

# ITE Programme Review Symposium

19 November 2024



**Teaching  
Council of  
Aotearoa  
New Zealand**

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

# Karakia wāwāhi | Opening affirmation

Tūmatatia, tūramatia te tūāpapa o  
te Matatū Aotearoa  
ki runga, ki raro, ki uta, ki tai e  
Koia ko te **manaakitanga**,  
ko te **whanaungatanga**,  
te **pono**,  
me te **whakamana** i te ako  
Haumi ē! Hui ē! Tāiki ē!

A karakia | a pao  
that shines light,  
focus and attention on  
the values and impact  
of the Teaching profession  
across the country

# Kaupapa

This symposium is intended to assist ITE leaders and staff understand:

- the purpose/intent of the new Programme Review process
- what documentation is required by the Teaching Council prior to Programme Review
- what evidence the Programme Review panel will be seeking
- what outcomes are possible from the Programme Review event
- how the Council Programme Review process connects with NZQA and CUAP processes.
- Plus, Ministry of Education update on their PLD for ITE providers.

# Structured literacy approaches

PLD for ITE

Innes Jephson

# Support for ITE with structured literacy approaches

- Ministry funded PLD to support changes to the ITE Programme Requirements policy
- New Requirement 1.4: *Preparation to Implement the Curriculum*
- Amendments to Requirement 4.3: *Key Teaching Tasks*

# What is involved

- 3 days in person training on 25-27 February, 2025 in locations around New Zealand
- 3 Webinars through March and April with NZ and International experts.







Learning MATTERS

# Learning MATTERS

partners with schools, teachers, and specialist educators to build knowledge and guide practice in evidence-based Structured Literacy.

With nearly a decade of experience in Structured Literacy implementation, **Learning MATTERS** understands the challenges teachers face when they haven't been exposed to these approaches.

## Sector Experience and Capability

- **Experienced Team:** Learning MATTERS' team has extensive experience in Structured Literacy implementation, guided by global experts.
- **Consultation Expertise:** Partnered with hundreds of kura to strengthen teacher and leader capability in Structured Literacy (Tiers 1-3, Years 0-10).
- **Developed the iDeal Platform:** Used by 35% of schools to implement Structured Literacy and improve literacy practices.
- **Ministry of Education PLD Provider:** Supporting Years 0-3, 4-6, and 7-8.
- **Ministry of Education Collaboration:** Delivered Tier 2 and 3 interventions in the Literacy and Communication Trial 2022.
- **National Initiatives:** Provider for Ministry of Education Programmes for Students (ALL), delivering Tier 2 interventions across four regions. National Lead role.
- **LMIT Certification:** Developed International Dyslexia Association-accredited 12-month course for Tier 3 intervention teachers.

# What do you need to do now

- Watch out for further information on locations and how to register
- Book out the 25-27 February 2025 in your diaries







We **shape** an **education** system that delivers  
**equitable** and **excellent outcomes**

He mea **tārai** e matou te **mātauranga**  
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

[teamahau.govt.nz](http://teamahau.govt.nz)

[education.govt.nz](http://education.govt.nz)



# Intent of the new Programme Review process

- Ensuring new teachers are equipped for their first teaching role.
- Graduates prepared to meet *Ngā Paerewa | Standards for the Teaching Profession*.
- Assess the programme's approval mandate.
- Mirror earlier stages of the MRM cycle.
- Ensuring a well-prepared workforce.

## 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.**

# To continue to be approved, the programme:

- a. is delivered in accord with the Requirements
- b. produces graduates who meet Ngā Paerewa | Standards
- c. achieves desired graduate outcomes.

(7.5.2)



# Scheduling of programme review

		Year of delivery following approval of programme							
		1	2	3	4	5	6	7	Onwards
Programme approval	One-year programmes PTEs, polytechnics, and universities				R				
						R			
	Three-year programmes PTEs, polytechnics, and universities					R			
						R			

## Legend

- R** Indicates Teaching Council review requirements need to be met.
- R** Indicates NZQA review requirements need to be met. (<5 years from listing and each subsequent review.)

## Notes

- 7.2.1** The review date will be after the third cohort for one-year programmes or the second cohort of student teachers graduated for three-year programmes.
- 7.2.2** The review date may be extended by the Teaching Council if a review by that date is unreasonable or unnecessary.
- The next review date to be within five years of the last review.

	<p><b>How the programme:</b></p> <ul style="list-style-type: none"> <li>a. continues to be delivered in accordance with the ITE Programme Requirements Policy under which the programme was approved</li> <li>b. continues to produce graduates who meet <i>Ngā Paerewa / Standards</i> (in a supported environment)</li> <li>c. is achieving the desired graduate outcomes. 7.5.2</li> </ul> <p><b>Evidence to support:</b></p> <ul style="list-style-type: none"> <li>As outlined in 7.4.4 (e.g. feedback from authentic partners)</li> <li>Can include Annual Reporting information</li> <li>Other internal and external review processes.</li> </ul>
<p><b>Programme structure and coherence.</b></p> <p>How the programme/s structure and delivery, is preparing high quality graduates ready to enter the profession, able to integrate theory and practice for meeting the <i>Ngā Paerewa / Standards</i> (in a supported environment).</p> <p><b>Requirements 2.2, 2.3, 2.4, 3.1, 3.2.</b></p>	
<p><b>Unpacking the <i>Standards</i> and upholding the expectations of the <i>Tikanga Matatika</i>.</b></p> <p>How the <i>Tikanga Matatika</i> and <i>Ngā Paerewa</i> links throughout the programme, impacts on assessments and ensures graduates will be able to meet them (in a supported environment). The impact of industry, educational and community partnerships and their ongoing involvement on programme design and delivery from the provider perspective.</p> <p><b>Requirements 1.1, 1.2, 1.3, 2.2, 4.1.</b></p>	
<p><b>Assessment framework and assessment foci of the <i>Standards</i>.</b></p> <p>How the assessments, assessment rubrics and the required principles of assessment, within the programme are enabling graduates to demonstrate they can meet the <i>Standards</i> (in a supported environment).</p> <p><b>Requirements 2.2, 4.1.</b></p>	

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<p><b>Partnerships, development of assessment frame-work and Key Teaching Tasks from partners' perspective.</b></p> <p>How authentic partnerships have grown and how aspects of the programme have been collaborated on, in particular the key teaching tasks and the assessment framework.</p> <p><b>Requirements 1.3, 3.5, 4.1, 4.3.</b></p>	
<p><b>Entry into ITE and monitoring through the programmes.</b></p> <p><u>How</u> robust entry procedures, policies and practices and the mechanisms for monitoring and supporting has progressed.</p> <p><b>Requirements 6.1, 6.2, 6.4.</b></p>	
<p><b>Key Teaching Tasks</b></p> <p>How Key Teaching Tasks assess that graduates from the programme can be entrusted to successfully perform key teaching tasks of Beginning Teachers from day one of employment.</p> <p><b>Requirements 1.3, 3.2, 4.1, 4.3.</b></p>	
<p><b>Culminating Integrative Assessment</b></p> <p>How the Culminating Integrative Assessments are supporting graduates to effectively integrate theory and practice and synthesise their learning across the <i>Standards</i>.</p> <p><b>Requirement 4.2</b></p>	
<p><b>Inclusion/diversity and curriculum</b></p> <p>How the programme and its assessments are enabling graduates to work appropriately with diverse students and additional needs. How have graduates developed curriculum understanding that fits all children in the diverse contexts they will be working in.</p> <p><b>Requirements 2.4, 4.1, 4.2, 4.3</b></p>	



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<p><b>Research</b></p> <p>How staff teaching in the programme/s involved in research and what policies and procedures are in place to ensure staff are supported to be research active.</p> <p>What research and inquiry support <u>is</u> provided to students as they progress through the programme?</p> <p><b>Requirement 3.6</b></p>	
<p><b>Partnerships, Delivery and Professional Experience Placements.</b></p> <p>How are graduates prepared through professional experience placements to meet the Standards (in a supported environment) and how the professional practice components of the programme will guarantee high quality professional experiences for students.</p> <p><b>Requirements 1.3, 3.1, 3.2, 4.1, 4.2, 4.3</b></p>	
<p><b>Whanaungatanga: Partnerships</b></p> <p>How aspects of the programme have been collaborated on by graduates and how their partnerships have supported the design.</p> <p><b>Requirements 1.3, 4.3</b></p>	
<p><b>Whanaungatanga: Partnerships</b></p> <p>How aspects of the programme are collaborated on and how those partnerships continue to impact the design, including the key teaching tasks and the assessment framework.</p> <p><b>Requirement 1.3, 4.3</b></p>	

## 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.

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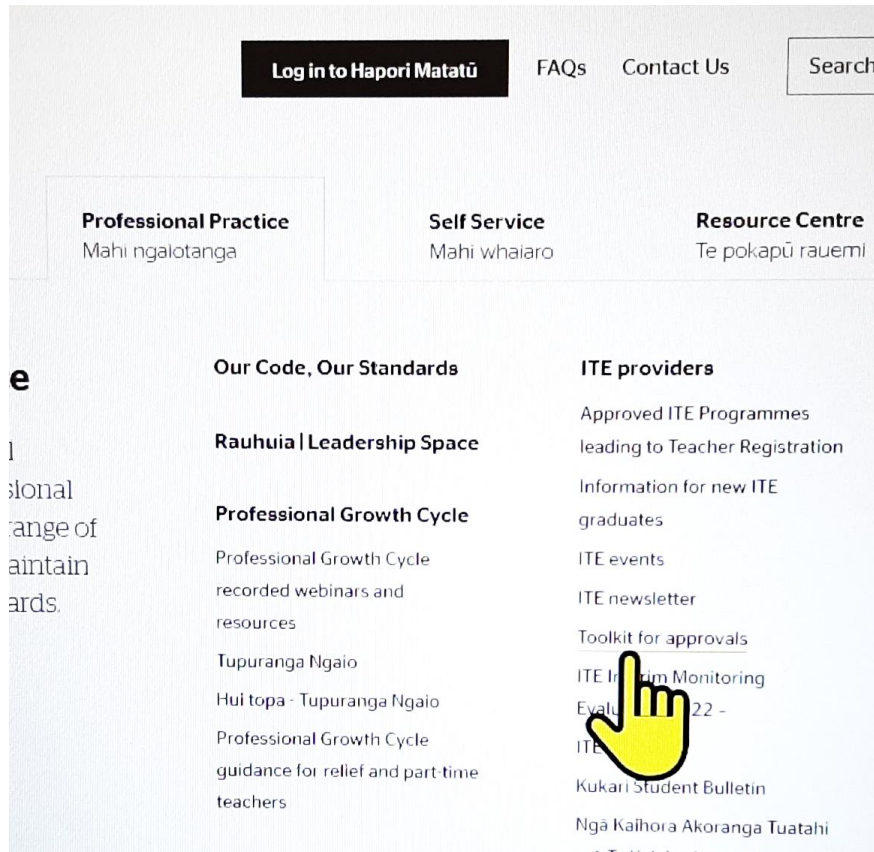
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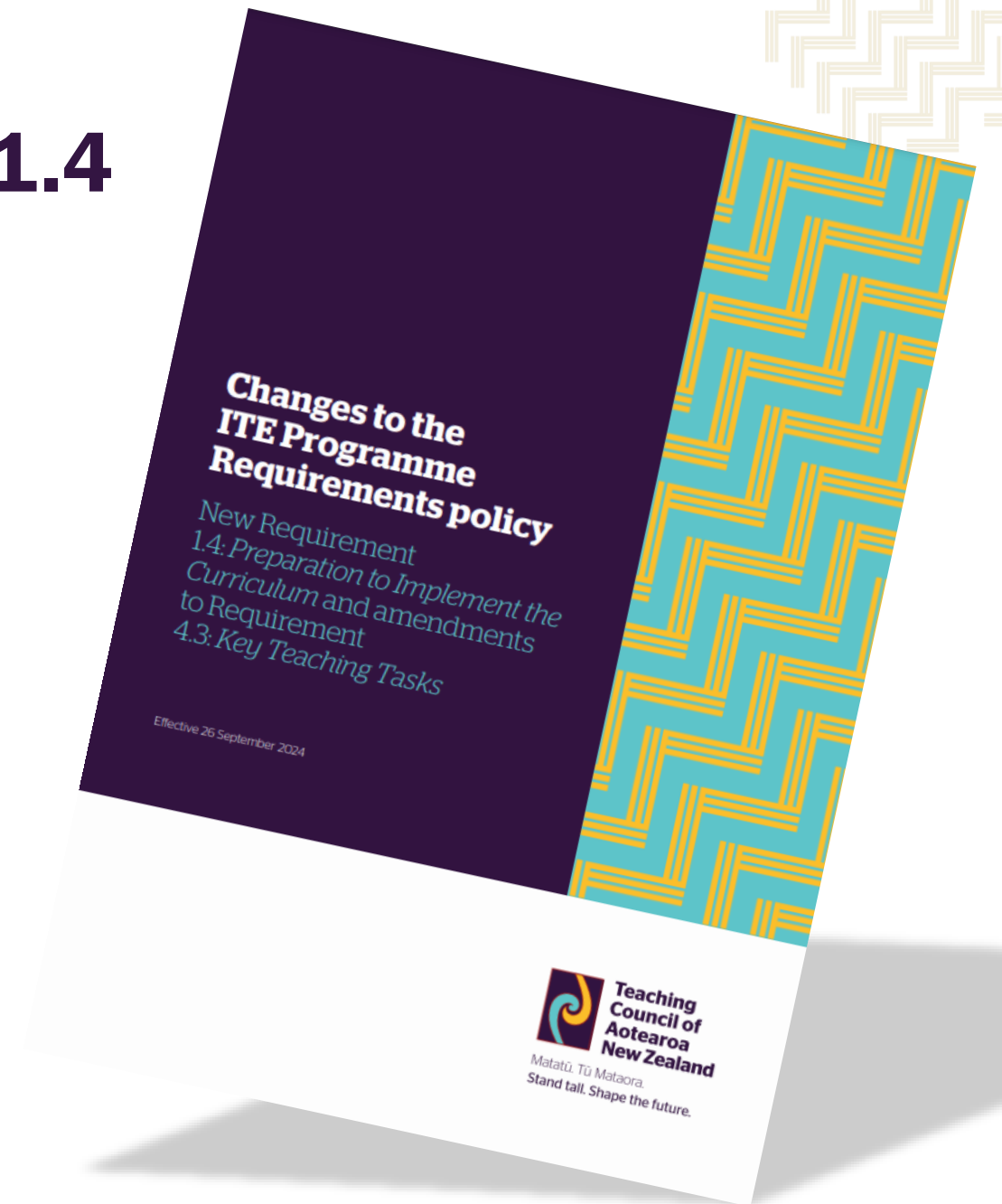
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# KTT change and Requirement 1.4



<https://teachingcouncil.nz/professional-practice/ite-providers/toolkit-for-approvals/>





# Programmes not currently being taught

4.11.1 To maintain ongoing approval, an ITE provider must:

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

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



# Connection with other processes

Intent is for review process to align with internal and external processes where appropriate

- Information provided as part of Annual Reporting
- Monitoring reports
- Internal review information
- NZQA / CUAP

# **The Review panel will recommend to the Teaching Council whether the programme should:**

- a. continue to be approved
- b. continue to be approved with suggestions to improve the programme
- c. any conditions that must be applied to the ongoing approval
- d. the next date by which the programme should be reviewed

## **7.4.3**

**Review Panel  
recommendation  
(as per policy)**

# Possible outcomes from Programme Review

- the programme is to continue to be an approved ITE programme (7.5.2)
- impose conditions on a programme approval, or amend or revoke any existing conditions (7.5.5)
- withdrawing programme approval (7.5.7)

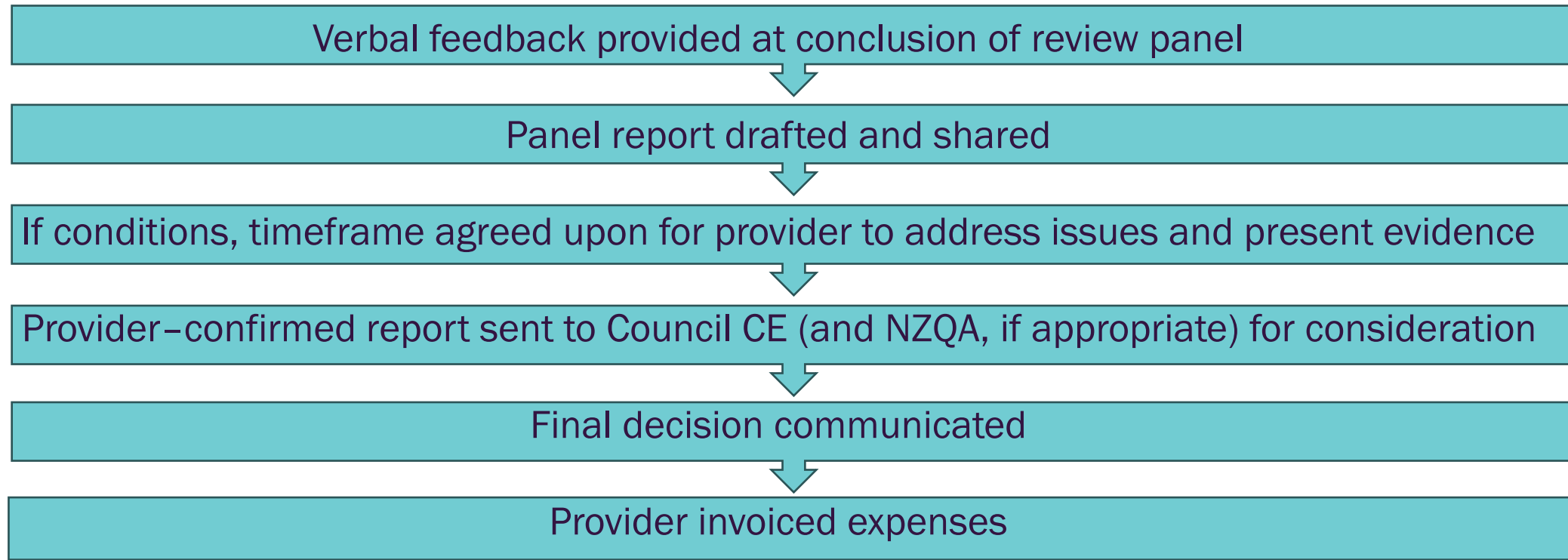
## 7.5

**Teaching Council decision  
(as per policy)**





# Post Review panel process



# Thank you

The Teaching Council acknowledges the time, commitment, and resources ITE providers and partner organisations contribute to developing and teaching programmes, that meet the ITE requirements, including building authentic partnerships.



# Poll

How likely is Review to be a useful continual improvement process, that assesses that programme delivery is adhering to the ITE Programme Requirements Policy?



# Karakia whakakapi | Closing affirmation

Kua ea ki runga

kua ea ki raro

E Rongo, whakairihia ki runga,  
kia tīna...

tīna!

haumī e...

hui e...

**Taiki e!**

It has been completed above  
It has been completed below  
Let peace be suspended on  
high as a beacon to guide us...

Yes!

let's bind this...

Bring this together...

**Yes, lets fix it!**

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

**Visit:** Level 11, 7 Waterloo Quay, Pipitea, Wellington 6011, NZ

**Post:** PO Box 5326, Wellington 6140, NZ

**Phone:** +64 (0) 4 471 0852

**Email:** [enquiries@teachingcouncil.nz](mailto:enquiries@teachingcouncil.nz)