Consultation on proposed changes to the *ITE Programme Requirements policy* to respond to curriculum change

29 July 2024

Teaching Council of Aotearoa New Zealand

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Section 1: Accompanying information

How to have your say

The Teaching Council of Aotearoa New Zealand (the Teaching Council) welcomes feedback from all kaiako | teachers, tumuaki | principals, professional leaders, unions, Initial Teacher Education (ITE) providers, peak bodies, and other stakeholders, including members of the public, Early Childhood Education (ECE), and kura or school communities, who may be interested in or potentially affected by the proposed policy changes to the *Initial Teacher Education Programme Requirements* policy (*Programme Requirements*). The deadline for feedback is **5:00pm Friday 30 August 2024**.

You can submit your feedback on the proposed changes through a [survey on our website](). However, you can also make a written and/or oral submission.

If you wish to provide more detailed feedback rather than responding to the survey, please send written comments to ITErequirementsconsult@teachingcouncil.nz.

What will we do with your feedback?

The Teaching Council will analyse and consider your feedback before making decisions on the proposed amendments to the *Programme Requirements*. An analysis of the submissions will be published.

The Teaching Council is required to consider any request to release the submissions under the Official Information Act (OIA). Any submissions released under the OIA will be anonymised. You cannot veto the release of your submission under the OIA, but you can let us know if there are specific reasons why you would like your feedback to remain confidential, and we will consider those reasons before deciding on any OIA request that is received.

About the proposed changes

Introduction

We have entered a period of change for the education system, including ITE. The government has set ambitious goals that it wants to achieve, and curriculum reform is intended as one of the key drivers for this system change.

The Teaching Council sees a multi-stage process is needed for ITE to play its part in adapting to and supporting curriculum and system change. We can't do it all right away – many of the key pieces aren't in place yet. But nor can we wait until everything is completely assembled before responding. The ITE sector will need to be agile in some ways and ahead of the curve in others – as we know it is well-placed to be.

The Teaching Council will play its part with three rounds of change to the *Programme Requirements* and guidance:
- **Immediate term:** this document consults on two specific changes to the *Programme Requirements* (one addition and one amendment) aimed at giving clarity to providers of primary and secondary programmes as they adapt their programmes to curricula change.
- **Short term:** over the next few months we will be working with the Initial Teacher Education and Induction Stakeholder Group (ITEISG) on three areas:
  - Strengthening the visibility, confidence and consistency of Culminating Integrative Assessments (CIAs)
  - Working on a first 'core' key teaching task (KTT) in relation to structured literacy (as provided for in one of the *Programme Requirements* changes being consulted on in this document).
  - Developing options for stronger entry standards into primary teaching programmes.

- **Longer-term:** We are also starting a conversation about broader whole-of-system reform, focusing initially on primary ITE programmes and induction and mentoring, and also taking account of our impending review of *Ngā Paerewa | Standards*.

The context of curriculum reform

The government has signalled its intention to progressively change the curriculum for English medium and Māori medium schooling across the next three years:

- New curriculum content for English and Te Reo Rangatira (Years 0-6) will be required to be used in kura and schools from term one, 2025 (available for use and review term three, 2024).
- New curriculum content for English and Te Reo Rangatira (Years 7-13), mathematics and Pāngarau (Years 0-13), science (Years 0-13), and technology (Years 0-13) will be required to be used in kura and schools from term one, 2026 (available for use and review term four, 2024).
- All other learning areas (health and physical education , learning languages, the arts, and social sciences) and wāhanga ako (Te Ao Māori, Pūtaiao me te Hangarau, Toi Ihiihi, Waiora, Te Reo Pākehā, and Ngā Reo), and the overall curriculum frameworks for both *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* will be required to be used in kura and schools from term one, 2027 (available for use and review term four, 2025).

Each of these changes is likely to mean alterations to ITE programmes, and these won't all be able to be done at once. It will be important that those enrolled in primary ITE programmes from the beginning of 2025 are receiving a grounding in English and Te Reo Rangatira content that are already being required for use in kura and schools, whereas the draft content for other learning areas won't have been released for feedback by that stage.

In that context, the changes to the *Programme Requirements* being consulted on in this document are intended to provide clarity for providers about the need for change over the next few years as these curricula changes are implemented, and more specifically about what responding to key elements of the new curricula, such as structured literacy, might entail.

Changes to the *Programme Requirements* - preparation to deliver the curriculum

The first change that we are consulting on is a proposed new requirement that ITE programmes prepare graduate teachers to deliver the curriculum, including assessment and embedded pedagogical practices. This proposed change is set out in Section 2 below.

The importance of a thorough knowledge of curriculum content is already implicit in the *Programme Requirements* through the expectation that graduates can meet *Ngā Paerewa | Standards* (in a supported environment) and is widely understood.

Being an excellent teacher has many facets, of course – effective teaching practice means adapting to the needs of individual learners and involves the continual exercise of professional judgment and decision-making. But delivering the curriculum has always been part of great teaching. This new requirement is, in this sense, not proposing anything that isn't already an element of ITE programmes.

Nevertheless, with the changes to curricula outlined above, the Teaching Council considers that it is appropriate and timely to bring this expectation to the foreground in the *Programme Requirements*. This is particularly so, given the centrality of curriculum reform in the government's priorities and the important role it sees for ITE in ensuring new teachers are well-prepared for the changing environment. Also, the proposals respond to the shift toward the curriculum being more detailed and specific about content.

It should also be noted that the government has signalled that the reformed curriculum will identify effective teaching practices associated with particular learning areas and wāhanga ako. This new requirement would include an expectation that programmes would equip graduates to undertake these practices, as well as to carry out appropriate assessment activities.

As well as having a signalling effect, a formal requirement regarding preparation to deliver the curriculum will be useful in providing a clear basis for response to curriculum reform being a key focus for programme monitoring and review over the next few years. This will entail an initial focus (for 2025 and 2026) on English, mathematics, science, and technology for English medium programmes and on Te Reo Rangatira and Pāngarau for Māori medium programmes.

In signalling the need for a series of adjustments to ITE programmes in response to curriculum reform, the Teaching Council is mindful of the burden that multiple 'major change' procedures would place on providers and wants to avoid this where possible. It is not possible to give full certainty without having seen the new curriculum documents, let alone how these align with the structure and content of existing programmes. However, we will be working with our quality assurance partners on ways to manage the regulatory procedures for ITE providers in relation to the three-year roll-out of curriculum change.

Changes to the *Programme Requirements* - to provide for 'core' key teaching tasks

The other change that we are consulting on is an amendment to requirement 4.3 regarding the key teaching tasks (KTTs) component of the programmes' assessment framework. The amendment provides for the Teaching Council to mandate specified 'core' KTTs that would be used for all relevant programmes. The proposed revision to requirement 4.3 is set out in Section 3 below, with new text highlighted.

The use of some 'core' KTTs alongside those developed by the provider and their partners is an approach that the Teaching Council sees as a useful general refinement of its 2019 Requirements. However, the reason we are looking to advance this change at this time is that it will assist ITE providers in adapting to the indicated curriculum reform in key areas, by signalling some of the crucial knowledge and skills that students are expected to be able to demonstrate.

The Teaching Council's position is that the initial round of 'core' KTTs would relate to primary programmes and focus on the teaching of reading, writing, tuhituhi, pānui, mathematics, pāngarau, and science, and on the assessment of student learning. This includes the areas of the curriculum where revised requirements will be in place in kura and schools in 2025 or 2026. They are also areas identified as priorities for the government's *Teaching the Basics Brilliantly* work programme. Other 'core' KTTs may arise as we consider areas highlighted for strengthening the confidence of graduate teachers in the Education Review Office's recent report.[1]

The first two 'core' KTTs, which will be developed this year for use in 2025, will be for structured literacy in English medium and Māori medium settings respectively.

Each 'core' KTT will be developed using expertise from the profession, ITE providers, and others with specialist knowledge of the subject area. Once finalised, they will be added to the *Programme Requirements* in a new appendix.

Implications for Māori medium education

As outlined above, these changes will have relevance to Māori medium ITE programmes. *Te Marautanga o Aotearoa* will be changing over a similar time period to *The New Zealand Curriculum*, with the years 0-6 curriculum in both English and Te Reo Rangatira required to be used in kura and schools from term one next year. These changes will need to be reflected in Māori medium ITE programmes, even though it is acknowledged that teaching and learning in these settings may also be undertaken using other curricula including *Te Aho Arataki Marau, Te Marautanga o Te Aho Matua, and Te Marautanga o ngā Kura ā-iwi.*

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1.   Education Review Office, Ready, set, teach: How prepared and supported are new teachers? (May 2024), https://evidence.ero.govt.nz/documents/ready-set-teach-how-prepared-and-supported-are-new-teachers.

It is proposed that Māori medium programmes will be required to make use of 'core' KTTs where these have been specified as relevant to these settings. As noted above, it is intended that one of the first two 'core' KTTs will cover structured literacy in Māori medium primary programmes. A 'core' KTT for Pāngarau is likely to be developed in 2025.

Implications for ECE

In principle, these changes to the *Programme Requirements* will apply to ECE programmes. In practice, they are unlikely to have much impact on these programmes over the next few years. No changes to *Te Whāriki* have been signalled at this stage, and the development of 'core' KTTs that apply to ECE is unlikely to be an initial priority.

Section 2: Proposed new requirement - preparation to deliver the curriculum

Preparation to deliver the curriculum

1.4 Preparation to deliver the curriculum

> **Requirement**
>
> The programme must be designed and delivered to ensure that graduates can demonstrate the knowledge and skills to deliver and assess an appropriate range of the mandated curriculum for the sector and setting in which they are intending to teach, including being equipped to undertake teaching practices that have been integrated into the curriculum.

Evidence to support meeting this requirement

The Teaching Council will want to see in provider documentation how components of the curriculum and aligned pedagogy and assessment practices are intended to be reflected in the structure of the programme. For secondary programmes, this would involve showing how the provider assures themselves that graduate teachers will be able, through a combination of previous academic study and the options for specialist study available within the programme, to develop the knowledge and skills to deliver the curriculum in any particular secondary school subject, as well as in closely related subjects (e.g. general science in relation to biology).

The approval panel will want to particularly test:

- how cross-curricular or thematic elements of the curriculum (e.g. ngā mātāpono | principles or competencies/learning dispositions) are to be reflected in the programme;
- the approach to ensuring that the teaching of learning areas is grounded in discipline knowledge;
- the approach to ensuring that student teachers become conversant with assessment practices associated with the curriculum content;
- how any teaching practices integrated into the curriculum will be reflected in the programme;
- how professional experience placements will be used to develop knowledge and skills to deliver the curriculum and assess student learning.

Where substantive changes are made to a curriculum area, a key focus of programme monitoring, and review will be assessing how effectively it has been adapted to take account of these changes.

Guidance

Ngā Paerewa | Standards set out an expectation for teachers to design learning based on curriculum and pedagogical knowledge, including assessment practices. Close reading of the elaborations provides an interpretation that this entails a thorough knowledge of the curriculum content.

Kura, schools and centres may also have local teaching and learning programmes in place, and some schools (private schools and charter schools) are not required to have reference to any national curriculum framework. However, to be prepared to meet *Ngā Paerewa | Standards* (in a supported environment), a student teacher needs a solid grounding in the government-mandated curriculum documents used in the sector and setting in which they are intending to teach. This includes the discipline/content knowledge that underpins the expected learning outcomes. Insofar as teaching practices are integrated into the curriculum documents, programmes should prepare student teachers to be able to undertake these practices.

The mandated curricula are:

- ECE: *Te Whāriki*
- English medium schooling: *The New Zealand Curriculum*
- Māori medium schooling: *Te Marautanga o Aotearoa*

The Teaching Council acknowledges that Māori medium education may also be undertaken using other curricula including *Te Aho Arataki Marau, Te Marautanga o Te Aho Matua and Te Marautanga o ngā Kura ā-iwi*. Māori medium ITE programmes may therefore, additionally, choose to ensure that graduates can demonstrate the knowledge and skills to deliver these curricula.

Secondary teaching graduate teachers are not expected to demonstrate the knowledge and skills to deliver the curriculum in all learning areas but are expected to do so in relation to at least one secondary school subject.

In structuring the curriculum content of their programme, providers should be mindful that the curriculum documents, as currently written, identify that the teaching and learning of reading, writing, and mathematics[2] is a priority for all schools using *The New Zealand Curriculum*, as is the teaching of tuhituhi, pānui, and pāngarau for all kura using *Te Marautanga o Aotearoa*. In particular, the design of primary programmes should recognise that schools with students in years 0-8 are required to provide for daily teaching to ensure that students are getting sufficient depth of learning in reading, writing, and maths.

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2. For simplicity, 'mathematics' is used as an all-encompassing term to refer to the grouping of subject matter, skills, competencies, and understandings that encompass all aspects of numeracy, mathematics, and statistics.

Section 3: Proposed amendments to key teaching tasks requirement

Proposed additional text is highlighted

4.3 Key teaching tasks

Requirement

In addition to 4.1, the assessment framework must contain:

- a set of at least 10-15 key teaching tasks that graduates from the programme can be entrusted to be capable of carrying out as a beginning teacher on day one on the job;
- an explanation of how the key teaching tasks connect to the Standards; and
- an explanation of how student teachers will be assessed on their mastery of the key teaching tasks.

The key teaching tasks in the assessment framework must include any 'core' key teaching tasks that have been issued by the Teaching Council and incorporated as appendix three of this document.

Evidence to support meeting this requirement

The Teaching Council will want to see in **provider documentation**:

- a description of the 10-15 (or more) key teaching tasks for the programme;
- an outline of how these have been developed;
- a diagram showing how they connect to the Standards; and
- an outline on how these key teaching tasks will be assessed.

The **approval panel** will want to particularly test:

- the research base for the chosen key teaching tasks;
- how the key teaching tasks connect to the Standards;
- whether the key teaching tasks are all discrete tasks;
- whether the key teaching tasks are all observable;
- how the key teaching tasks reflect the setting(s) that the graduates are likely to teach in;
- how partners have been involved in developing the key teaching tasks;
- how the assessment of the key teaching tasks links to the professional experience placements;
- how progress towards proficiency in mastering the key teaching tasks will be monitored and assessed through the programme;
- how the programme will ensure that graduates can be entrusted to be able to carry out the key teaching tasks on day one as a beginning teacher; and
- how moderation processes will provide assurance of the assessment of key teaching tasks

Where 'core' key teaching tasks have been introduced, programme monitoring, and review will include consideration of how these have been incorporated into the programme.

Guidance

The key teaching tasks are clearly defined discrete **tasks**, aligned to the *Standards*. They are observable and measurable and describe actions that derive from the integration of knowledge, understanding and behaviour. They are high priority in the sense that they represent key aspects beginning teachers need to have mastered in order to work effectively with learners from day one. Key teaching tasks are specific to beginning teachers. More experienced teachers will have a different set of tasks that they can be entrusted to carry out.

All student teachers must learn to perform key tasks proficiently if they are to be effective beginning teachers from day one. Identifying the most vital of these tasks and reliably assessing student teachers' progress towards mastery provides assurance that they can be entrusted upon graduation to take on the full responsibilities of a beginning teacher. In other words, that they are ready to be an effective beginning teacher (as outlined in the Readiness principle in the assessment framework – refer 4.1). While some of the tasks will be common across sectors, many will be sector-specific.

Identifying key teaching tasks is an important component of the partnership relationship between providers and practitioners, and also offers the opportunity for moderation by sector across the system. Agreement about what constitutes key teaching tasks essential to successful beginning teaching is commonly reflected in the professional experience placement (or practicum) report. Assessing student teachers' ability to carry out key teaching tasks also forms a basis for assessing their progression towards proficiency as a teacher.

Key teaching tasks **do not replace the *Standards***, rather they draw on the professional knowledge, skills and understandings embedded in the *Standards*. They are not simply fragmented performances, but the enactment of professional knowledge and expertise.

Where 'core' key teaching tasks have been issued, providers will have the choice of assessing these in addition to all the tasks previously developed with partners or discontinuing an equivalent number of these existing tasks. The addition of 'core' tasks and removal of non-core tasks as a consequence of new 'core' tasks being issued will not, on their own, be treated as a major change to the programme.

Progression

The level of support student teachers need to be able to carry out the key teaching tasks can be progressively measured through the programme, as follows:
1. Demonstration – the student teacher has insufficient knowledge and skills to perform the task.
2. Direct Supervision – the student teacher performs the task competently under full supervision.
3. Indirect Supervision – the student teacher does not need direct supervision and can be trusted to know when to ask for assistance.
4. Independent – the student teacher can effectively carry out the task independently without any need for supervision.

Alternatively, a scale of 'not achieved', 'achieved with direct supervision', 'achieved with indirect supervision', and 'proficient' could be used to demonstrate progression.

Section 4: Consultation questions

Changes to the *Programme Requirements* - preparation to deliver the curriculum

1. Do you think the proposed addition to the *Programme Requirements* policy provides sufficient clarity about the Teaching Council's requirement regarding the role of ITE programmes in preparing graduate teachers to deliver the curriculum?

2. Given that the government has signalled that teaching practices will be integrated into the reformed curriculum, do you agree that a new ITE requirement on the curriculum should include an expectation that programmes equip graduate teachers to undertake these practices?

3. Do you agree that a new ITE requirement on the curriculum should include an expectation that programmes equip graduate teachers to undertake appropriate assessment practices?

4. Do you agree that the significant changes planned for *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* should be a key focus of programme monitoring, and review for primary and secondary programmes over the implementation period?

5. Do you have any further comments about the proposed changes to the *Programme Requirements* regarding preparation to deliver the curriculum?

Changes to the *Programme Requirements* to provide for 'core' key teaching tasks (KTTs)

6. Do you agree with the proposal that the Teaching Council oversee the development of a limited number of specified 'core' KTTs that would be used for all relevant programmes, alongside the tasks developed by individual providers and their partners?

7. If 'core' KTTs are to be mandated, do you agree with the proposed wording of the changes to requirement '4.3 Key teaching tasks', presented in Section 4 of the Programme Requirements policy?

8. Do you agree that the initial round of 'core' KTTs should relate to primary programmes and focus on the teaching of reading, writing, tuhituhi, pānui, mathematics, Pāngarau, and science, and on assessment?

9. Do you have any further comments about the proposal to change the *Programme Requirements* to provide for 'core' KTTs?

Additional questions in relation to Māori medium settings

Please also answer the following questions if you have involvement with Māori medium ITE programmes and/or Māori medium provision.

10. If the Teaching Council introduces a new ITE requirement regarding preparation to deliver the curriculum, do you agree that for Māori medium primary and secondary programmes this requirement should explicitly reference *Te Marautanga o Aotearoa*, as the government-mandated curriculum for Māori medium schooling, even though programmes may also cover other curricula requirements?

11. Do you have any further comments about these proposals in relation to Māori medium settings?

Teaching Council of Aotearoa New Zealand