assessments (National Assessment Program — Literacy and Numeracy, NAPLAN/Australia and the Basic Education Assessment System — SAEB/Brazil), as well as in international assessments (Programme for International Student Assessment — PISA/OECD).

The Australian Professional Standards for Teachers (APST) were implemented in 2011, defining the competencies that Australian teachers must have at four stages of their careers: a. graduate, allowing for preliminary professional registration for newly graduated teachers in an Australian state/territory; b. proficient, which defines the practices of skilled teachers, allowing for their national accreditation (mandatory certification); c. highly accomplished, which formally recognizes highly competent and experienced teachers (non-mandatory certification); and d. lead, which recognizes teacher leadership over peers while continuing to teach, reflect, and deepen their knowledge (non-mandatory certification) (AITSL, 2011). In 2011, the APST also began to guide the accreditation of initial teacher education courses in Australia (AITSL, 2015; 2020).

In Brazil, the Ministry of Education, through the CNE, defined in Resolution CNE/CP n. 2/2019 (Brasil, 2020a) the National Curricular Guidelines for Initial Teacher Education and established the National Common Base for Initial Teacher Education (*BNC-Formação*). In Resolution CNE/CP n. 1/2020 (Brasil, 2020b), it also approved the National Curricular Guidelines for Continuing Education and their National Common Base (*BNC-Formação Continuada*). Brazil's national bases essentially list the expected professional competencies resulting from the teacher training process, while the curricular guidelines outline the structure, contents, and activities that must be followed by teacher training programs.

In comparative terms, the APST for graduates and the *BNC-Formação* perform similar functions in Australia and Brazil, respectively. Both are derived from instruments provided by multilateral organizations (Schleicher, 2011; IBRD, 2012; OECD, 2013; UNESCO, 2019) to ensure teacher competence and guide the accreditation process of teacher training courses. Regarding the contents of both instruments, both in their main dimensions and the resulting consequences, similarities are observed in what Australia and Brazil identify as professional competencies for teachers. Table 3 presents these competencies in their main dimensions, summarizing the contents of the Australian APST and the Brazilian *BNC-Formação*, while demonstrating similarities in how both countries define a competent teacher.

As can be seen in Table 3, the Brazilian standards of 2019 follow the same general categories of professional competence as initially defined by the Australians in 2011. Both characterize the competencies of teachers through what Whitty and Willmott (1991) called intellectual,

Table 3 – Australian Professional Standards for Teachers vs. *Base Nacional Comum para a Formação Inicial de Professores da Educação Básica* — main dimension.

Dimension	Australia	Brazil
Professional Knowledge	<p>Know students and how they learn.</p> <p>Know the content and how to teach it.</p>	<p>Know the content and how to teach it.</p> <p>Demonstrate knowledge about students and how they learn.</p> <p>Recognize contexts.</p> <p>Know the structure and governance of educational systems.</p>
Professional Practice	<p>Plan for and implement effective teaching and learning.</p> <p>Create and maintain supportive and safe learning environments.</p> <p>Assess, provide feedback, and report on student learning.</p>	<p>Plan teaching actions that result in effective learning.</p> <p>Create and know how to manage learning environments.</p> <p>Assess student development, learning, and teaching.</p> <p>Conduct the pedagogical practices of the objects of knowledge, abilities, and skills.</p>
Professional Engagement	<p>Engage in professional learning.</p> <p>Engage professionally with colleagues, parents/carers, and the community.</p>	<p>Engage in own professional development.</p> <p>Engage professionally with student learning and put into practice the principle that everyone is capable of learning.</p> <p>Participate in the school's Pedagogical Project and in the construction of democratic values.</p> <p>Engage professionally with families and the community.</p>

Source: AITSL (2011) and Brasil (2020a).

cognitive, and attitudinal dimensions that do not indicate how such competencies are effectively demonstrated in classroom practice. In terms of structure, the Brazilian standards tend to unfold or reorganize aspects that are defined in a more synthetic manner or under a specific logic for the Australian context. Regarding the meaning of quality resulting from these standards, the documents explicitly highlight the impact of teachers' actions on student learning as the main guideline for defining teaching competence and, therefore, its quality. This explicit meaning of quality aligns with documents and ideas disseminated by multilateral organizations that provide political support for the implementation of standards in educational reforms. However, considering the conceptions of teacher education that guide the ethos based on teachers' learning standards, "it is not clear what they should learn (or not learn), and what theories of teaching and learning should guide their learning", as observed by Cochran-Smith (2001, p. 538).

TEACHER EDUCATION QUALITY IMPLICIT IN ACCREDITATION PROCESSES

As Talbot (2015) reminds, dialogical analysis assumes that differences are part of the relationship between the statement and the context. In this sense, it is necessary to consider

the distinctions that mark each country so that, even starting from instruments based on the direction standardized by multilateral organizations (Schleicher, 2011; IBRD, 2012; OECD, 2013; UNESCO, 2019), it is possible to observe the entirety of interactions resulting from the implemented policies and local realities.

In Australia, program accreditation and professional registration of teachers are carried out by state authorities, but under the national leadership of AITSL. In Brazil, the decentralization of the accreditation model occurs both concerning State Education Councils and among autonomous bodies within the Ministry of Education itself, involving the following stages: i. evaluation, which analyzes the course data and issues a judgment of quality; ii. supervision, which makes decisions and preventive or corrective actions to ensure that courses and institutions comply with the rules; and iii. regulation, which publishes acts that allow regular operation of courses and institutions (AITSL, 2015; 2020; Brasil, 2017).

It is also worth noting that, in Australia, the process of evaluating higher education quality is unique and is the responsibility of the Tertiary Education Quality and Standards Agency (TEQSA). However, the accreditation of teacher education courses follows a complementary and parallel procedure. In Brazil, there is no specific accreditation for teacher education programs, either under the SINAES, the national system for the evaluation of education, nor within the State Education Councils. Undergraduate programs in Brazil, in all areas of knowledge, are subject to the same criteria.

In terms of structure, Australia has two accreditation processes for teacher education courses. One is to authorize the operation of new programs, and the other is to review this accreditation every five years (AITSL, 2015; 2020). In the case of Brazil's federal education system, new programs offered by institutions that are not universities or colleges with research capacity undergo three processes: authorization, for the initial offering of programs; recognition, for new programs after the first graduation class; and renewal of recognition, for periodic reviews of the recognition. When new programs are opened by universities or colleges with research capacity, Brazil respects the autonomy of these institutions but subjects them to regular processes of recognition and renewal of recognition (Brasil, 2017; INEP, 2017a; 2017b).

The Australian accreditation process is organized through a documentary evaluation based on a type of checklist, where the required quality evidence is presented by the provider and analyzed by a panel of experts. A global score is not issued, but only an indication of approval or disapproval based on a detailed analysis of the evidence presented. Broadly, the course is compared to the desired quality profile, according to criteria derived from the APST and widely outlined in the standards and procedures. In the documents reviewed, the explicit meaning of quality in the Australian accreditation process for initial teacher education courses is the impact of teacher training on student learning (AITSL, 2015; 2020).

However, concerning the concrete evidence of this impact, it is noted that the Teacher Performance Assessments (TPAs) defined by AITSL (2021, p. 1) as "a key mechanism by which programs can demonstrate the impact of teachers in training on student learning" are not adequately scaled. Impact assessments assume experimental designs to establish cause-and-effect relationships, but this modeling was not found. Although TPAs may be organized to express how teacher education courses provide teacher candidates with the acquisition of competencies defined by the APST, there are no guarantees that such key mechanism exists by which programs can demonstrate the impact of teachers in training on student learning competencies (and not include the impact of other factors on student learning).

Additionally, in the absence of experimental or quasi-experimental models for the TPA, the possibility remains that intervening variables may disturb the measured impacts.

Contextual factors such as economic conditions, parental education, and school location can affect student learning indicators. The study by Ainley, Macaskill and Thomson (2022) points out, for example, that most of the variation in student performance on the PISA 2018 occurred more within the same school than between schools, suggesting that differences in student learning are not necessarily an indication of the impact of teachers' skills, their training process, or school practices.

A similar warning is also made by Ell et al. (2019), who state that student learning is the result of several overlapping complex systems, which can occur due to the teachers' knowledge and practices, but also due to the educational policy that sustains the teaching-learning process, as well as the biosocial characteristics of the students. Mayer, Cotton and Simpson (2017) further add that the issue of teacher effectiveness and what is accepted as evidence of this effectiveness needs to be examined more closely by teacher educators and policymakers before supposed evidence of impact can be claimed as such.

In the case of Brazil, there is an indeterminacy in the meaning of quality in initial teacher education programs, implicit in the accreditation process. SINAES, as the main instrument for verifying the quality of undergraduate programs in Brazil, has generic criteria to meet the approximately 40 thousand undergraduate programs across all areas of knowledge, including teacher education programs, in 2022. SINAES was created to operate with onsite evaluations. However, the infrastructure needed to ensure visits by evaluation committees to such a large number of courses led to its regulation in such a way that evaluation visits only occur in the case of unsatisfactory performance on the quality indicator known as the Preliminary Course Mark (*Conceito Preliminar de Curso* — CPC) or in the absence of basic data to generate it. Thus, operationally, SINAES is based on two parallel evaluation processes (on-site evaluations and CPC), supported by two different sets of indicators, which, in turn, generate potentially different and even contradictory results (Souza, 2016; Tozzi and Tozzi, 2017).

Thus, the analysis of the Brazilian case pointed to an indeterminacy in the meaning of quality in the programs that form teachers. First, there is a sense generated by the instruments for on-site evaluation (INEP, 2017a; 2017b), whose content refers to the Curriculum Guidelines for Teacher Education (Brasil, 2020a). These guidelines emphasize the structures and conditions of the course that may (with greater or lesser precision) have an impact on student learning. However, it is important to highlight that these structures and conditions are not equivalent to measuring the impact of the course on student learning at school. Furthermore, the *BNC-Formação*, which synthesizes the Brazilian version of professional standards for teachers and integrates the curriculum guidelines, is not included in the on-site evaluation instrument of SINAES.

When looking at the CPC, the meaning of quality in Brazilian teacher education programs becomes even more indeterminate. The methodology for calculating the CPC combines, in a single measure, the following dimensions and their relative weights: the performance of graduates in general knowledge and subject-specific exams (20%), the value added by the formative process to the graduate's general knowledge, measured by the entrance exam (*Exame Nacional do Ensino Médio* — *Enem*) and graduation exam (*Exame Nacional de Desempenho dos Estudantes* — *Enade*) (35%); the proportion of master's and doctoral degree holders in the faculty and the proportion of full-time faculty (30%); and the students' perception of the conditions of the training process (15%) (INEP, 2020). As a result, with regard to teacher education programs, the Brazilian model, although based on the competence perspective, generates an indefinite measurement of quality, hermeneutically distinct from the professional standards for teachers defined by the *BNC-Formação*.

FINAL CONSIDERATIONS

For Gardiner (1992), the articulation of Bakhtinian dialogism with the concerns and procedures characteristic of dialectics allows an interpretive understanding of human actions and texts, fostering a movement between the statement and the circumstances in which they are embedded. Considering this theoretical-methodological framework, this study takes into account the Australian and Brazilian contexts to highlight the coexistence of different meanings of teacher education quality implicit in their accreditation processes, even when such meanings originate from similar statements.

This similar statement refers to the professional profiles for teachers, which, guided by the competence model and internationally validated by movements of multilateral organizations, suggest that teacher education quality is linked to its impact on pre-tertiary education students' learning. However, although this is a shared statement, similar professional standards materialize in particular meanings of teacher education quality in the countries under study.

In Brazil, the analysis of the legal documents that support the recognition and renewal of recognition of teacher education courses reveals the country's difficulties in designing a process capable of identifying indicators related to the results of the training process. In Australia, mapping the criteria for accrediting teacher education courses requires the implementation of TPAs to demonstrate the impact of teacher training on student learning. However, the method for assessing the learning of students impacted by the teacher's work is not clearly defined, despite the existence of a technical sheet with guidelines (AITSL, 2021b). Furthermore, as Dinham (2015) clarifies, the use of pre-tertiary education students' learning as evidence of the quality of teacher education programs is still under construction, and there is no reliable methodology for accurately assessing this impact.

Thus, the meaning of quality in teacher education programs in the Brazilian context may vary between that brought by the CPC and the general guidance of the curriculum guidelines, but without expressing the impact of teacher education on student learning. In the Australian case, the meaning of quality associated with the impact on student learning, although declared, lacks supporting evidence to be claimed as existing in concrete reality.

REFERENCES

AINLEY, Jonh; MACASKILL, Greg; THOMSON, Sue. **Within and between school variation in achievement on the Programme for International Student Assessment (PISA) in Australia: PISA Australia Technical Paper**. Melbourne: Australian Council for Educational Research, 2022. Available at: <https://research.acer.edu.au/ozpisa/54>. Access on: February 21, 2023.

AUSTRALIAN BUREAU OF STATISTICS (ABS). **Schools 2022**. 15 fev. 2023. Available at: <https://www.abs.gov.au/statistics/people/education/schools/2022#schools>. Access on: February 21, 2023.

AUSTRALIAN BUREAU OF STATISTICS (ABS). **Population clock and pyramid**. [s.d]. Available at: <https://www.abs.gov.au/statistics/people/population/population-clock-pyramid>. Access on: April 6, 2024.

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL). **Australian Professional Standards for Teachers**. Melbourne: AITSL, 2011. Available at: <https://www.AITSL.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf>. Access on: February 21, 2023.

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL). **Accreditation of initial teacher education programs in Australia**. Melbourne: AITSL, 2015. Available at: https://www.AITSL.edu.au/docs/default-source/national-policy-framework/accreditation-of-initial-teacher-education-programs-in-australia.pdf?sfvrsn=e87cff3c_48. Access on: February 21, 2023.

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL). **Become a registered teacher**. Melbourne: AITSL, 2017a. Available at: <https://www.AITSL.edu.au/prepare-to-be-a-teacher/become-a-registered-teacher>. Access on: February 21, 2023.

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL). **Nationally consistent registration for all teachers**. 2017b. Available at: <https://www.AITSL.edu.au/teach/improve-practice/start-your-career/registration/nationally-consistent-teacher-registration>. Access on: February 21, 2023.

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL). **Accredited Teaching Program list**. Melbourne: AITSL, 2017c. Available at: <https://www.AITSL.edu.au/deliver-ite-programs/apl>. Access on: February 21, 2023.

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL). **Australian Teacher Workforce Data**. Melbourne: AITSL, 2017d. Available at: <https://www.AITSL.edu.au/research/australian-teacher-workforce-data>. Access on: February 21, 2023.

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL). **Guidelines for the accreditation of initial teacher education programs in Australia**. Melbourne: AITSL, 2020. Available at: https://www.AITSL.edu.au/docs/default-source/default-document-library/accreditation_guidelines_2021_17-feb-2021_contents_web_final.pdf?sfvrsn=9276dd3c_0. Access on: February 21, 2023.

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL). **National Trends: teacher workforce**. 2021a. Available at: <https://www.AITSL.edu.au/research/australian-teacher-workforce-data/atwdreports/national-trends-teacher-workforce>. Access on: April 6, 2024.

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL). **Teaching performance assessment: Program Standard 1.2**. [Fact Sheet]. Melbourne: AITSL, 2021b. Available at: https://www.AITSL.edu.au/docs/default-source/initial-teacher-education-resources/tpa/program-standard-1-2-factsheet---2021.pdf?sfvrsn=d0f9a53c_2. Access on: February 21, 2023.

BAKHTIN, Mikhail. **The dialogic imagination: four essays**. Austin, TX: University of Texas Press, 1981. 480 p.

BAKHTIN, Mikhail. **Problems of Dostoevsky's poetics**. Minneapolis: University of Minnesota Press, 1984. (Theory and History of Literature, v. 8). 384 p.

BIESTA, Gert. How does a competent teacher become a good teacher? on judgment, wisdom and virtuosity in teaching and teacher education. In: HEILBRONN, Ruth; FOREMAN-PECK, Lorraine (org.). **Philosophical perspectives on teacher education**. Oxford: Wiley-Blackwell, 2015. p. 1-22.

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (IBRD). **What matters most in teacher policies? A framework for building a more effective teaching profession**. Washington, DC: World Bank, 2012. Available at: <https://openknowledge.worldbank.org/server/api/core/bitstreams/fb22c998-25d2-5b2a-bb58-4874d1e958d2/content>. Access on: March 1, 2023.

BOLD, Tessa; FILMER, Deon; MARTIN, Gayle; MOLINA, Ezequiel; ROCKMORE, Christophe; STACY, Brian; SVENSSON, Jakob; WANE, Waly. What do Teachers Know and Do? Does it Matter? Evidence from Primary Schools in Africa. **Policy Research Working Paper, n. 7956**. Washington, DC: World Bank, 2017. Available at: <http://hdl.handle.net/10986/25964>. Access on: March 1, 2023.

BRASIL. Lei n. 9.394, de 20 de dezembro de 1996. Institui as diretrizes e bases da educação nacional. **Diário Oficial [da] República Federativa do Brasil**, Brasília, DF, 20 dez. 1996. Available at: https://www.planalto.gov.br/ccivil_03/leis/L9394compilado.htm. Access on: March 1, 2023.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. Parecer CNE/CEB n. 2, de 19 de abril de 1999. Institui Diretrizes Curriculares Nacionais para a Formação de Docentes da Educação Infantil e dos anos iniciais do Ensino Fundamental, em nível médio, na modalidade Normal. **Diário Oficial da União [da] República Federativa do Brasil**, Brasília, DF, 23 de abril de 1999. Seção 1, p. 97. Available at: http://portal.mec.gov.br/cne/arquivos/pdf/rceb02_99.pdf. Access on: April 6, 2024.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. **Escassez de Professores para o Ensino Médio: propostas estruturais e emergenciais** — Relatório produzido pela comissão especial instituída para estudar medidas que visem a superar o déficit docente no Ensino Médio. Brasília: CNE/CEB, 2007. Available at: <http://portal.mec.gov.br/cne/arquivos/pdf/escassez1.pdf>. Access on: April 6, 2024.

BRASIL. Ministério da Educação. Portaria Normativa n. 4, de 05 de agosto de 2008. Regulamenta a aplicação do conceito preliminar de cursos superiores, para fins dos processos de renovação de reconhecimento respectivos, no âmbito do ciclo avaliativo do SINAES instaurado pela Portaria Normativa n. 1, de 2007. **Diário Oficial da União [da] República Federativa do Brasil**, Brasília, DF, 6 ago. 2008. Available at: https://download.inep.gov.br/download/superior/condicoesdeensino/Portaria_N_4_de_5_de_agosto_2008.pdf. Access on: March 1, 2023.

BRASIL. Decreto n. 9.235, de 15 de dezembro de 2017. Dispõe sobre o exercício das funções de regulação, supervisão e avaliação das instituições de educação superior e dos cursos superiores de graduação e de pós-graduação no sistema federal de ensino. **Diário Oficial da União [da] República Federativa do Brasil**, Brasília, DF, 18 dez. 2017. Available at: <https://www.in.gov.br/web/dou/-/decreto-n-9-235-de-15-de-dezembro-de-2017-1101286-1101286>. Access on: March 1, 2023.

BRASIL. Ministério da Educação. Portaria Normativa n. 20, de 21 de dezembro de 2017. Dispõe sobre os procedimentos e o padrão decisório dos processos de credenciamento, reconhecimento, autorização, reconhecimento e renovação de reconhecimento de cursos superiores, bem como seus aditamentos, nas modalidades presencial e a distância, das instituições de educação superior do sistema federal de ensino. (Republicada). **Diário Oficial da União [da] República Federativa do Brasil**, Brasília, DF, 3 set. 2018a. Available at: <https://pesquisa.in.gov.br/imprensa/jsp/visualiza/index.jsp?jornal=515&pagina=40&data=03/09/2018>. Access on: March 1, 2023.

BRASIL. Ministério da Educação. Portaria Normativa n. 23, de 21 de dezembro de 2017. Dispõe sobre os fluxos dos processos de credenciamento e reconhecimento de instituições de educação superior e de autorização, reconhecimento e renovação de reconhecimento de cursos superiores, bem como seus aditamentos. (Redação dada pela Portaria Normativa n. 742, de 3 de agosto de 2018). **Diário Oficial da União [da] República Federativa do Brasil**, Brasília, DF, 30 set. 2018b. Available at: https://www.in.gov.br/materia/-/asset_publisher/Kujrw0TZC2Mb/content/id/39380012/do1-2018-09-03-portaria-normativa-n-23-de-21-de-dezembro-2017--39379864. Access on: March 1, 2023.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. Parecer CNE/CP n. 22, de 7 de novembro de 2019. Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação Básica e Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação). **Diário Oficial da União [da] República Federativa do Brasil**, Brasília, DF,

20 dez. 2019. Available at: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=133091-pcp022-19-3&category_slug=dezembro-2019-pdf&Itemid=30192. Access on: March 1, 2023.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. Resolução CNE/CP n. 2, de 20 de dezembro de 2019. Define as Diretrizes Curriculares Nacionais para a Formação Inicial de Professores da Educação Básica e Institui a Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação). **Diário Oficial da União [da] República Federativa do Brasil**, Brasília, DF, 15 abr. 2020a. Available at: https://www.in.gov.br/web/dou/-/resolucao-n-2-de-20-de-dezembro-de-2019-*-252499504. Access on: March 1, 2023.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. Resolução CNE/CP n. 1, de 27 de outubro de 2020. Dispõe sobre as Diretrizes Curriculares Nacionais para a Formação Continuada de Professores da Educação Básica e Institui a Base Nacional Comum para a Formação Continuada de Professores da Educação Básica (BNC-Formação Continuada). **Diário Oficial da União [da] República Federativa do Brasil**, Brasília, DF, 29 out. 2020b. Available at: <https://www.in.gov.br/web/dou/-/resolucao-cne/cp-n-1-de-27-de-outubro-de-2020-285609724>. Access on: March 1, 2023.

BRASIL. Ministério da Educação. Portaria n. 209, de 06 de junho de 2022. Define os Indicadores de Qualidade da Educação Superior referentes ao ano de 2021, estabelece os aspectos gerais de cálculo e os procedimentos de manifestação das Instituições de Educação Superior sobre os insumos de cálculo e divulgação de resultados. **Diário Oficial da União [da] República Federativa do Brasil**, Brasília, DF, 07 jun. 2022. Available at: <https://in.gov.br/web/dou/-/portaria-n-209-de-6-de-junho-de-2022-405915152>. Access on: March 1, 2023.

CHEUNG, Kwok. To grow and glow: towards a model of teacher education and professional development. In: MEETING OF THE INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING (Singapore, July 27-31, 1990). **Speeches/Conference paper** [...]. Washington, DC: Eric, jul. 1990. 50p. Available at: <https://eric.ed.gov/?q=evidence-based+education&pg=695&id=ed338575>. Access on: March 1, 2023.

CHURCHWARD, Peter; WILLIS, Jill. The Pursuit of Teacher quality: identifying some of the multiple discourses of quality that impact the work of teacher educators. **Asia-Pacific Journal of Teacher Education**, New York, v. 47, n. 3, p. 251-264, 2019. Available at: <https://www.tandfonline.com/doi/full/10.1080/1359866X.2018.1555792>. Access on: March 1, 2023.

COCHRAN-SMITH, Marilyn. The outcomes question in teacher education. **Teaching and Teacher Education**, Amsterdam, v. 17, n. 5, p. 527-546, 2001. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S0742051X01000129?via%3Dihub>. Access on: March 1, 2023.

COCHRAN-SMITH, Marilyn; STERN, Rebecca; SÁNCHEZ, Juan Gabriel; MILLER, Andrew; STRINGER KEEFE, Elizabeth; FERNÁNDEZ, M. Beatriz; CHANG, Wen-Chia; CUMMINGS CARNEY, Molly; BURTON, Stephani; BAKER, Megina. **Holding teacher preparation accountable: a review of claims and evidence**. Boulder: National Education Policy Center, 2016. Available at: https://nepc.colorado.edu/sites/default/files/pb_cochran-smith_teacher_prep_0.pdf. Access on: March 1, 2023.

COCHRAN-SMITH, Marilyn; ZEICHNER, Kenneth. **Studying teacher education: the report of the AERA panel on research and teacher education**. New York: Routledge, 2005. Available at: <https://www.taylorfrancis.com/books/edit/10.4324/9780203864043/studying-teacher-education-kenneth-zeichner-marilyn-cochran-smith>. Access on: March 1, 2023.

DARLING-HAMMOND, Linda; YOUNGS, Peter. Defining 'highly qualified teachers': what does 'scientifically-based research' actually tell us. **Educational Researcher**, Washington, v. 31, n. 9, p. 13-25, 2002. Available at: <https://journals.sagepub.com/doi/10.3102/0013189X031009013>. Access on: March 1, 2023.

DEPARTMENT OF FOREIGN AFFAIRS AND TRADE (DFAT). **The Australian Education System - Foundation level**. [s.d.] (Diplomatic Academy). Available at: <https://www.dfat.gov.au/sites/default/files/australian-education-system-foundation.pdf>. Access on: March 1, 2023.

DINHAM, Stephen. **Issues and perspectives relevant to the development of an approach to the accreditation of initial teacher education in Australia based on evidence of impact**. Melbourne: Australian Institute for Teaching and School Leadership, Melbourne, 2015. 40 p. Available at: https://www.AITSL.edu.au/docs/default-source/default-document-library/ite-reform-stimulus-paper-03-dinham.pdf?sfvrsn=1dfcec3c_0. Access on: March 1, 2023.

ELL, Fiona; SIMPSON, Alyson; MAYER, Diane; McLEAN DAVIES, Larissa; CLINTON, Janet; DAWSON, Georgia. Conceptualising the impact of initial teacher education. **The Australian Educational Researcher**, Melbourne, v. 46, n. 1, p. 177-200, 2019. Available at: <https://link.springer.com/article/10.1007/s13384-018-0294-7>. Access on: March 1, 2023.

GARDINER, Michael **The dialogics of critique: M.M. Bakhtin and the Theory of Ideology**. London: Routledge, 1992. 258 p.

GATTI, Bernardete. Formação inicial de professores para a educação básica: pesquisas e políticas educacionais. **Estudos em Avaliação Educacional**, São Paulo, v. 25, n. 57, p. 24-54, 2014. Available at: <https://publicacoes.fcc.org.br/eae/article/view/2823>. Access on: March 1, 2023.

GATTI, Bernardete Angelina; BARRETTO, Elba Siqueira de Sá; ANDRÉ, Marli Eliza Dalmazo Afonso de; ALMEIDA, Patrícia Cristina Albieri de. Concepções e práticas na formação de professores e professoras para a educação básica. In: GATTI, Bernardete Angelina; BARRETTO, Elba Siqueira de Sá; ANDRÉ, Marli Eliza Dalmazo Afonso de; ALMEIDA, Patrícia Cristina Albieri de. **Professores do Brasil: novos cenários de formação**. Brasília, DF: Unesco, 2019. p. 177-210. Available at: https://www.fcc.org.br/fcc/wp-content/uploads/2019/05/Livro_ProfessoresDoBrasil.pdf. Access on: March 1, 2023.

HARVEY, Lee; WILLIAMS, James. Fifteen years of quality in higher education. **Quality in Higher Education**, New York, v. 16, n. 1, p. 3-36, 2010. Available at: <https://www.tandfonline.com/doi/abs/10.1080/13538321003679457>. Access on: March 1, 2023.

INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA (IBGE). **Estimativas de população enviadas ao TCU**. 27 ago. 2020. Available at: https://ftp.ibge.gov.br/Estimativas_de_Populacao/Estimativas_2020/POP2020_20220905.pdf. Access on: April 6, 2024.

INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS ANÍSIO TEIXEIRA (INEP). **Instrumento de avaliação de cursos de graduação presencial e a distância: autorização**. Brasília, DF: Inep, 2017a. Available at: https://download.inep.gov.br/educacao_superior/avaliacao_cursos_graduacao/instrumentos/2017/curso_autorizacao.pdf. Access on: March 1, 2023.

INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS ANÍSIO TEIXEIRA (INEP). **Instrumento de avaliação de cursos de graduação presencial e a distância: reconhecimento e renovação de reconhecimento**. Brasília, DF: Inep, 2017b. Available at: <https://download.inep.gov>.

br/educacao_superior/avaliacao_cursos_graduacao/instrumentos/2017/curso_reconhecimento.pdf. Access on: March 1, 2023.

INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS ANÍSIO TEIXEIRA (INEP). Nota Técnica n. 58/2020/CGCQES/DAES. **Metodologia de cálculo do Conceito Preliminar de Curso (CPC) referente ao ano de 2019**. Brasília, DF: Inep, 2020. Available at: https://download.inep.gov.br/educacao_superior/enade/notas_tecnicas/2019/NOTA_TECNICA_N_58-2020_CGCQES-DAES_Metodologia_de_calculo_do_CPC_2019.pdf. Access on: March 1, 2023.

INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS ANÍSIO TEIXEIRA (INEP). **Censo da Educação Superior 1995-2022**. 10 out. 2023a. Available at: <https://www.gov.br/inep/pt-br/areas-de-atuacao/pesquisas-estatisticas-e-indicadores/censo-da-educacao-superior/resultados>. Access on: April 6, 2024.

INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS ANÍSIO TEIXEIRA (INEP). **Censo Escolar 1995-2023**. 18 set. 2023b. Available at: <https://www.gov.br/inep/pt-br/areas-de-atuacao/pesquisas-estatisticas-e-indicadores/censo-escolar/resultados>. Access on: April 6, 2024.

LANTITE. **Literacy and Numeracy Test for Initial Teacher Education Students**. 2023. Available at: <https://teacheredtest.acer.edu.au/>. Access on: March 1, 2023.

LINGARD, Bob. Policy borrowing, policy learning: testing times in Australian schools. **Critical Studies in Education**, New York, v. 51, n. 2, p. 129-147, 2010. Available at: <https://www.tandfonline.com/doi/abs/10.1080/17508481003731026>. Access on: March 1, 2023.

MAYER, Diane; COTTON, Wayne; SIMPSON, Alyson. **Teacher education in Australia**. Oxford: Oxford University Press, 2017. Available at: <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-305>. Access on: March 1, 2023.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). **Learning standards, teaching standards, and standards for school principals: a comparative study**. Santiago: Centre of Study for Policies and Practices in Education (Ceppe). Santiago: OECD, 2013. (Education Working Papers n. 99). Available at: <https://www.oecd-ilibrary.org/docserver/5k3tsjqtp90v-en.pdf?expires=1697210508&id=id&accname=guest&checksum=69BDB2343B1359A16F0BA5EF861936E3>. Access on: March 1, 2023.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). **Effective teacher policies: insights from PISA**. Paris: OECD Publishing, 2018. 163 p. Available at: <https://www.oecd.org/education/effective-teacher-policies-9789264301603-en.htm>. Access on: March 1, 2023.

PANTIĆ, Nataša; WUBBELS, Theo. Teacher competencies as a basis for teacher education – Views of Serbian teachers and teacher educators. **Teaching and Teacher Education**, Amsterdam, v. 26, n. 3, p. 694-703, 2010. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S0742051X09002030?via%3Dihub>. Access on: March 1, 2023.

ROBINSON, Maureen; MOGLIACCI, Rada. **Conceptions and models of teacher education**. Oxford Research Encyclopedia of Education. June 25, 2019. Oxford University Press. Available at: <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-571>. Access on: March 1, 2023.

ROWAN, Leonie; MAYER, Diane; KLINE, Jodie; KOSTOGRIZ, Alex; WALKER-GIBBS, Bernadette. Investigating the effectiveness of teacher education for early career teachers in diverse settings: the longitudinal research we have to have. **The Australian Educational Researcher**, Melbourne, v. 42,

n. 3, p. 273-298, 2015. Available at: <https://link.springer.com/article/10.1007/s13384-014-0163-y>. Access on: March 1, 2023.

RYAN, Mary; BOURKE, Terri. Spatialised metaphors of practice: how teacher educators engage with professional standards for teachers. **Critical Studies in Education**, New York, v. 59, n. 2, p. 167-186, 2018. Available at: <https://www.tandfonline.com/doi/full/10.1080/17508487.2016.1185641>. Access on: March 1, 2023.

SAUL, Ana Maria; SAUL, Alexandre. Contribuições de Paulo Freire para a formação de Educadores: Fundamentos e Práticas de um Paradigma Contra-Hegemônico. **Educar em Revista**, Curitiba, n. 61, p. 19-36, 2016. Available at: <https://www.scielo.br/j/er/a/TwJbgsR75ttGMwYnjJ4mc9B/?lang=pt>. Access on: March 1, 2023.

SCHLEICHER, Andreas. **Building a high-quality teaching profession: lessons from around the world**. Paris: OECD Publishing, 2011. Available at: https://www.oecd.org/en/publications/building-a-high-quality-teaching-profession_9789264113046-en.html. Access on: March 1, 2023.

SLEETER, Christine. Toward teacher education research that informs policy. **Educational Researcher**, Washington, v. 43, n. 3, p.146-153, 2014. Available at: <https://journals.sagepub.com/doi/10.3102/0013189X14528752>. Access on: March 1, 2023.

SOUZA, Valdinei Costa. Qualidade Sinaes para o curso de pedagogia: padrão ou ilusão? **Educar em Revista**, n. 62, 261-277, 2016. Available at: <https://www.scielo.br/j/er/a/wHdVFZCpJbYSjNSYxcsdk3p/?lang=pt>. Access on: March 1, 2023.

TALBOT, Debra. Teachers talk about their learning: a Bakhtinian analysis. **Knowledge Cultures**, v. 3, n. 4, p. 171-187, 2015. Available at: <https://www.addletonacademicpublishers.com/contents-kc/448-volume-3-4-2015/2538-teachers-talk-about-their-learning-a-bakhtinian-analysis>. Access on: March 1, 2023.

TEACHER EDUCATION MINISTERIAL ADVISORY GROUP (TEMAG). **Action now: classroom ready teachers**. Melbourne: Temag, 2014. Available at: <https://www.education.gov.au/teaching-and-school-leadership/resources/action-now-classroom-ready-teachers-report-0>. Access on: March 1, 2023.

THE TERTIARY EDUCATION QUALITY AND STANDARDS AGENCY (TEQSA). **Australian Qualifications Framework** (Last updated: 24 Feb 2023). Available at: <https://www.teqsa.gov.au/how-we-regulate/acts-and-standards/australian-qualifications-framework>. Access on: March 1, 2023.

TOZZI, Marcos; TOZZI, Adriana. Conceito Preliminar de Curso (CPC) x Conceito do Curso (CC): há coerência desses valores nos cursos de engenharia? **Revista Príncípa - Divulgação Científica e Tecnológica do IFPB**, João Pessoa, n. 34, p. 18-23, 2017. Available at: <https://periodicos.ifpb.edu.br/index.php/principia/article/view/1301>. Access on: March 1, 2023.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO). **Education 2030: Incheon Declaration and framework for action for the implementation for sustainable development goal 4: ensure inclusive and equitable quality education and promote lifelong learning**. 2016. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000245656/PDF/245656eng.pdf.multi>. Access on: March 1, 2023.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO). **Unesco ICT competency framework for teachers**. 2018. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000265721>. Access on: March 1, 2023.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO). **Teacher policy development guide**. Paris: Unesco, 2019. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000370966/PDF/370966eng.pdf.multi>. Access on: March 1, 2023.

WALLACE, Michael. **Training foreign language teachers: a reflective approach**. Cambridge: Cambridge University Press, 1991.

WHITTY, Geoff; WILLMOTT, Elizabeth. Competence-based teacher education: approaches and issues. **Cambridge Journal of Education**, New York, n. 21, v. 3, p. 309-318, 1991. Available at: <https://www.tandfonline.com/doi/abs/10.1080/0305764910210305>. Access on: March 1, 2023.

ZEICHNER, Kenneth. Traditions of practice in US preservice teacher education programs. **Teaching and Teacher Education**, Amsterdam, v. 9, n. 1, p. 1-13, 1993. Available at: <https://www.sciencedirect.com/science/article/abs/pii/0742051X93900115?via%3Dihub>. Access on: March 1, 2023.

How to cite this article: SOUZA, Valdinei Costa; TALBOT, Debra. Initial teacher education: meanings of quality for Australia and Brazil. **Revista Brasileira de Educação**, v. 30, e300072, 2025. <https://doi.org/10.1590/S1413-24782025300073>

Conflicts of interest: The authors declare they don't have any commercial or associative interest that represents conflict of interests in relation to the manuscript.

Funding: Coordenação de Aperfeiçoamento de Pessoal de Nível Superior, Posdoctoral Scholarship/PIDP.

Authors' contribution: Writing – Original Draft, Formal Analysis, Data Curation: Souza, V.C. Methodology, Supervision: Talbot, D. Investigation, Conceptualization, Writing – Review & Editing: Souza, V. C.; Talbot, D.

Data availability statement: The research data are available within the body of the article.

ABOUT THE AUTHORS

VALDINEI COSTA SOUZA holds a PhD in education from the Universidade de Brasília (UnB). She is a senior analyst in the Coordination for the Improvement of Higher Education Personnel (Capes). DEBRA TALBOT holds a PhD in Teacher Education from the University of Sydney. She is a senior lecturer in sociology and science education at the School of Education and Social Service at the University of Sydney (Australia).

Received on November 2, 2023

Revised on April 13, 2024

Approved on June 25, 2024

Responsible Editor: Marcelo Siqueira Maia Vinagre Mocarzel  <https://orcid.org/0000-0002-2780-0054>

