



Promising Practices for Management

What works to improve outcomes for equity students in high-stakes teacher education assessments

This brief outlines key findings from an impact evaluation funded through the ACSES Equity Frontiers Program. The full report can be found [here](#), or on the ACSES Trials Registry at www.acses.edu.au/trials-evaluation/trials-registry/.

Why this matters

Evidence from a recent CQUniversity trial, *Enhancing academic preparedness: A comprehensive trial of Individualised Digital Pedagogy for Literacy and Numeracy Test for Initial Teacher Education readiness*, shows that without effective support, barriers caused by recent changes to teacher registration requirements may reduce success for Initial Teacher Education (ITE) students.

What we evaluated

CQUniversity evaluated an Individualised Digital Pedagogy (IDP) approach designed to support first-year ITE students preparing for the Literacy and Numeracy Test for Initial Teacher Education (LANTITE). A randomised controlled trial compared students who had access to the IDP platform with those who received the University's existing preparation support. The evaluation examined literacy and numeracy outcomes alongside students' experiences using the intervention.

What worked

Personalised digital learning improved student outcomes. Students using the IDP intervention achieved significantly stronger LANTITE outcomes than students receiving conventional support.

IDP supported equity without disadvantaging a particular student group. The IDP approach can provide inclusive support for diverse cohorts.

The IDP model can scale across large student cohorts.

This allows universities to extend tailored support without a proportional increase in staffing.

Using an IDP allows flexibility for students. Students are able to study around external commitments and at their own pace.

What it cost

The intervention required an upfront investment to develop the adaptive learning platform and learning resources. Once established, the platform delivered personalised instruction automatically, enabling large numbers of students to receive tailored learning experiences without requiring proportional increases in academic staffing.

What did not work

Increasing the amount of support is not enough.

Providing personal support targeted to each student's learning needs proved to be more effective.

Lack of engagement with available resources.

A proportion of students did not fully engage with all available resources. Further monitoring and proactive communication with students need to be made to accomplish consistent engagement.



Key steps for senior management

- **Invest** in evidence-informed personalised learning systems that combine personalised diagnostic assessment.
- **Prioritise** flexible digital support that enable students from equity backgrounds to engage with preparation materials regardless of location or personal circumstances.
- **Combine** technology-enabled personalised learning with targeted human support focused on motivation, communication, and engagement monitoring.