ITE Programme Approval, Monitoring, Review, and Moderation Policy

Teaching in Aotearoa New Zealand. Te Whakaako i Aotearoa.

Teaching Council of Aotearoa New Zealand

Matatū. Tū Mataora.
Stand tall. Shape the future.

Part 1: Contents

Part 2: Introduction

2.1. Context

2.1.1 Teaching is the largest profession in Aotearoa New Zealand and one of the most influential in shaping the future of learners. We strengthen the profession by working together to enable teachers and leaders to better serve their communities and support children and young people to be successful.

2.1.2 Initial Teacher Education (ITE) plays a pivotal role in ensuring our teaching workforce is well-prepared to meet the needs of diverse learners and their whānau, families and communities. Our ITE system is on a multi-year voyage of change. The system we are fostering needs to be dynamic and responsive to changes in education. It is in this context that the Teaching Council of Aotearoa New Zealand (Teaching Council) is encouraging the development of a future focused ITE system to prepare every teaching graduate to meet *Ngā Paerewa mō te Umanga Whakaakoranga | Standards for the Teaching Profession* and with the skills to adapt to a changing education environment. Collectively, we want to see an ITE system which embraces, and reflects, the unique sociocultural context of Aotearoa New Zealand.

2.1.3 ITE needs to equip new teachers with the skills, knowledge, and practice they need in their first teaching role. It must also enable them to continue to learn and adapt their practice for future challenges and meet *Ngā Paerewa | Standards*. Our aim is to build for the future, and to create a system that is responsive to challenges and complexities.

2.1.4 We want to make sure our newly qualified teachers are well equipped to meet the learning needs of their ākonga | learners when they start teaching, but at the same time we need to acknowledge that they will continue their learning and development throughout their careers which will see their skills, knowledge, and practice develop over time.

2.2. Legislative context

2.2.1 The Education and Training Act 2020 (the Act) gives the Teaching Council responsibility for:

- establishing and maintaining standards for qualifications that lead to teacher registration
- reviewing, at any time, the standards for qualification that lead to teacher registration and, after consulting with the Minister:
  - varying, deleting or replacing one or more of the standards; or
  - adding one or more standards; or
  - deleting all the standards and substituting new standards.

The *ITE Programme Requirements Policy* sets out the standards for programmes leading to teacher registration. The requirements set the direction for ITE programme design and delivery, as well as ITE student teacher selection and graduate outcomes.

2.2.3 The Act also gives the Teaching Council responsibility for conducting, in conjunction with quality assurance agencies, approvals of ITE programmes.

2.3 Scope

2.3.1 This policy applies to all ITE programmes approved by the Teaching Council.

2.3.2   The policy sets out the process for ITE programme approvals. It also outlines the processes used to evaluate the effectiveness of ITE programme delivery and encourage continual improvement, including monitoring, review, moderation, and audit or special review.

2.4   Associated policies and resources

2.4.1   This policy should be read in conjunction with the:

- *ITE Programme Approval, Monitoring and Review Requirements* policy which sets out the standards for programmes leading to teacher registration.

- *Te Whare o Rongotauira – Māori Medium Initial Teacher Education Programme Approval, Monitoring and Review Requirements*.

- *Ngā Tikanga Matatika mō te Haepapa Ngaiotanga me ngā Paerewa mō te Umanga Whakaakoranga, | Code of Professional Responsibility and Standards for the Teaching Profession* (*Ngā Tikanga Matatika, Ngā Paerewa | Our Code, Our Standards*) which describe the ethical behaviours and effective teaching practice expected of every teacher in New Zealand.

2.5   Teaching Council decision making processes

2.5.1   When making decisions, the Teaching Council observes relevant legislation in addition to the Education and Training Act 2020. This includes the Childrens' Act 2014, the Human Rights Act 1993, the Privacy Act 2020, and the Teaching Council Rules 2016, as well as the principles of fairness and natural justice.

2.5.2   The Teaching Council's values are those of the teaching profession:

WHAKAMANA: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

MANAAKITANGA: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

PONO: showing integrity by acting in ways that are fair, honest, ethical and just.

WHANAUNGATANGA: engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues, and the wider community.

2.5.3   The Teaching Council has six underlying pou that relate to the mandatory functions it carries out:

- **Pou Matatika** - functions related to conduct
- **Pou Mataara** - functions related to competence
- **Pou Whai Rēhitanga** - functions related to registration
- **Pou Tikanga Matatika, Ngā Paerewa** - functions related to the Code and Standards
- **Pou Here Tōmua** - functions related to initial teacher education
- **Pou Aro Whakamua** - functions related to the status and direction of teachers and the dissemination of best practice.

This policy relates to:

- **Pou Here Tōmua** - functions related to initial teacher education.

Part 3: Glossary

Name	Description	Shortened to
Approval	Approval of a programme as an initial teacher education programme under section 479 (1) (i) of the Education and Training Act 2020.	
Approval panel	A panel established by the Teaching Council to consider applications for initial teacher education programmes and make recommendations to the Teaching Council about whether the application should be approved.	
Assessment framework	The framework by which initial teacher education providers assess the extent to which student teachers meet *Ngā Paerewa	Standards* (in a supported environment).	
Audit	An inspection or examination of a programme's documented policies and procedures, candidate selection records, and student teacher assessment information to verify regulatory compliance and/or consistency of assessment decisions.	
Beginning teacher	A Tōmua	Provisional certified teacher who is beginning their teaching career. (Note: our registration and certification policy defines a beginning teacher as "a teacher who may have taught overseas but is new to teaching in New Zealand").	
*Code of Professional Responsibility	Ngā Tikanga Matatika mō te Haepapa Ngāiotanga*	*Ngā Tikanga Matatika	Code* sets out the high standards for ethical behaviour that are expected of every teacher. Note: that the *Ngā Tikanga Matatika	Code* also applies to all Limited Authority to Teach holders.	*Ngā Tikanga Matatika	Code*
Committee on University Academic Programmes	Has delegated authority from NZQA and Universities New Zealand for programme approval, accreditation functions, and moderation procedures for the university sector. One of the quality assurance agencies that works with the Teaching Council to approve teacher education programmes, representing the university sector.	CUAP
Culminating Integrative Assessment	An assessment that assesses whether a student teacher is able to effectively integrate theory and practice and synthesise their learning across *Ngā Paerewa	Standards*.	CIA

Early full programme review	An intensive, one-off event, earlier in the continual improvement cycle (i.e. before the scheduled programme review period) to address significant concerns and consider whether the programme can continue to be delivered, or if conditions need to be put in place and met before delivery can continue.	
Education and Training Act 2020	Legislation which outlines the Teaching Council's powers and functions.	the Act
Exploratory inquiry	An inquiry to collect further information and gain a deeper understanding of a programme to identify if further intensification of support is required under the investigative monitoring options.	
External monitor	A registered teacher or from an initial teacher education background. The currency of their teaching experience will be considered.	
Governing Council	Governing Council of the Teaching Council, comprising members appointed by the Minister of Education and members elected by different sectors of the teaching profession.	
Graduates	Those student teachers graduating from an initial teacher education programme.	
In a supported environment	In the context of meeting *Ngā Paerewa	Standards* means an initial teacher education programme environment that is more supported (through the programme and on professional experience placements) than would be typical for an experienced teacher with a full practising certificate.	
Investigative monitoring	Application of further support processes if tailored monitoring options have not achieved desired outcomes or there are significant concerns about risks to the programme and/or student teachers, which may include: • an exploratory inquiry • an early full programme review.	
Initial teacher education programme requirements	Requirements that set the direction for initial teacher education programme design and delivery, as well as initial teacher education student selection and graduate outcomes.	ITE programme requirements
Key Teaching Task	A teaching task undertaken and assessed during an ITE programme that assists in providing assurance to an ECE professional leader, or tumuaki	principal that a new or beginning teacher will be able to carry out independently on day one of their first teaching role.	KTT

Māori medium programme	A programme that prepares student teachers to deliver the programme and curricula requirements of Māori medium early childhood and/or primary, and/or secondary settings that may include Te Whāriki, Te Marautanga o Aotearoa, Te Aho Arataki Marau, Te Marautanga Aho Matua, Te Marautanga o ngā Kura ā-iwi, and other such curriculum documents; and is delivered in at least 51% te Reo Māori.	
Moderation	A continual improvement process designed to gain a shared understanding of pre-entry and in-programme assessment practices used across the initial teacher education sector.	
Monitoring	A regular process to confirm programme delivery is adhering to the initial teacher education programme requirements approved for the programme, through a critical friendship approach. There are three levels of monitoring depending on the level of support required for a programme: • Universal monitoring. • Tailored monitoring. • Investigative monitoring.	
New teacher	A new teacher is a recent graduate from an initial teacher education programme who is starting their teaching career. (Note: a beginning teacher is one who may have taught overseas but is new to teaching in New Zealand, i.e., they have not completed a New Zealand initial teacher education programme.)	
*Ngā Here mō te Rēhitatanga Kaiako, mō Ngā Tiwhikete Mahi me te Waitohu Whāiti ki te Ako	Requirements for Teacher Registration, Practising Certificates and Limited Authority to Teach*	Describes the requirements for becoming registered as a teacher and being issued with a practising certificate or a Limited Authority to Teach.	*Ngā Here Rēhita	Registration Requirements*
*Ngā Paerewa mō te Umanga Whakaakoranga	Standards for the Teaching Profession*	Describes the expectations of effective teaching practice. Note: that *Ngā Paerewa	Standards* do not apply to holders of a Limited Authority to Teach.	*Ngā Paerewa	Standards*

*Ngā Tikanga Matatika mō te Haepapa Ngāiotanga	Code of Professional Responsibility*	*Ngā Tikanga Matatika	Code* sets out the high standards for ethical behaviour that are expected of every teacher. Note: that the *Ngā Tikanga Matatika	Code* also applies to all Limited Authority to Teach holders.	*Ngā Tikanga Matatika	Code*
New Zealand Qualifications Authority	A government agency that ensures that New Zealand qualifications are accepted as credible and robust, nationally and internationally. One of the quality assurance agencies that works with the Teaching Council to approve and monitor teacher education programmes, representing the non-university sector (polytechnics, wānanga and Private Training Establishments (PTEs)).	NZQA
New Zealand Qualifications and Credentials Framework	All secondary and tertiary qualifications and credentials approved by New Zealand Qualifications Authority or Universities New Zealand.	NZQCF
Requirements policy	The set of standards for initial teacher education programmes that lead to teacher registration, made under section 479 (1) (g) and (h) of the Education and Training Act 2020	
Programme review	A programme review is a scheduled continual improvement process to formally assess that programme delivery is adhering to the initial teacher education programme requirements approved for the programme and whether changes are required, through a panel evaluation.	
Special review	A review (other than a scheduled full programme review) of an approved programme or elements of a programme, undertaken where concerns about that programme, or type of programme, have come to the Teaching Council's attention.	
*Standards for the Teaching Profession	Ngā Paerewa mō te Umanga Whakaakoranga*	Describes the expectations of effective teaching practice. Note: that *Ngā Paerewa	Standards* do not apply to holders of a Limited Authority to Teach.	*Ngā Paerewa	Standards*
Student teacher	A student enrolled in an initial teacher education programme	

Tailored monitoring	A continual improvement process that is applied to initial teacher education programmes that may need additional support and therefore a higher degree of scrutiny, including: • any programmes being delivered by a new initial teacher education provider, following the first year of delivery • any new programmes being delivered by an initial teacher education provider • those programmes where concerns have been identified during universal monitoring that have not been resolved following further discussion with the initial teacher education provider and/or gathering further data/information • those programmes that are not performing to the Teaching Council's expectations.	
Teacher	Includes: • a registered teacher • a former registered teacher • a person who holds a Limited Authority to Teach • a person who formerly held a Limited Authority to Teach.	
Teaching Council of New Zealand | Matatū Aotearoa	The professional body for and voice of the teaching profession with powers and functions prescribed by the Education and Training Act 2020, governed by a Governing Council with operational delivery and responsibility of an appointed chief executive and employees.	Teaching Council
Teaching Council Rules 2016	The rules are secondary legislation that sit under the Education and Training Act 2020, which provide for the establishment of the disciplinary bodies (the Complaints Assessment Committee and Disciplinary Tribunal) to consider and determine conduct matters and the establishment of the competence body (the Competence Authority) to consider and determine competence matters.	
Te Whare o Rongotauira	Māori Medium Initial Teacher Education Programme Approval, Monitoring and Review Requirements.	
Tūranga Whakaako Whai-herenga | Limited Authority to Teach	Enables people without a teaching qualification to teach, in positions where there is need for specialist skills or skills in short supply, but which are not permanent roles. A Limited Authority to Teach is not a type of practising certificate and it is not intended for registered teachers.	LAT
Universal monitoring	A process that applies light touch monitoring where the Teaching Council reviews provider supplied information and assesses no further support is required.	

Part 4: ITE programme approval process

4.1 Introduction

4.1.1 The standards for ITE programmes that lead to teacher registration set out in the *ITE Programme Requirements Policy* must be met so that a programme can be approved, and continued to be approved, as an ITE programme.

4.1.2 The Teaching Council has a legal function and power to conduct, in conjunction with quality assurance agencies, approvals of teacher education programmes. The quality assurance agencies are NZQA and CUAP.

4.1.3 This Part 4 sets out how the approval process is applied.

4.2 Applications

4.2.1 An application for approval of a programme as an ITE programme must be sent as follows:

a. in the case of the university sector, to both the Teaching Council and CUAP at the same time (unless otherwise agreed with CUAP)

b. in the case of the non-university sector, to both the Teaching Council and NZQA at the same time.

4.2.2 An application for approval as an ITE programme must contain evidence that the programme has been designed, and will be delivered, in accordance with the criteria in the *ITE Programme Requirements Policy*.

4.2.3 Before proceeding with an application, the Teaching Council will ensure that it is complete, and the documentation is sufficient in scope and depth for an evaluation to be made by the approval panel. If it is not, the Teaching Council may request that additional information be provided or require that the application be significantly re-worked before being re-submitted.

4.3 Te Whare o Rongotauira - Māori Medium Programme Approval Framework

4.3.1 An application for programme approval may contain a request that a Māori medium programme approval framework be used for assessment of the application.

4.3.2 An applicant making such a request, in addition to providing the relevant information required under the *ITE Programme Requirements Policy*, must provide the information that the Māori medium programme approval framework requires.

4.3.3 The Teaching Council will evaluate the request, together with the information supplied, in accordance with Te Whare o Rongotauira, the Māori medium programme approval framework.

4.4 Approval panel

4.4.1 Upon accepting an application for programme approval, the Teaching Council will undertake a desktop analysis of the application to verify compliance with the *ITE Programme Requirements Policy*. The Teaching Council may request additional information from the provider if necessary.

4.4.2 If satisfied that the application complies with the *ITE Programme Requirements Policy*, the Teaching Council will establish an approval panel to consider the application.

4.4.3   The purpose of the approval panel is to provide advice (in the form of a recommendation) to the Teaching Council as to whether the proposed programme complies with the *ITE Programme Requirements Policy* – in particular, that the applicant has sufficiently justified how their proposed assessment framework will ensure that graduates meet *Ngā Paerewa | Standards* (in a supported environment).

4.4.4   For applications from the non-university sector, the approval panel will be established in conjunction with NZQA.

4.4.5   The approval panel may consist of some, or all, of the following:

a. an independent chair

b. ITE teacher educator(s)

c. teacher(s) from the teaching sector(s) in which the programme is focused

d. Māori representative(s)

e. Pacific peoples representative(s)

f. person(s) with expertise in assessment

g. person(s) with expertise in curriculum design

h. person(s) with expertise in inclusive education.

One or more Teaching Council representatives will assist the panel as an adviser and to provide secretarial services.

In addition, the panel may be assisted by:

i. an applicant representative(s) who is not directly involved with the programme or its development – as an observer.

4.4.6   The approval panel will consider the evidence in the application, advice on the application from the Teaching Council, and information gathered as part of interviews with the applicant and their key partners, to satisfy itself that the proposed programme will comply with the *ITE Programme Requirements Policy* – in particular, that the applicant has sufficiently justified how their proposed assessment framework will ensure that graduates meet *Ngā Paerewa | Standards* (in a supported environment).

4.4.7   In determining the mode of the panel, all stakeholders to the event will be consulted as to the suitability of either a face-to-face or online panel. NZQA and CUAP may determine their mode of their scheduled monitoring or review process. The Teaching Council acknowledges that a face-to-face panel offers advantages to relationship building and information exchange but that there is a higher financial cost to the provider.

4.5   Approval panel recommendation

4.5.1   The approval panel will provide the Teaching Council with a recommendation on whether the application should be approved, conditions (if any) that should be imposed, and the date by which the programme (if approved) should be reviewed.

4.5.2   In making a recommendation, the approval panel may also make suggestions on how the programme could be further strengthened. A provider is not obliged to implement any suggestion.

4.6   Decision by Teaching Council

4.6.1   Upon receipt of the recommendation from the approval panel, the Teaching Council may either:

a. **approve** the programme as an ITE

b. **approve (with suggestions)** the programme as an ITE programme, with suggestions from the approval panel about how the programme could further be strengthened – a provider is not obliged to implement any suggestion

c. **approve (with conditions)** the programme as an ITE programme, with conditions imposed by the approval panel to strengthen the programme – these conditions must be implemented by a determined date before the programme can receive full approval and be delivered

d. **decline** to approve the programme

e. **defer** a decision, pending additional information.

4.6.2   The Teaching Council may approve a programme if satisfied that:

a. the programme has been developed, and is likely to be delivered, in accordance with the *ITE Programme Requirements Policy*

b. the assessment framework is such that the Teaching Council has confidence that graduates will meet the *Ngā Paerewa | Standards* (in a supported environment).

4.6.3   If the Teaching Council approves the programme, the Teaching Council will:

a. in the case of the university sector, provide an approval letter to the applicant, for forwarding on to CUAP as part of an approval application

b. in the case of the non-university sector, advise NZQA of the Teaching Council's intent to approve the programme, and then, subject to NZQA approval intentions, advise the applicant

c. appoint a provisional external monitor, in negotiation with the provider and, as appropriate, NZQA.

4.6.4   An approved programme will remain approved until such time as the Teaching Council withdraws approval in accordance with 4.12.

4.6.5   Programme approval will include:

a. a date by which the programme must be reviewed, which may be subsequently extended by the Teaching Council if a review by that date is unreasonable or unnecessary. This date will be after the second cohort of student teachers has graduated for three-year programmes or longer, or the third cohort for shorter programmes

b. notification of who the provisional external monitor for the programme will be.

4.6.6   If the Teaching Council declines to approve a programme, the applicant will be advised of the grounds on which the decision was made. The applicant will be invited to make a new application once it has addressed the grounds upon which the application was declined.

4.6.7   If the Teaching Council defers a decision pending additional information, the Teaching Council will advise the applicant and outline the additional information required.

4.7 Conditions on approval

4.7.1   When approving a programme, the Teaching Council may impose conditions on the approval that are specific to the programme or to a class of programmes. If applicable, it may also stipulate:

a. a date or dates that the conditions must be met to the satisfaction of the Teaching Council

b. the evidence required to demonstrate that the condition(s) have been met.

4.7.2   A date may be subsequently extended at the discretion of the Teaching Council if it is satisfied that the provider is actively implementing changes in order to meet a condition.

4.7.3   The appointed provisional monitor may be asked to report on the progress in responding to such conditions.

4.7.4   Failure to satisfactorily comply with a condition or conditions may result in the Teaching Council withdrawing programme approval.

4.8 Publication of programme approval

4.8.1   The Teaching Council will publish up-to-date and appropriate details of approved programmes on its website.

4.9 Major changes to approved ITE programmes

4.9.1   This section applies to major changes to components that have an impact on the programme as a whole, including (but not limited to) changes that will alter:

a. the focus or intent of learning outcomes and thus the assessment tasks

b. the graduate profile

c. the structure of the programme

d. the mode of delivery

e. the site(s) of delivery.

4.9.2   Before a provider makes a major change to a programme, it must apply to the Teaching Council for approval.

4.9.3   The application will include an outline of each major proposed change, justification for the change and its potential impact (as applicable) on:

a. learning outcomes

b. the graduate profile

c. mode of delivery

d. programme structure

e. the nature, timing, and duration of professional experience placements

f. student teachers' workload

g. entry requirements

h. involvement of partners in delivery, assessment, and review

i. the assessment framework, in particular the culminating integrative assessment

j. the key teaching tasks.

The documentation will also include details of any consultation which has occurred with partners, and whether they will continue to support the programme if the proposed major changes are approved.

A template document is available.

4.9.4   Upon application, the Teaching Council will determine in an initial evaluation of programme impact and potential risks if:

a. approval can be granted immediately by the Teaching Council

b. an internal Teaching Council panel is required

c. the Teaching Council should establish a panel consisting of ITE stakeholders

d. whether a site visit is needed.

4.9.5   The Teaching Council will advise the provider if any additional information is needed to support the application for a major change.

4.9.6   Where the Teaching Council is satisfied that the proposed major changes will result in:

a. the programme continuing to comply with the *ITE Programme Requirements Policy*

b. the Teaching Council continuing to be assured that graduates meet *Ngā Paerewa | Standards* (in a supported environment)

the Teaching Council will approve the application and advise the provider.

4.9.7   If there are multiple numbers of significant changes made to the programme, the Teaching Council may decline the application and require a new programme approval application to be submitted.

4.9.8   Where the Teaching Council is not satisfied that the proposed major changes will result in:

a. the programme continuing to comply with the *ITE Programme Requirements Policy*

b. the Teaching Council continuing to be assured that graduates meet *Ngā Paerewa | Standards* (in a supported environment)

the Teaching Council will decline the application and will advise the provider.

4.10   Minor changes to approved ITE programmes

4.10.1   Minor changes to programmes are defined as changes that do not meet the criteria for major change described in 4.9.1.

4.10.2   ITE providers may apply minor changes but the minor changes must be reported to the Teaching Council.

4.10.3   The Teaching Council will record and monitor minor changes for each programme to identify trends, especially to identify if the frequency and type of minor changes are, over a period of time, potentially resulting in a major change in the programme.

4.11   Maintaining programme approval

4.11.1   To maintain ongoing approval, an ITE provider must:

a. ensure that the programme continues to meet the approval criteria specified in the *ITE Programme Requirements Policy*, in particular, that the assessment framework provides sufficient assurance that graduates meet *Ngā Paerewa | Standards* (in a supported environment)

b. undertake ongoing self-reviews of the programme as required by NZQA, CUAP or provider's own internal processes

c. participate and co-operate in external monitoring

d. participate and co-operate in Teaching Council programme reviews

e. provide relevant information, when reasonably requested by the Teaching Council, for the purposes of:

i. assuring the consistency of assessment decisions about graduates meeting *Ngā Paerewa | Standards* (in a supported environment)

ii. undertaking audits and/or special reviews

f. be able to demonstrate, as part of programme reviews or otherwise, that the programme is achieving the desired graduate outcomes, including meeting *Ngā Paerewa | Standards* (in a supported environment).

4.12   Withdrawal of programme approval

4.12.1   The Teaching Council may withdraw approval of a programme where:

a. the provider has submitted a written request that approval be withdrawn

b. the provider has notified the Teaching Council that the programme is no longer being taught

c. a new *ITE Programme Requirements Policy* has been published by the Teaching Council and an existing programme has not transitioned to the new requirements

d. it is satisfied that the programme does not comply with the *ITE Programme Requirements Policy* – in particular, that the assessment framework does not provide sufficient assurance that graduates meet *Ngā Paerewa | Standards* (in a supported environment).

4.12.2   In circumstances in which the Teaching Council is considering withdrawing programme approval:

a. the Teaching Council must give written notice to the provider concerned stating the grounds on which the Teaching Council is considering withdrawing approval

b. the Teaching Council must give the provider a reasonable time (as specified in the notice) to make submissions on the matter; and after considering those submissions, the Teaching Council may withdraw approval if it considers there are reasonable grounds to do so and must notify the provider of the withdrawal and the reasons for it.

4.12.3   If the Teaching Council withdraws a programme approval, then the Teaching Council will not register or grant a practising certificate to any graduate who is admitted to the programme after the date of withdrawal of the Teaching Council's approval.

Part 5: ITE programme continual improvement

5.1 Introduction

5.1.1 An important aspect of continual improvement is to ensure our ITE programmes continue to deliver high-quality teaching and learning that aligns with the key shifts sought in the *ITE Programme Requirements Policy* and each programme's approval mandate.

5.1.2 Continual improvement processes such as monitoring, review, moderation, and audits are also an opportunity for the Teaching Council and ITE providers to work together and with partners to strengthen collaborative relationships that support best practice and continuous learning and improvement across the ITE system.

5.1.3 The approach to continual improvement outlined in this policy aligns as closely as possible any Teaching Council information requirements with NZQA, CUAP and/or internal quality assurance schedules. This approach is intended to ensure the Teaching Council can meet its legislative obligations in relation to the quality of ITE provision while also avoiding unnecessary duplication of effort and information for ITE providers.

5.1.4 Continual improvement processes use the following information from ITE providers (provided at different stages of the continual improvement process) to help build a picture of the effectiveness of individual programmes and the impact the ITE requirements may be having across the system:

- Information already provided from provider internal and external reporting processes.
- Feedback from partners (which will be sought directly from partners during any external monitoring process).
- Additional information requested by the Teaching Council which is focused on expectations from the *ITE Programme Requirements Policy* (refer to the Guidelines for ITE Programme Monitoring, Review and Moderation for information about the information providers will supply for each stage of the continual improvement cycle).

5.1.5 Additionally, the approach is intended to offer appropriate levels of individualised support to programmes throughout delivery when this is needed.

Part 6: Programme monitoring

6.1 Introduction

6.1.1 Monitoring is a regular process to confirm that ITE programme delivery is adhering to the ITE programme requirements approved for the programme, focussing on a critical friendship approach. There are three levels of monitoring depending on the level of support required for a programme:

- Universal monitoring.
- Tailored monitoring.
- Investigative monitoring.

6.1.2 It is expected that most providers will deliver their programmes with minimal involvement from the Teaching Council. Additional monitoring and support is therefore likely to only be needed by a small percentage of programmes, and in specific circumstances.

6.2 Monitoring schedule

6.2.1 Monitoring of an approved programme will align as closely as possible with schedules in place for NZQA and/or institutional internal processes.

The schedule will be as follows:

a. In the case of one, two and three-year programmes, monitoring will be undertaken annually in the first three years of delivery

b. In the case of four-year programmes, monitoring will be done annually in the first four years of delivery

at a time agreed by the Teaching Council and the provider.

Table One : Frequency of monitoring

Length of programme	Frequency of monitoring Year of delivery following approval of programme								
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Onwards
One year					#		#		# Every second year unless coincides with a review year
Two years					#		#		
Three years					#		#		
Four years						#		#	

☐ = annual monitoring

6.2.2 Subject to satisfactory monitoring reports, the approved programme will thereafter be monitored every second year, unless that year coincides with a programme review. If the review date is subsequently extended, then any scheduled monitoring may instead occur in lieu of the review.

6.3 Decisions about level of monitoring

6.3.1 Decision-making on recommendations about whether to increase or decrease support would be made by the Teaching Council's chief executive (or their delegate).

6.4 External monitors

6.4.1 A pool of external monitors will be established by the Teaching Council, in conjunction with NZQA as appropriate, to be available to engage with those ITE providers whose programmes are identified as requiring additional support.

6.4.2 It is expected that external monitors undertaking this work are either registered teachers or come from an ITE background. The currency of their teaching experience will be considered.

6.4.3 Feedback from partners of ITE providers should be collected by the external monitor directly from those partners. Selection of partners for feedback will be established by the external monitor in conjunction with the provider.

6.4.4 External monitors will be selected where possible from the pool of programme approval panel members who have knowledge and experience of the *ITE Programme Requirements Policy*. Monitors for NZQA providers will be selected and appointed in conjunction with NZQA.

6.4.5 External monitors will not form part of a review panel for an ITE programme that they have monitored.

6.5 Annual reporting

6.5.1 The purpose of annual reporting is for information already held by ITE providers to be made available to the Teaching Council to permit a low-burden approach for providers towards demonstrating the strength of their programmes' operation.

6.5.2 A list of information sources for reporting will be developed in consultation with ITE providers and other stakeholders and be broken into two separate lists:

a. information that may be requested as part of annual reporting (which would include information that is easy to source and report)

b. information collected for the purpose of periodic review (which would include information collection that may take more time and resource to report against).

6.6 Universal monitoring: level one

6.6.1 At least six weeks before a scheduled monitoring process, the Teaching Council will provide a self-assessment template to the provider.

6.6.2 The template focuses on:

a. information provided as part of annual reporting

b. programme strengths and challenges

c. changes that have been made to the programme since the last monitoring process or review, especially any changes to the conceptual framework, key partners, key teaching tasks, and the assessment framework (particularly the culminating integrative assessment)

d. any proposed changes to the programme and its delivery as they relate to the *ITE Programme Requirements Policy.*

6.6.3 The intent is that monitoring of well performing programmes will not require support other than the submission of information provided by the provider and assessed by the Teaching Council. New programmes delivered by an existing ITE provider or a programme delivered by a new ITE provider will require a higher level of monitoring – see tailored monitoring.

6.7   Tailored monitoring: level two

6.7.1 Programmes that may need additional support and therefore a higher degree of scrutiny[1] would include:

a. any programmes being delivered by a new ITE provider, following the first year of delivery

b. any new programmes being delivered by an ITE provider

c. those programmes where concerns have been identified during monitoring that have not been resolved, following further discussion with the ITE provider and/or gathering further data/information.

d. those programmes that are not performing to the Teaching Council's expectations.

6.7.2 Additional support would be discussed with the provider and could include any of the options noted below:

a. The appointment of an external monitor.

b. Peer support (from within or external to the institution).

c. Development of an action plan with agreed actions and goals.

d. Programme partner support.

e. Other options discussed and agreed with the provider.

6.7.3 The Teaching Council may direct an external monitor to focus on a particular theme or element of a programme as part of a monitoring visit.

6.7.4 The Teaching Council may be present during part or all of any monitoring visit as an observer, particularly in the first year of a programme being taught.

6.7.5 If an external monitor is appointed, the external monitor will carry out a monitoring visit and provide a report to both the Teaching Council and the provider, and NZQA or CUAP (as applicable).

6.8   Investigative monitoring: level three

6.8.1 The need for further intensification of support is likely to be infrequent but is an indicator of significant concern about whether the programme is meeting the Teaching Council's requirements for delivery, and therefore poses risk to the programme and student teachers. Where significant concerns remain after completion of support options outlined in 6.7, the Teaching Council may initiate further support processes. Additional support would be discussed with the provider and may include the options of an exploratory inquiry or an early full programme review.

6.8.2 **Exploratory inquiry**

An exploratory inquiry applies only to Teaching Council processes and not the processes of NZQA or CUAP.

a. The purpose of an exploratory inquiry is not to determine whether the programme continues to be approved, but to collect further information and gain a deeper understanding of it. Because the exploratory inquiry depends on triggers and risks identified, the composition of a review panel, the type of information collected and whether an in-person visit to the programme is necessary will not be fixed or pre-determined.

---

1.   This higher degree of scrutiny is only more intensive when compared to the new continual improvement processes and will be comparable to the monitoring provisions that initially applied under the 2019 *ITE Programme Approval, Monitoring and Review Requirements* policy.

b. Following an exploratory inquiry, any of the following supports may be put in place:

    i. Peer support (from within or external to the institution)

    ii. Detailed remediation action planning, goals, and timeframes

    iii. Programme partner or student teacher consultations

    iv. Other support options.

c. Once remediation support has been completed, and the Teaching Council, other agencies (as appropriate) and the provider are satisfied the programme no longer requires this level of support, it will either:

    i. revert to the level two tailored monitoring status and support options

    ii. resume level one universal monitoring status with no support interventions needed.

d. A further decision on whether an early full programme review is required, or whether any further support is required will be made by the chief executive of the Teaching Council (or their delegate).

6.8.3   Early full programme review

a. An early full programme review is an intensive, one-off event, earlier in the continual improvement cycle (i.e. before the scheduled programme review period). This level of intensification of support is likely to be rare and would be communicated to the provider prior to any processes beginning.

b. A special review panel would be convened to consider whether the programme should continue to be approved. A panel report would be provided to the Teaching Council for decision-making.

c. The outcome of an early full programme review will primarily consider whether the programme can continue to be delivered, or if the conditions put in place need to be met before delivery can continue.

d. If the programme is approved to continue, it will be required to use one (or more) of the support options outlined in 6.7 and meet any conditions before delivery can resume. A move to minimal involvement by the Teaching Council would only be permitted once the Teaching Council, NZQA, or CUAP and the provider are satisfied no extra support is needed.

e. If (following recommendations from the special review panel) a decision is made to withdraw the programme, the Teaching Council will advise the provider as outlined in 4.12.

Part 7: Programme review

7.1 Introduction

7.1.1 A review is a scheduled continual improvement process to formally assess that programme delivery is adhering to the *ITE Programme Requirements Policy* approved for the programme and whether changes are required, through a panel evaluation.

7.2 Programme review schedule

7.2.1 Programme approval includes a date by which the programme must be reviewed, This date will be after:

- the second cohort of student teachers has graduated for three-year programmes or longer
- the third cohort of student teachers has graduated for shorter programmes.

7.2.2 The programme review date may subsequently be extended by the Teaching Council if a review by that date is unreasonable or unnecessary.

7.2.3 The timings of programme reviews may be negotiated with ITE providers when multiple programme reviews are due within a condensed period of time.

Table Two : Frequency of reviews

Length of programme	Frequency of monitoring Cohort of teachers who have graduated from programme			
	First	Second	Third	Onwards
One year				Next review date to be within five years of last review
Two years				
Three years				
Four years				

☐ = review

7.2.4 Prior to the review date associated with a programme approval, the provider must provide the Teaching Council with information to assist the Teaching Council with preparing for the review.

7.2.5 The Teaching Council will discuss programme review timings with NZQA, and CUAP as appropriate and provide advance notice to providers about scheduled programme reviews.

7.3 Teaching Council discretion about form of programme review

7.3.1 The Teaching Council will establish a review panel to consider whether the programme should continue to be approved, unless the Teaching Council considers this to be unnecessary (in which case the review could be in the form of a self-assessment by the provider).

7.4 Review panel

7.4.1 The review panel may consist of some or all, of the following:

    a.   An independent chair.

    b.   ITE teacher educator(s).

    c.   Teacher(s) from the teaching sector(s) in which the programme is focused.

    d.   Māori representative(s).

    e.   Pacific peoples' representative(s).

    f.   Person(s) with expertise in assessment.

    g.   Person(s) with expertise in curriculum design.

    h.   Inclusive education expertise.

    i.   NZQA representatives as appropriate.

One or more Teaching Council representatives will assist the panel as an adviser and to provide secretarial services.

In addition, the panel may be assisted by:

    j.   provider representative(s), not directly involved with the programme or its development – as an observer.

7.4.2 The review panel will consider the evidence in the application, advice on the application from the Teaching Council, and information gathered as part of panel discussions with the applicant and their key partners, and/or NZQA and/or CUAP as appropriate.

7.4.3 The review panel will then provide the Teaching Council with a recommendation on whether the programme should:

    a. continue to be approved

    b. continue to be approved with suggestions to improve the programme which are up to provider to adopt or not

    c. any conditions that must be applied to the ongoing approval

    d. the next date by which the programme should be reviewed.

7.4.4 The evidence referred to in 7.4.2 may include but not be limited to:

    a. graduate employment data

    b. registration and certification data

    c. feedback from schools/centres/kura on graduate quality and levels of satisfaction

    d. feedback from graduates on how effectively the programme prepared them to begin teaching

    e. feedback from Māori and iwi

    f. feedback from community groups with an interest in ITE

    g. monitoring reports

    h. any national moderation information.

7.4.5 Feedback from ITE student teachers should usually be collected by providers using existing and well-established systems, but the review panel should retain the option to collect information directly from student teachers should they deem this appropriate.

7.5   Teaching Council decision

7.5.1   The Teaching Council shall consider the review panel report and any other relevant information.

7.5.2   Having considered the report and any other information, the Teaching Council will notify the provider that the programme is to continue to be an approved ITE programme, if it is satisfied that the programme:

   a. continues to be delivered in accordance with the *ITE Programme Requirements Policy* under which the programme was approved

   b. continues to produce graduates who meet *Ngā Paerewa | Standards* (in a supported environment)

   c. is achieving the desired graduate outcomes.

7.5.3   The notification to the provider from the Teaching Council following a review will contain a date by which the programme must next be reviewed. This date will be no later than five years in the future.

7.5.4   The Teaching Council may subsequently extend the review date if it is satisfied that a review by that date is unreasonable or unnecessary.

7.5.5   The Teaching Council may, without the agreement of the provider, impose conditions on a programme approval, or amend or revoke any existing conditions, but only if the Teaching Council has first:

   a. given written notice to the provider of its intentions

   b. given the provider a reasonable opportunity to respond to the notice

   c. considered any submissions made by the provider in response to the notice.

7.5.6   When conditions are imposed, amended, or revoked for a particular programme, the Teaching Council must give notice in writing to the provider of that programme.

7.5.7   Failure to satisfactorily comply with a condition or conditions within a reasonable or agreed timeframe may result in the Teaching Council withdrawing programme approval.

7.5.8   The Teaching Council review report will be sent to the provider, as well as NZQA and CUAP (as applicable). The approved programme and the ITE provider will be published on the Teaching Council's website, as appropriate.

7.6   Requesting a programme review

7.6.1   An ITE provider may request a programme review.

Part 8: Moderation

8.1   Introduction

8.1.1   All ITE providers are expected to participate in a biennial national moderation event.

8.1.2   The purpose of the national moderation event is to provide the Teaching Council, ITE providers, and their partners assurance that regardless of where and who is delivering an ITE programme, every student teacher can expect to have met similar outcomes before graduation, in terms of skills and knowledge that enable them to demonstrate using and meeting *Ngā Paerewa | Standards* (in a supported environment).

8.1.3   Over time, we will seek to develop a shared understanding of pre-entry and in-programme assessment practices used across the ITE sector. This may lead to the development of a shared measurement framework for assessing these outcomes. The national moderation event will help the sector identify best practice in relation to assessment, and understand what elements contribute to this, what is going well across the sector, and what may need to be strengthened.

8.1.4   The national moderation event will include opportunities for sharing and interrogating different approaches to expectations for Culminating Integrative Assessments (CIA) and other assessment practices to determine whether the range of approaches still ensure graduates complete their programme having achieved similar outcomes in relation to using and meeting *Ngā Paerewa | Standards* (in a supported environment).

8.1.5   It also provides an opportunity to discuss any specific theme/s emerging from internal quality assurance information shared with the Teaching Council through self-monitoring or external monitoring, such as recruitment into teaching, teaching for equity, strengthening literacy and numeracy, teaching practice, and development of te reo me ngā tikanga Māori, and use these to form the 'ITE continuous improvement agenda'.

8.1.6   In addition, it is an opportunity to discuss system changes and how these impact on ITE programmes (for example, curriculum reviews).

8.1.7   While the focus for national moderation will primarily be sharing insights and learning arising from moderation of assessments across the sector and across programmes, the Teaching Council may discuss any issues or concerns that emerge from an individual programme with the ITE provider at a later time, if these are not already being addressed.

8.2   National moderation schedule

8.2.1   A national moderation event will be held every two years.

8.2.2   The first event will be scheduled for 2024.

8.3   Provision of assessment information

8.3.1   The Teaching Council may require:

a. assessment information from providers in order to carry out national moderation of provider judgements of whether graduates meet the *Ngā Paerewa | Standards* (in a supported environment)

b. that the provider participates in a national moderation process.

8.3.2   Providers must supply the requested information or participate within a reasonable time period.

8.3.3   Any information collected in 8.3.1(a) must be used in such a way as to maintain student teacher privacy and protect, wherever possible, providers' commercial interests and intellectual property.

Part 9: Audits and special reviews

9.1   Introduction

9.1.1   An audit is an inspection or examination of a programme's documented policies and procedures, candidate selection records, and student assessment information to verify regulatory compliance and/or consistency of assessment decisions.

9.1.2   A special review is a review (other than a scheduled full programme review) of an approved programme or elements of a programme, undertaken where concerns about that programme, or type of programme, have come to the Teaching Council's attention.

9.2   Conducting of audits and special reviews

9.2.1   The Teaching Council may undertake an audit of a programme periodically to check compliance with the *ITE Programme Requirements Policy*.

9.2.2   The Teaching Council may undertake a special review of a programme where concerns about a programme or type of programme have come to its attention.

9.2.3   The Teaching Council will give a provider reasonable notice of any audit or special review the Teaching Council intends to undertake.

9.2.4   The provider must provide relevant information and otherwise co-operate with the Teaching Council for the purposes of an audit or a special review.

9.2.5   NZQA and CUAP will be partnered in any audits or special reviews as appropriate.

Part 10: Fees

10.1　Fees payable to the Teaching Council

10.1.1　The Teaching Council will publish from time to time a schedule of fees that will represent the actual and reasonable costs associated with:

a. considering whether or not to approve a programme

b. considering major changes to an approved programme

c. programme monitoring

    i.　universal monitoring - level one

    ii.　tailored monitoring - level two

    iii. investigative monitoring - level three

d. reviewing whether or not a programme should continue to be approved

e. undertaking special reviews (where appropriate)

f.　audits (where appropriate)

must be met by the relevant applicant/provider, unless otherwise agreed with the Teaching Council. This includes travel, accommodation, meals as appropriate, and the daily rate of all of the panel members, and external monitors.

Appendix One: Policy revisions

Version	Amendment

Teaching Council of Aotearoa New Zealand