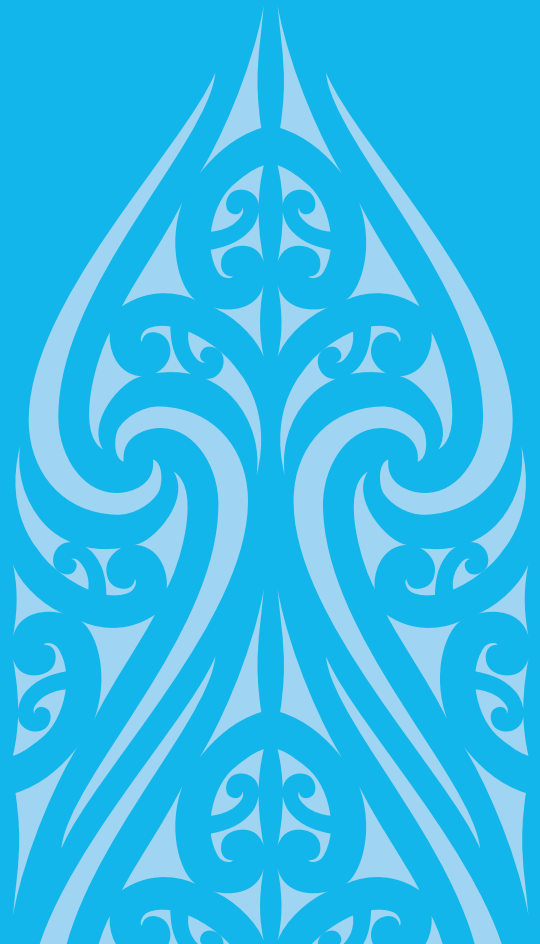


# ITE Programme Approval, Monitoring and Review Requirements



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# Preamble

## Context

These Requirements represent a shift in the Council's expectations for initial teacher education (ITE). We want ITE graduates to be ready to teach and well equipped to continue their development journey to full certification. The Requirements therefore focus on:

- the quality of the assessments that providers use to assess whether a student teacher meets the *Standards for the Teaching Profession* (in a supported environment);
- providers establishing and maintaining authentic partnerships with key partners such as schools/centres/kura, and Māori and iwi, to get their input into key elements of a programme;
- enabling flexible pathways into ITE to increase diversity and grow the workforce while safeguarding teacher quality; and
- having a programme approval process that is open and learning, with:
  - providers presenting a case for how their programme ensures graduates meet the *Standards* (in a supported environment),
  - the approval panel, in turn testing how elements link across the programme to provide assurance that a programme will deliver this outcome, and
  - system learnings being fed back to the ITE sector to inform improvements.

The Council will use the approval process to pilot the assessment framework developed by Graeme Aitken and Claire Sinnema from University of Auckland with the help of a working group. The Council will also take the opportunity to evaluate not only the new assessment framework and the new open, learning approval process but also the implementation of the Requirements.

## How to read these Requirements

The Requirements have two Parts. Part One outlines the standards for ITE programmes, with a number of standards (individual requirements). Each requirement contains three sections as follows:

- firstly, the requirement itself;
- secondly, the evidence the Council will want to see, understand or test to be satisfied that the programme will comply with that requirement. Also, whether this evidence will be in the form of documentation submitted by the provider, or through presentations and discussions with the approval panel; and
- finally, guidance to assist the provider with meeting the requirement.

Part Two outlines the processes by which the Council approves, monitors and reviews programmes.

## Documentation Expectations

Programme approval is undertaken in conjunction with the New Zealand Qualifications Authority (NZQA), and the Committee on University Academic Programmes (CUAP). These



organisations have approval criteria relevant for any qualification and programme, whether it be teaching, nursing, or engineering etc. Details of these criteria can be found at

- <https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Degree-approval-and-monitoring/guidelines-degree-and-related-quals-v2.pdf>
- [https://www.universitiesnz.ac.nz/sites/default/files/uni-nz/CUAP\\_Handbook\\_2018\\_Web.pdf](https://www.universitiesnz.ac.nz/sites/default/files/uni-nz/CUAP_Handbook_2018_Web.pdf)

The Council wants to avoid duplication of requirements and associated documentation. Our focus therefore is on whether there is an **ITE-specific** element in addition to the NZQA/CUAP requirements that we want to either verify is in place or particularly test through the approval process.

## Authority

These Requirements, which constitute:

- (a) standards for qualifications that lead to teacher registration, and
- (b) the process for conducting approvals of teacher education programmes

are made under section 382 of the Education Act 1989.

## Requirements that must be met for approval as an initial teacher education programme

The requirements in Part One must be met in order for a programme to be approved, and continue to be approved, as an initial teacher education programme.

## Commencement

These Requirements come into force on **1 July 2019**.

## Transition

If a provider delivers an ITE programme approved under the previous Programme Requirements, that provider must apply for approval under these new Programme Requirements by **1 January 2022**, unless the Council has agreed to a later date.



## Interpretation

In these Requirements, unless the context otherwise requires:

**Act** means the Education Act 1989.

**Approval** means approval of a programme as a teacher education programme under section 382(g) of the Education Act 1989.

**Assessment Framework** means the framework by which ITE providers assess the extent to which student teachers meet the *Standards* (in a supported environment).

**Associate teacher** means a teacher in a school/centre/kura who supervises a student teacher on a professional experience placement.

**Audit** means 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.

**Beginning teacher** means a provisionally certified teacher who is beginning their teaching career.

**Code** means the *Code of Professional Responsibility*/Ngā Tikanga Matatika mō te Haepapa Ngaiotanga.

**Conceptual Framework** means a framework outlining the philosophy, beliefs, and values that underpin, and are integrated into, an initial teacher education programme.

**Council** means the Teaching Council of Aotearoa New Zealand.

**Credit Recognition and Transfer (CRT)** means a formal process whereby credit for outcomes already achieved by a student in relation to a qualification is recognised as credit for comparable outcomes in another qualification.

**CUAP** means the Committee on University Academic Programmes.

**Employment-based trainee teacher** means a person who is undertaking an initial teacher education programme that includes a period of employment by a Board in a trainee teacher position established by the Secretary for Education under section 910(1) of the Act.

**Graduates** means those student teachers graduating from an initial teacher education programme.

**In a supported environment** (in the context of meeting the *Standards*) means an ITE programme environment that is more supported (through the programme and on professional experience placements) than would be typical for a fully certificated teacher.

**ITE** means initial teacher education.

**Key Teaching Task** means a teaching task that a school leader can have trust in a beginning teacher being able to carry out independently on day one on the job.



**Learners** means young people in a school, early childhood centre or kura.

**Māori Medium programme** means a programme that:

- (a) 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
- (b) is delivered in at least 51% te reo Māori.

**NZQA** means the New Zealand Qualifications Authority.

**NZQF** means the New Zealand Qualifications Framework.

***Our Code Our Standards*/Ngā Tikanga Matatika Ngā Paerewa** means the Code of Professional Responsibility and Standards for the Teaching Profession/Ngā Tikanga Matatika mō te Haepapa Ngaiotanga me ngā Paerewa mō te Umanga Whakaakoranga.

**Previous Programme Requirements** means the *Approval, Review and Monitoring Processes and Requirements for Initial Teacher Education Programmes*, October 2010 (amended June 2013, July 2015, September 2016 and February 2017).

**Professional experience placement** means a block of time during which a student teacher can gain experience under supervision in a school/centre/kura to practise and hone their skills and knowledge, and to help them understand the links between theory and practice in authentic settings.

**Programme** means a programme of study (which may be delivered at more than one site and/or remotely) leading to a teacher education qualification.

**Programme approval** means approval as a teacher education programme under Section 382 of the Act.

**Provider** means an institution or organisation providing an initial teacher education programme.

**Qualification** means a teacher education qualification approved by NZQA, awarded upon successful completion of an approved ITE programme, that leads to teacher registration.

**Recognition of Prior Learning (RPL)** means a process that involves formal assessment of a student's relevant and current knowledge and skills (*gained through prior learning*) to determine achievement of learning outcomes of a programme for the purposes of awarding credit towards that programme.

**Requirements** means the set of standards for qualifications that lead to teacher registration, made under section 382(f) of the Education Act 1989.

**Special Review** means a review (other than a scheduled review) of an approved programme or elements of a programme, undertaken where concerns about that programme, or type of programme, have come to the Council's attention.



**Standards**, unless the context states otherwise, means the *Standards for the Teaching Profession/Ngā Paerewa mō te Umanga Whakaakoranga*.

**Standard** means one of the six standards that make up the *Standards for the Teaching Profession/Ngā Paerewa mō te Umanga Whakaakoranga*.

**Student teacher** means a student enrolled in an initial teacher education programme, and includes an employment-based trainee teacher.

**Teacher education programme** in this context means an initial teacher education programme

**UE** means University Entrance.



# Part One – Programme Approval Requirements

## Outcomes

### 1.1 Meeting the Standards (in a supported environment)

#### REQUIREMENT

The programme must be designed and delivered to ensure that graduates can demonstrate that they meet the *Standards* (in a supported environment).

#### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** a diagram(s) outlining how the conceptual framework, learning outcomes, graduate profile, programme structure and delivery, and assessment framework link so graduates meet the *Standards* (in a supported environment).

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

- these links are coherent and appropriate given the setting(s) the programme will focus on; and
- whether the links are appropriate and relevant to ensuring that graduates can demonstrate that they meet the *Standards* (in a supported environment).

#### GUIDANCE

Student teachers must be able to demonstrate that they meet the *Standards* (in a supported environment) prior to graduation from an ITE programme. The phrase ‘in a supported environment’ recognises that a student teacher who meets the *Standards* at graduation has done so in an environment that is more supported (throughout the programme and on professional experience placements) than would be typical for a fully certificated teacher. It also recognises that ITE graduates have less breadth of experience than an experienced teacher. So ITE assessments need to provide evidence not just of practice but also that graduates are equipped with the theory and reflective abilities that will enable them to practice in the unfamiliar contexts within which they might ultimately be employed.

This captures two important dimensions – the supervision and support that is part of all ITE programmes, and the need for a strong theoretical and reflective base to support the graduate to take full responsibility for learners and their learning.





## 1.2 Upholding the expectations of the Code and the underpinning values

### REQUIREMENT

The programme must be designed and delivered so as to ensure that graduates can demonstrate that they are able to uphold the expectations outlined in the *Code* and the values that underpin it.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** a diagram outlining how the programme has been designed to ensure that student teachers understand, and are able to uphold, the expectations outlined in the *Code* and the values that underpin it.

The **approval panel** will want to particularly test how the programme will provide sufficient assurance that graduates will be able to demonstrate that they are able to uphold the expectations outlined in the *Code* and the values that underpin it.

### GUIDANCE

The *Code* reflects the expectations of conduct that all those in the teaching profession share; what we expect of each other, and what our learners, their families and whānau, their communities and the public can expect of any teacher.

It outlines the following elements:

- Commitment to the Teaching Profession/*Ko Te Ngākaunui Ki Te Umanga Whakaakoranga*;
- Commitment to Learners/*Ko Te Ngākaunui ki Ngā Ākongā*;
- Commitment to Families and Whānau/*Ko Te Ngākaunui Ki Ngā Whānau*; and
- Commitment to Society/*Ko Te Ngākaunui Ki Te Hapori Whānui*.

Student teachers must be able to discuss and understand the practical judgements they need to make given the requirement to uphold the expectations set out in the *Code*. If a teacher breaches the *Code*, it can affect all teachers, changing how others see them and how the teaching profession is valued.



## 1.3 Design and Delivery based on Authentic Partnerships

### REQUIREMENT

Programme design and delivery must be based on authentic consultation and partnership with relevant key partners.

There must be a plan to show how authentic partnerships with key partners (with mutual benefits that are explicit and interdependent, structured, and with a shared responsibility for success) will be strengthened and expanded over the following two to three years.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

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

- details of which schools/centres/kura are key partners;
- details of which Māori and iwi are key partners;
- details of which other groups or organisations with an interest in ITE, such as PLD providers, healthcare organisations, industry-employers, are key partners (if any);
- evidence of authentic consultation;
- an outline of what aspects of the programme key partners have helped to develop; and
- a plan for how authentic partnerships with key partners will be strengthened and expanded over the following two to three years.

The **approval panel** will want to particularly test how key partners:

- were identified, and what benefits each brings to the partnership;
- have been involved in programme design;
- have been involved in the development of the programme's key teaching tasks;
- have been involved in the planning and design of professional experience placements, including how they will be involved in the timely identification of student teachers at risk of not satisfactorily completing such placements;
- have been involved in developing the assessment framework;
- will be involved (if at all) in assessing student teachers, in particular the culminating integrative assessment;
- have been involved in developing the candidate selection process for the programme; and
- will be involved in reviewing the programme and identifying improvements.



In addition:

- the extent to which the roles and responsibilities of each party have been clearly negotiated, clearly defined, and well understood;
- whether the plan on how an authentic partnership with key partners will be strengthened and expanded over the following two to three years is likely to achieve this; and
- whether this plan is likely to result in a shared responsibility for preparing ITE student teachers.

## GUIDANCE

This requirement builds on the NZQA/CUAP programme approval requirement that programmes have been developed by, and are acceptable to, relevant communities (including whānau, hapū, iwi, or hapori Māori) and other key stakeholders (including any relevant academic, employer, industry, professional and other bodies).

In this regard, the Council sees partnerships as a relationship in which there is mutual cooperation and responsibility between individuals, namely persons and organisations, or groups for the achievement of a specified goal. Authenticity in partnerships occurs through arrangements and negotiations to ensure all partners have a shared understanding of their respective roles and responsibilities.

However, we recognise that the nature of these partnerships will vary depending on the context, community and programme. Authentic partnerships ensure that ITE programmes are well integrated, to avoid theory and practice being enacted separately by different institutions. Such partnerships ultimately reflect an enduring relationship that takes into account the aspirations, wellbeing, and success of all learners. The notion of partnership is **different from a consultation model**, where in partnership mutual benefits are explicit and interdependent, structured, with a shared responsibility for success.

Additionally, the quality and depth of partnerships is critical. Authentic partnerships can include, but are not limited to, partnerships between ITE providers and schools, ECE centres and kura, community groups, Māori and local iwi.

At initial programme approval, the Council would reasonably expect to see evidence of partnerships beginning to be formed, partners having a role in the development of Key Teaching Tasks within the programme, plans for the development and expansion of the partnership, and programme development that addresses the theory-practice divide.



# Programme Development, Design and Structure

## 2.1 NZQF level for Programmes

### REQUIREMENT

The programme must lead to a teaching qualification that is at least a Bachelor's degree or a Graduate Diploma, at Level 7 or above, on the New Zealand Qualifications Framework (NZQF).

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** an attestation that the programme leads to a teaching qualification at or above the minimum qualification level.

### GUIDANCE

Teachers need the right mix of competencies to enable all learners to develop the knowledge, skills and values to be successful in an increasingly complex world. The Council considers this to be the minimum qualification level that future teaching graduates need to meet the *Standards* (in a supported environment). The Council does however, remain committed to making ITE a post-graduate qualification at some stage in the future. This would position the profession where it needs to be in the longer term.



## 2.2 Unpacking of the Standards

### REQUIREMENT

The *Standards* must be unpacked in a contextualised, comprehensive and rigorous way to ensure that the capability of student teachers to meet the intent of each *standard* (in a supported environment) will be assessed.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

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

- an outline of the process undertaken to unpack the *Standards*;
- an outline of how the conceptual framework has influenced the positioning and interpretation of the *Standards*;
- an outline of what the conceptual framework means for the relative importance of each of the six *standards*; and
- evidence that each *standard* has been unpacked.

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

- whether the process used to unpack the *Standards* is robust;
- whether each *standard* has been unpacked sufficiently to identify the assessment foci consistent with the full intent of the wording of the *standard*;
- how the programme assesses progression in relation to each *standard*;
- whether the assessment tasks cover all of the *Standards*;
- whether the unpacking reflects the setting(s) for which the programme is preparing graduates for; and
- the extent to which national education priorities, the *Code of Professional Responsibility (Examples in Practice)*, *Tātaiako* (Graduating Teacher Level), and *Tapasā* (Beginning Teacher Level) been incorporated into the unpacking of the *Standards*.

### GUIDANCE

The *Standards* are framed in general terms and therefore, need to be unpacked, or interpreted, by providers. This will identify the foci for assessment against the *Standards*, which in turn will be influenced by two factors: programme context, and the requirement for coverage with rigour.

#### Programme context

Assessment is located within and aligned to a programme's curriculum, learning outcomes, and teaching approaches. It is the curriculum that decides what is taught and when, the learning outcomes that have been prioritised in the curriculum, and the teaching approaches that decide how it is taught. It follows that for any approval based on assessment, the Council needs first to understand the programme's conceptual framework, including:



- its underlying philosophy;
- what it is trying to achieve and the lens or lenses through which it is trying to achieve that; and
- the values and assumptions on which it is premised.

The Council will **not** be judging or approving a programme's conceptual framework. It does however, need to understand it. While in the end all graduates need to show they have achieved the *Standards* (in a supported environment), the ways in which a particular programme demonstrates this achievement will be determined by its priorities and values. These priorities and values will influence the relative emphasis placed on each *standard* and on the relationships between various *standards*.

### Coverage with Rigour

Preparing student teachers to meet the *Standards* (in a supported environment) means that each *standard* must be addressed. This is not to suggest that each *standard* should be separately assessed rather that there must be sufficient assessment evidence collected to demonstrate depth and breadth of coverage of the *Standards* over the whole programme. In unpacking the *Standards*, rigour is achieved by ensuring that the assessment foci address not just the title of the *standard* but the full intent of the wording of the *standard*, including the dispositional aspects of the wording. The Elaborations of the *Standards* in *Our Code: Our Standards* may assist with interpretation, but coverage of the Elaborations is not required. Other points of reference to assist with interpreting the *Standards* are:

- national education priorities;
- the *Code of Professional Responsibility (Examples in Practice)*;
- *Tātaiako* (Graduating Teacher Level);
- *Tapasā* (Beginning Teacher Level); and
- national curriculum documents.

### Template for unpacking the *Standards*

Unpacking of the *Standards* will lead to the identification of the key elements of each *standard*. This will enable the provider to target the assessment foci (what student teachers will be assessed on). A template for unpacking the *Standards* is provided as **Appendix One**. It lists each *standard*, the assessment foci for knowledge and understanding, and the assessment foci for behaviours associated with that knowledge and understanding. The knowledge, understanding and behaviours can in turn be expressed as key teaching tasks (refer 4.3).

While this template will assist in with the process of unpacking the *Standards*, it is **not** mandatory that it be used. Providers may use other means to demonstrate how they have approached unpacking the *Standards*, and the associated links to assessment foci and ultimately key teaching tasks. The approach set out in the template will also assist providers in demonstrating how they derived the key teaching tasks for their programme and contextualising the selection of those tasks.



## 2.3 Programme Coherence

### REQUIREMENT

The programme must integrate theory and practice in an effective and coherent way.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** a diagram setting out the way in which theory and practice have been integrated with a focus on graduates meeting the *Standards* (in a supported environment).

The **approval panel** will be looking to particularly test:

- whether theory and practice have been integrated in a coherent way;
- how the design, structure, delivery and assessments of the programme enable student teachers to build up sufficient theory and professional experience through the programme to be able to demonstrate that they meet the *Standards* (in a supported environment); and
- how theory and practice for employment-based programmes will be integrated to ensure that learners receive high-quality teaching while the student teacher is learning teaching practices.

### GUIDANCE

This requirement builds on the NZQA/CUAP programme approval requirement that the title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate. The Council's focus is on the integration of theory and practice. Particular attention will be given to such integration for employment-based programmes, for which the Council has an expectation that student teachers will be well prepared prior to starting to teach.



## 2.4 Programme Structure and Content

### REQUIREMENT

The programme must be structured in such a way, and contain such core elements, to ensure that graduates are able to demonstrate that they meet the *Standards* (in a supported environment).

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

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

- an outline of programme content and structure;
- a statement of the setting(s) the programme will be preparing graduates to teach in;
- associated credit value information; and
- an outline of the core elements of the programme, and how these enable graduates to meet the *Standards* (in a supported environment).

The **approval panel** will be looking to particularly test:

- how recent relevant research such as current socio-cultural, historical, political, philosophical, and curriculum and pedagogical perspectives have informed the various programme elements;
- how culturally responsive teaching has been integrated into the programme;
- how the programme will prepare graduates with the knowledge, skills and teaching strategies to teach in inclusive ways;
- how the programme reflects the setting(s) (early childhood, primary, secondary, Māori medium) or phases of child development in which graduates are likely to teach;
- the extent to which the programme adequately models the skills and practices required for effective teaching in the learning context(s) in which the graduates will be teaching;
- whether the programme will enable graduates to identify and respond appropriately to learners with diverse and additional learning needs;
- whether the programme will enable graduates to identify and respond appropriately to those for whom English is an additional language;
- whether the programme will enable graduates to identify and respond appropriately to the additional learning and behavioural needs of learners with dyslexia, dyspraxia, and autism spectrum disorders;
- whether the programme will enable graduates to effectively apply digital technology pedagogies;
- whether the depth of curriculum knowledge that student teachers will graduate with is sufficient;
- how the programme will enable graduates to design local curriculum;





- whether the programme will enable graduates to have sufficient knowledge of assessment across the learning areas and curriculum levels they will be expected to teach;
- whether there are sufficient exit pathways for student teachers who are not achieving academic or professional experience outcomes, and who are unlikely to meet the *Standards* (in a supported environment) at the end of the programme;
- if an employment-based programme, whether the programme is structured to ensure that student teachers are well prepared prior to starting teaching;
- whether the workload for student teachers will be manageable; and
- whether the programme is coherent and fit-for-purpose for part-time student teachers (if a part-time option is available).

## GUIDANCE

The Council is seeking a logical and well-structured programme that will prepare graduates to meet the *Standards* (in a supported environment). Such programmes will enable graduates to enter learning environments as effective teachers.

### Programme being evidence-informed

A high-quality initial teacher education programme is one that is informed by sound research and promotes student research, especially teaching-as-inquiry. Student teachers need to develop the necessary skills and knowledge to undertake research into their own practices, and to make evidence-informed decisions about what is best for their learners.

### Inclusive teaching and diversity of learners

Inclusive practices and universal design for learning should extend to all children and young people, including those with a range of different abilities. All student teachers need to be able to teach in inclusive ways, as all children have the right to access equitable educational opportunities.

Teachers should be equipped to respond appropriately to all children's needs. These can be many and varied, and often not yet diagnosed. Student teachers will therefore, need to recognise differences, know how to respond appropriately, and how to access support for the learner. In order to do this, ITE graduates need to have the necessary pedagogical knowledge to identify, understand and manage the increasing diversity and complexity of students' learning needs.

The requirement to focus on learners with disabilities, or those with learning support needs such as dyslexia, dyspraxia and autism spectrum disorders has been included in response to a recommendation from the Education and Science Select Committee Inquiry into the identification and support for students with the significant challenges of dyslexia, dyspraxia, and autism spectrum disorders in primary and secondary schools in 2016.



## Employment-based Programmes

The Council is intending to update programme design while maintaining entry requirements (along with Limited Authority to Teach requirements) for employment-based ITE programmes, to ensure there is no reduction in quality. It is our expectation that each learner is entitled to teaching of the quality indicated by the *Standards*. The Council will therefore expect proposed employment-based programmes to provide assurance that:

- candidates selected are of a high quality (they have the skills and experience appropriate to advance the learning of a learner or group of learners);
- the programme is structured to prepare student teachers well before they start teaching; and
- student teachers get good support from the provider as well as the employer.



## 2.5 Graduand information to be provided to the Council

### REQUIREMENT

Providers must supply the Council with graduand details, in an agreed format, as soon as reasonably practicable after eligibility to graduate from the programme has been confirmed. The graduand details will be:

- name
- date of birth
- name of programme
- qualification eligible for
- date of completion of the programme.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** a template for graduand information in the agreed format.

### GUIDANCE

This requirement will make it unnecessary for applicants for teacher registration to have to manually provide certified evidence of graduation to the Council as a means of satisfying the current requirement around being 'Satisfactorily Trained to Teach'. My E-Quals, which is a secure online service that allows providers to issue secure digital records online, would be one means of doing this.



## Delivery Methods

### 3.1 Delivery methods sufficient for graduates to meet the Standards (in a supported environment)

#### REQUIREMENT

Delivery methods, including pedagogical approaches employed, the mode of delivery, delivery sites, and the timing and nature of professional experiences are adequate and appropriate given the need for graduates to demonstrate that they meet the *Standards* (in a supported environment).

#### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** an outline of how the programme will be delivered, by whom, by what mode, and at what locations.

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

- whether the delivery methods are appropriate for the setting(s) the programme is preparing graduates to teach in;
- whether the delivery methods enable student teachers to experience high-quality learning opportunities;
- whether the programme models the principles and practices of effective and adaptive teaching;
- whether it will do this in a range of contexts;
- whether the programme provides a number of opportunities for student teachers to experience a range of effective and appropriate pedagogical approaches; and
- whether the programme will enable student teachers to evaluate their teaching and show how they adapt their pedagogical approaches as needed.

#### GUIDANCE

Programmes should explicitly model the principles and practices of effective and adaptive teaching in a range of contexts. An adaptive teaching approach is one where the suitability of the routine response is constantly evaluated and not just assumed to be appropriate unless proven otherwise. While it is difficult to model effective pedagogy for all contexts, courses/papers should provide a number of opportunities for student teachers to experience a range of effective and appropriate pedagogical approaches. The programme should also enable student teachers to evaluate their teaching and show how they adapt their pedagogical approaches when focusing on student learning.

**Note:** This requirement builds on the NZQA/CUAP programme approval requirement that delivery modes and methods are adequate and appropriate, given the stated learning outcomes for the programme.



## 3.2 High-quality features of professional experience placements

### REQUIREMENT

Professional experience placements must have the following high-quality features:

- the purpose of the professional experience placement is fully understood, negotiated and enacted by all participants;
- an authentic partnership between the provider, and the school(s)/kura/centre(s) [refer 1.3];
- roles and responsibilities are clearly defined and well understood, especially those of the visiting lecturer/staff, the associate teacher and the student teacher;
- professional learning opportunities for the associate teacher (and visiting lecturer/staff) fully prepare those involved for their roles in supporting student teachers during their professional experience placements;
- student teachers are suitably prepared for their professional experience placements, and willing and able to take agency and to develop adaptive expertise with support;
- if a student is placed with one associate teacher, the whole school/kura/centre takes responsibility for the placement and is the site of learning for all involved;
- every aspect of the ITE programme is integrated, so that there is not a sense of “theory” and “practice” being enacted separately in different settings; and
- formative and summative assessment of student teachers is a transparent and agreed process, with shared expectations between the provider, the school(s)/kura/centre(s) and the student teacher.

The Council will consider written requests to not have a specific high-quality feature(s) present in a programme. Such requests must:

- justify why that feature(s) is unreasonable, given the circumstances and the setting;
- demonstrate that proposed alternate feature(s) will just as effectively support student teachers to meet the *Standards* (in a supported environment); and
- be supported by key partners.

Professional experience placements must be undertaken in approved settings in New Zealand.

The Council will consider written requests to have a proportion of placements undertaken outside of New Zealand. Such requests must justify how an overseas placement will effectively support student teachers to meet the *Standards* (in a supported environment).



## EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

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

- an outline of the key elements of the placements, with the rationale for their timing, location and length;
- an outline of how the high-quality features are evident in the placements;
- an outline of any high-quality feature not evident, and justification for this;
- details of any proposed overseas placement block, and justification for this;
- details of placement block(s) away from the home school/centre (or chain of centres) for field-based programmes and Limited Authority to Teach (LAT) programmes;
- an outline of how the professional experience placements form a coherent part of the programme and build in complexity over time; and
- an outline of the documentation that will be provided to student teachers, schools/centres/kura, and associate teachers in advance of placements.

In regard to whether high-quality features are evident, **the approval panel** will want to particularly test:

- how the programme ensures that the purpose of placements is fully understood, negotiated and enacted by all participants;
- how the programme will ensure that the roles and responsibilities are clearly defined and well understood, especially those of the visiting lecturer/staff, the associate teacher and the student teacher;
- how professional learning opportunities will be made available to the associate teacher (and visiting lecturer/staff) so that they are fully prepared in supporting student teachers during their professional experience placements;
- how the programme suitably prepares student teachers for their professional experience placements;
- how the programme ensures that student teachers are willing and able to take agency and to develop adaptive expertise with support;
- how the programme ensures that, while a student may be placed with one associate teacher, the whole school/kura/centre takes responsibility for the placement and is the site of learning for all involved;
- how the programme ensures that every aspect is integrated, so that there is not a sense of “theory” and “practice” being enacted separately in different settings; and
- how the programme ensures that formative and summative assessment of student teachers is a negotiated, transparent and agreed process between the provider, the school(s)/kura/centre(s) and the student teacher.



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

- whether the lengths of the placements are sufficient for genuine relationships between the student teacher and the associate teacher to develop and be maintained;
- whether the placement blocks are of sufficient length that they build towards enabling student teachers, where practicable, to gain sustained practice, such as a 0.8 FTE workload, prior to graduation;
- the extent to which placements cover a range of socioeconomic, cultural, and learner age group settings; and
- whether there will be a sufficient number of quality interactions/observations conducted to enable student teachers to get timely feedback to support their ongoing development.

## GUIDANCE

The high-quality features listed above are identified in Whatman, J. & MacDonald, J. (2017) *High Quality Practica and the Integration of Theory and Practice in Initial Teacher Education: A Literature Review prepared for the Education Council*. Wellington: NZCER report. Refer: [https://educationcouncil.org.nz/sites/default/files/Practica\\_Review\\_Full\\_Report.pdf](https://educationcouncil.org.nz/sites/default/files/Practica_Review_Full_Report.pdf)



### 3.3 Support during professional experience placements

#### REQUIREMENT

Professional experience placements are to be carried out by Associate Teachers, who must be teachers who hold a current full practising certificate or full (2) practising certificate/Subject to Confirmation.

Professional experience placement interactions/observations are conducted by ITE staff who are registered teachers who currently hold a full practising certificate or full (2) practising certificate/Subject to Confirmation.

The major proportion of these interactions/observations are to be conducted by ITE staff who teach in the ITE programme in which the student teachers are enrolled.

Those contracted to do professional experience visits on behalf of the provider will be well prepared (for example, be familiar with the programme) and supported to undertake this work.

#### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** an attestation that policies and procedures on support during professional experience placements are clearly documented.





### 3.4 Number of opportunities to pass each professional experience placement

#### REQUIREMENT

An ITE student will only have two opportunities to pass each professional experience placement, unless there are extenuating circumstances.

#### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** an attestation verifying that the programme has a documented policy on what extenuating circumstances it will consider for a student who has not passed a professional experience placement after two opportunities.



### 3.5 Minimum professional experience placement periods

#### REQUIREMENT

There must be a minimum of 80 days of professional experience placements for:

- a. 1-year and two-year programmes,
- b. Field-based ECE programmes, with a minimum of 40 days being away from the home school, kura, centre or chain of centres, and
- c. Limited Authority to Teach (LATs) on employment-based programmes, with a minimum of 40 days being away from their home school or kura.

There must be a minimum of 120 days of professional experience placements for 3-year programmes or longer (excluding those covered by above).

#### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council want to see in **provider documentation** an outline of the minimum professional experience placement period for the programme;

#### GUIDANCE

To reinforce the Council's belief in the value of professional experience placements, the minimum period has been increased by 10 days, up to 80 days, and by 20 days, up to 120 days. The minimum period away from the home school/centre/kura for field-based programmes is unchanged. The increase will provide more opportunities for student teachers to develop their practice and have teaching experiences with a diverse range of learners.



### 3.6 Staff contributing to knowledge of teaching

#### REQUIREMENT

Amongst the teaching staff, there must be an appropriate balance of research and practitioner expertise, with research contributing to the body of knowledge about teachers and teaching, and learners and learning.

#### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** an attestation that policies on staff research are clearly documented.

#### GUIDANCE

This requirement builds on the NZQA/CUAP programme approval requirements that:

- teaching staff conduct research within their area of expertise and that this research advances knowledge and/or supports the continued development of the programme and its delivery; and
- there must be a demonstrable link between staff research and the programme.



## Assessment

### 4.1 Assessment Framework for meeting the Standards (in a supported environment)

#### REQUIREMENT

There must be an assessment framework that provides confidence that assessment tasks and assessment processes are suitably robust that those who graduate meet the Standards (in a supported environment) and can therefore be entrusted to effectively take on the role of a beginning teacher.

The framework must be developed **with regard to** the *Assessment Framework for Meeting the Standards (in a supported environment), December 4 2018 (Appendix Two)* to ensure that:

- assessments across the programme capture the student teacher's capability to work effectively with diverse learners, in multiple settings;
- summative assessment decisions draw on a variety of robust information from a range of assessment sources and types; and
- assessment processes seek consensus among key partners about judgements of student teachers' capabilities.

#### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

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

- the process used to develop the assessment framework and associated assessment tasks;
- the key elements of the assessment framework;
- the various assessments, their nature and timing across the programme;
- where these opportunities will be located in the programme; and
- what the associated assessment rubrics are.

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

- whether the assessment framework adequately addresses all of the assessment principles;
- whether the different contexts of teaching are reflected in the assessment tasks;
- why those assessment approaches and modes were chosen;
- how assessment judgements will draw upon multiple sources of evidence;
- how assessment judgements will take account of complex practice situations that student teachers have not directly experienced;



- how assessments across the programme capture the capability of student teachers to work with diverse learners;
- how the assessment framework will encourage student teachers to recognise and act on their own assessments (as well as those of others) of their progress towards meeting the *Standards* (in a supported environment);
- whether summative assessment decisions will be based on a variety of assessment sources and types; and
- how the Council can be assured that the assessment framework will reliably, fairly and consistently assess whether or not student teachers meet the *Standards* (in a supported environment).

## GUIDANCE

This requirement introduces the concept of meeting the *Standards* (in a supported environment) and establishes the key elements of the associated assessment framework.

### Assessment Framework

Two aspects are critical to the assessment framework. Firstly, the nature of assessment tasks. For example, their validity, complexity, degree of contextualisation, and coverage of the *Standards*. Secondly, the way in which decisions are made about passing/failing. For example, clear criteria, transparent marking processes, moderation processes etc. to ensure reliability, fairness and consistency between markers and across a cohort.

**Appendix Two** sets out the process for the development of the assessment framework. It involved three inter-related stages – unpacking the *Standards*, assessing the *Standards* (in a supported environment), and ultimately demonstrating the meeting of the *Standards* (in a supported environment) at graduation.

In summary, the process begins with the Programme Context (A1 in the diagram below) or the underlying philosophy that enables the Programme Approval Panel to understand the lens through which the provider is unpacking or interpreting the *Standards*. While that lens, and therefore the interpretation of the *Standards*, will vary by provider, the interpretation is not entirely discretionary.

The framework is underpinned by a set of requirements to ensure Coverage with Rigour (A2 in the diagram below). Unpacking the *Standards* provides the foci for assessment against the *Standards*.

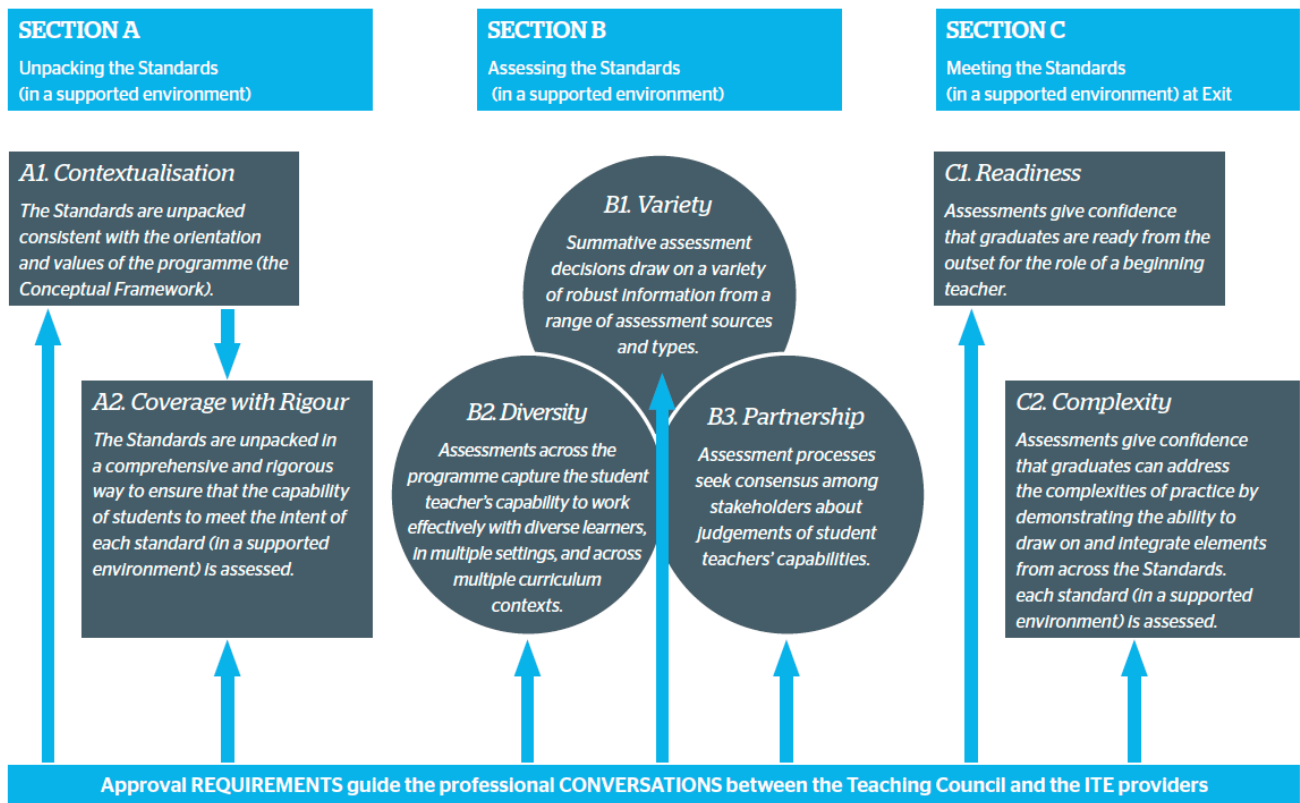
Assessments aligned to these foci need to adhere to three interrelated principles (B1 – B3 in the diagram):

- Variety (of assessment sources and types) (B1).
- Diversity (of learners, contexts and subjects) (B2).
- Partnership (with student teachers, and with practice) (B3).



Overall the assessments need to give confidence that the student teachers have achieved the *Standards* (in a supported environment) by providing evidence that graduates can perform key teaching tasks from day one of teaching [Readiness (C1)] and that they understand the importance of drawing on multiple sources of information to address the complexities of practice – [Complexity (C2)].

### Overview of approval principles for achievement against standards (in a supported environment)



### Variety of assessment sources and types

Assessments used for summative purposes against the *Standards* (at whatever point of the programme they occur) must assure high levels of certainty. Every assessment method has its strengths and limitations. Greater certainty is therefore achieved when assessment decisions are based on a variety of assessment information, over time. Furthermore, the more complex the performance being assessed, the greater the requirement to gather a range of assessments information (such as portfolios, demonstrations, professional experience placements, scenario analyses, problem-solving, written reports, interviews, and samples of work/documents).



## Diversity of learners, contexts and subjects

It is important that beginning teachers are able to operate flexibly and competently in a range of contexts. One of the distinguishing features of more experienced teachers is transferability to new contexts. While graduates will still be novices in many ways, the Council is wanting them to successfully transfer the skills and knowledge learned during their time in the ITE programme to their new teaching environment. However, the Council acknowledges that there is no way it can expect providers to have graduates prepared for all possible contexts. Therefore, it is matter of providing **sufficient** diversity during the programme to have the trust that graduates can transfer skills and knowledge from one context to another. This is different than trusting that they can transfer to any and all contexts.

## Partnerships with student teachers

The capabilities of student teachers are ultimately tested in practice settings. Therefore, it is important that partnerships are established between providers and practitioners to optimise the support for student teachers, and to ensure that the expertise of practitioners contributes in a meaningful way to consensus-seeking about the judgements of student teachers' achievement of the *Standards* (in a supported environment). Consensus-building also involves the student teachers themselves. Coming to shared, honest judgements about personal capability is an important element of being a reflective teacher who can set goals for improvement.

## Information to graduates

The Council recommends that graduates are provided with information to inform their induction and mentoring programme as provisionally certified teachers. This should enable their journey from meeting the *Standards* (in a supported environment) at graduation to meeting the *Standards* at full certification. The Council can support providers to ensure that graduates receive information about teacher registration and certification requirements, including guidance on induction and mentoring programmes for provisionally certified teachers.



## 4.2 Culminating Integrative Assessment

### REQUIREMENT

In addition to 4.1, the assessment framework must contain a culminating integrative assessment that assesses whether a student teacher is able to effectively integrate theory and practice, and synthesise their learning across the *Standards*.

This assessment will need to:

- be undertaken towards the end of the programme;
- have credit-value;
- be based on an open ended (i.e. not easily resolved) authentic practice situation(s) that requires complex decision-making and the synthesis of learning (cognitive and affective) from across the programme;
- build on other assessments through the programme to help enhance provider judgement that a student has met the *Standards* (in a supported environment) and as such, is ready to teach; and
- be presented orally, or primarily orally with a written element.

A culminating integrative assessment may be more than one assessment if the Council is satisfied that such assessments combine to coherently assess that a student can effectively integrate theory and practice, and synthesise their learning across the *Standards*.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

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

- the key details of the culminating integrative assessment;
- a diagram showing which *Standards* it will cover;
- a diagram on how it links to the key teaching tasks;
- an outline of how it will be carried out, and when in the programme;
- what relative credit value it will have with regard to other assessments;
- pass/fail criteria; and
- the justification for more than one assessment (if applicable).

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

- whether the culminating integrative assessment is likely to provide evidence of integrative learning – the ability to synthesise knowledge and learning (cognitive and affective) across courses within the programme;
- whether it aligns with the key teaching tasks of the programme;
- what the process for determining the authentic practice situation(s) will be;





- how the culminating integrative assessment will demonstrate the ability of a student teacher to consider a range of alternate approaches and be able comment on their likely efficacy;
- how it assesses the ability to explain, justify and evaluate a solution;
- how it assesses evidence of integrative learning;
- how it assesses the ability of a student teacher to reflect on gaps in their learning and their intentions to address these;
- how it assesses the ability of a student teacher to understand and analyse a situation, including the ability to identify the contributing factors to the described situation and to explain what they consider to be the underlying cause; and
- how it assesses effective communication skills.

## GUIDANCE

Most of the in-the-moment and planned decisions that teachers make are complex because they require the teacher to draw on multiple sources of information and to integrate knowledge and skills that relate to more than one *standard*. While the integration of elements of the *Standards* will be a feature of assessments across the programme, the full integration of the student teachers' learning, and their ability to access and integrate multiple sources of knowledge and skill to address problems of practice, can only be comprehensively assessed towards the end of the programme.

Therefore, providers need to incorporate some form of culminating integrative assessment towards the end of their programme. This assessment will require student teachers to apply the knowledge, capabilities and skills they have learned during the programme to an authentic situation(s) that relates closely to the professional work of teachers in the sector for which they are being prepared. As part of this process, student teachers will also be able to explain the connections of their actions and decisions to the *Standards*.

The culminating integrative assessment must be based on an authentic practice situation that requires complex decision-making and the synthesis of learning (cognitive and affective) from across the programme.

The authentic practice situation **could** be:

- drawn from the student teacher's own description of a challenging practice situation they have faced on a professional experience placement;
- an inquiry the student teacher has carried out based on a puzzle of practice that they have attempted to resolve;
- a real, complex task that teachers typically need to complete such as a major piece of planning for a defined context or contexts (level, subject, student profile);
- a provided case study, vignette or scenario that replicates the type of complex decisions that teachers regularly need to make;
- a visual prompt (photograph or video) of sufficient detail to enable interpretation;



- a posed problem that a teacher or school-leader is struggling with and is seeking student teacher advice on; or
- a role-play or simulation of typical complex situations accompanied by an analytical commentary.

In order to ensure that student teachers engage with the integrative nature of the task, the assessment criteria and their associated rubrics should reference:

- understanding and analysis of the situation including the ability to identify the contributing factors to the described situation and to explain what they consider to be the underlying cause;
- ability to generate a range of alternative approaches to address the situation along with a commentary on their likely efficacy;
- evidence of integrative learning – the ability to synthesise knowledge and learning (cognitive and affective) across courses within the programme;
- ability to explain, justify and evaluate a solution;
- ability to explain how their response to the culminating integrative assessment reflects capabilities drawn from across the *Standards*;
- ability to reflect on gaps in their learning, their weaknesses in particular aspects of the *Standards*, and their intentions to address these as they progress to their next career stage; and
- overall communication and collaboration skills.



## 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.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The 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.



## 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.

### 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; and
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.



## Additional Requirements for Māori Medium Programmes

### 5.1 Programme content in Te Reo Māori

#### REQUIREMENT

Programme content must be delivered in te reo Māori for a minimum of 81% of the programme for Māori medium immersion programmes and 51% of the programme for bilingual programmes.

#### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** an attestation that the programme will be delivered in the minimum levels of te reo Māori.

#### GUIDANCE

Māori medium ITE programmes prepare graduating teachers to teach in Level 1 and Level 2 Māori medium settings. The Ministry of Education defines:

- Level 1 where 81 to 100% of the programme is delivered in te reo Māori (immersion); and
- Level 2 where 51 to 80 % of the programme is delivered in te reo Māori (bilingual).

These correspond to the differences between immersion and bilingual programmes in the requirement.



## 5.2 Incorporation of TātaiReo (or equivalent) into programme

### REQUIREMENT

TātaiReo (or an equivalent framework) must be been incorporated into the structure, delivery and assessment processes of a Māori medium programme.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** a diagram of how TātaiReo, or an equivalent framework, has been incorporated into the structure, delivery and assessment processes of the programme.

### GUIDANCE

TātaiReo seeks to be an enhancement tool for the teaching and learning of te reo Māori in ITE programmes. An equivalent framework must seek to do the same.

Teachers require specific language skills in order to successfully facilitate ākongā (or learners) learning in Māori medium settings. Ākongā need teachers who can role-model and provide access to the type of language they require to support their learning.



# Entry into the Programme

## 6.1 Academic Requirements for Admission

### REQUIREMENT

#### Qualifications

In order to gain entry to Bachelor's degree programmes, candidates must:

- a) For those under 20 years of age:
  - (i) hold UE or a recognised equivalent such as International Baccalaureate or Cambridge International, **or**
  - (ii) be able to demonstrate to the satisfaction of the provider that they have the skills and ability to study at a tertiary level.
- b) For those 20 years of age and over **without** UE, be able to demonstrate to the satisfaction of the provider that they have the ability to study at a tertiary level.

In order for a programme to accept candidates under 20 years of age without UE under a(ii), the Council must be satisfied that the programme has:

- policies and procedures outlining the criteria for how decisions will be made on whether a candidate has the ability to study at a tertiary level;
- a means of monitoring their progression to enable them to meet the *Standards* (in a supported environment) by graduation;
- appropriate support mechanisms in place; and
- exit pathways for student teachers who are clearly not achieving the academic or professional experience outcomes, and are unlikely to be able to meet the *Standards* (in a supported environment) by the end of the programme.

In order to gain entry to Graduate Diploma, Postgraduate Diploma or Master's programmes, candidates must hold a Bachelor's degree at Level 7 on the NZQF, or a recognised equivalent.

The Council will consider exemption requests submitted by providers from the requirement for a Bachelor's degree at Level 7 for entry to Graduate Diploma, Post-Graduate Diploma or Master's programmes:

- for an individual programme:
  - with an entry pathway specifically designed for teacher cohorts that may be in short supply; **and/or**
  - where candidates have a combination of skills, experience and qualification(s) such that the Council is assured they have in-depth expertise in a curriculum area that will enable them to advance student learning.



In all cases, the provider will need to be satisfied that candidates will be able to study at this qualification level.

- for an individual candidate - with a set of qualifications gained overseas that assures the Council they will be able to study at this qualification level.

### **Sufficient Subject Depth (Secondary programmes only)**

**In addition** to the qualification requirements, the provider must be satisfied that those candidates seeking to enter a secondary programme have a body of knowledge from Levels 5 to 7 or higher in their entry qualification, that is relevant for teaching a particular secondary school subject.

## **EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT**

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

- an outline of the academic requirements for the programme;
- an outline of the criteria for how decisions will be made on whether a candidate has the ability to study at a tertiary level (if applicable);
- justification of why the Council should approve the programme as one able to accept candidates under 20 years of age without UE (if applicable);
- justification of why the Council should approve the programme as one able to accept candidates without a Bachelor's degree at level 7 (if applicable); and
- an outline of the criteria for how decisions will be made on whether a candidate for a secondary programme has a sufficient body of knowledge from Levels 5 to 7 or higher in their entry qualification, that is relevant for teaching a particular secondary school subject.

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

- whether the process for the provider recognising qualifications equivalent to UE is robust;
- whether the process for an applicant without UE satisfying the provider that they have the ability to study at a tertiary level is robust;
- whether the programme should be approved by the Council to accept candidates under 20 years of age without UE (if applicable);
- whether the programme should be approved by the Council to accept candidates without a Bachelor's degree at level 7 (if applicable); and
- whether the process for the provider determining whether a candidate has sufficient subject depth for entry into a secondary programme is robust.





## GUIDANCE

Teaching is a complex process and requires the ongoing adoption of new expertise. As a result, the cognitive abilities of teachers need to be high.

The admission process is an opportunity to ensure high-quality applicants are selected based on their academic capability generally, literacy and numeracy, and language skills that support their ability to work with the relevant curriculum. The best and most suitable candidates should be attracted to teaching as a career and understand what it means to be a teacher as described in *Our Code Our Standards*.

### **Candidates under 20 years of age**

University Entrance is the minimum entry requirement. However, candidate diversity is important, so the Council does not want UE to be a barrier if a candidate will be a great teacher. As such, an alternate flexible pathway will be available where providers have candidates with the right qualities but without UE. For example, they may have NCEA level 3 but not in the subject areas applicable to them getting UE. Or, they may have done a bridging programme to demonstrate their academic abilities. Rather than such candidates waiting until they are 20 years of age, under this requirement the Council will be able to approve programmes able to accept such candidates if satisfied that a programme has appropriate selection, monitoring and support and policies and procedures in place.

### **Entry to Graduate Diploma, Post-Graduate Diploma and Masters programmes**

These one-year programmes are intensive and the Council needs to be sure applicants have the right academic skills to make the most of the learning opportunities available. At a programme level, the Council will be able to approve programmes able to accept candidates without a Bachelor's degree at level 7 if satisfied that a programme has appropriate policies and procedures in place.

Similarly, given the complexities around confirming the equivalence of overseas qualifications to a level 7 degree, the Council will consider exemption requests from providers where individual candidates hold a set of overseas qualifications.

### **Subject Knowledge for Secondary Candidates**

When making judgements about whether secondary candidates have sufficient depth and breadth of relevant subject or curriculum knowledge at Levels 5-7, providers are encouraged to seek advice from those subject/curriculum specialists teaching in their programmes or those specialist experts teaching in the secondary school sector.



## 6.2 Competency in English language, te reo Māori, literacy and numeracy (English medium programmes)

### REQUIREMENT

#### English language competency

Prior to entry, candidates for English medium programmes must demonstrate English language competency by providing **one** of the Council's approved evidence of English language competency, as follows:

- a. New Zealand University Entrance literacy credits at either NCEA level 2 or 3;
- b. New Zealand University Entrance;
- c. New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of the current University Entrance;
- d. International Baccalaureate full diploma in English medium (24 points minimum).
- e. Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements;
- f. All primary schooling and at least three years secondary schooling completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];
- g. Six years of education comprising secondary schooling to at least year 12 and at least two years of successful tertiary education, taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials and labs completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];
- h. Awarded a Bachelor's degree (with or without Honours), Master's degree or other qualification at NZQF level 7 or above which took two or more years of full-time study to complete, *and*
  - a. was taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials, presentations, seminars, and supervisory meetings, *and*
  - b. the qualification was gained while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States or South Africa;
- i. Awarded Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA);
- j. Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL);



k. Achieved an outcome in one of the approved tests which is equivalent to or better than those specified (see table below) within the past two years:

Test	Listening	Reading	Writing	Speaking	Overall Mark (in one test)
Cambridge English exams C2 Proficiency (CPE) or C1 Advanced (CAE) or Cambridge English exams B2 First (FCE)	minimum of 185	minimum of 185	minimum of 185	minimum of 185	minimum of 185
International English Language Testing System (IELTS) Academic	7.0	7.0	7.0	7.0	7.0
International Second Language Proficiency Ratings (ISLPR)	4	4	4	4	4
Pearson Test of English (PTE) Academic	65	65	65	65	65
TOEFL Internet-based test (iBT)	24	24	27	23	minimum of 94
Trinity ISE III (3)	Pass with Merit	Pass with Merit	Pass with Merit	Pass with Merit	Pass with Merit

The Council will consider written exemption requests from the provider for **exceptional** cases where **none** of the approved evidence of English language competency can be provided, but there is other evidence of a very high standard of English language competency.

### Literacy and Numeracy competency

Prior to entry, candidates for English medium programmes must:

- pass the literacy competency assessment, as set by the provider; and
- pass the numeracy competency assessment, as set by the provider.



The pass level in literacy and numeracy must be **no lower** than the equivalent to UE in literacy and numeracy.

### **Te Reo Māori competency and progression**

Candidates **selected** for entry into an English medium programme must be assessed on their te reo Māori competency as close as reasonably practicable after entry.

English medium programmes must progressively monitor and support competency in te reo Māori during the programme, using sound practices in second language acquisition.

## **EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT**

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

- clearly documented policies and procedures on these matters;
- details of the method(s) of assessment and assessment conditions (for example, under supervision, online or written, completion timeframe) for both the literacy and the numeracy assessments;
- the set pass/fail levels for both the literacy and the numeracy assessments;
- an outline of how te reo Māori competency will be assessed;
- an outline of how progression in te reo Māori competency will be monitored; and
- an outline of how the programme will support student teachers to grow their te reo Māori competency.

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

- why the specified assessment method/tools for literacy and numeracy were chosen;
- why the set pass/fail level(s) for literacy and numeracy were set at that level;
- whether the pass levels for literacy and numeracy are at least the equivalent of UE in literacy and numeracy;
- whether the English language policies and procedures align with the Council's policy;
- whether the programme is using sound practices in second language acquisition;
- the programme's expectations of progression in the use of te reo Māori during the programme; and
- the programme's expectations around te reo Māori competency at graduation.

## **GUIDANCE**

### **English language competency**

Teaching is a linguistically demanding profession. High-quality teaching demands command of a wide range of language skills. These include establishing and maintaining rapport, providing effective feedback, listening, prompting, evaluating, responding, reinforcing, giving praise, eliciting comments and providing instructions. Teachers need to be highly flexible with these



skills, modifying their approach to suit individual needs as they arise; and need to be able to use these behaviours to establish strong, collaborative relationships with whānau.

These skills require a high level of language competency in speaking, writing, reading and listening. Every child is entitled to high-quality teaching and learning, therefore every member of the teaching profession must be competent in one of languages of New Zealand's national curricula - English or te reo Māori.

*Our Code and Standards* capture the importance of language and communication for high-quality teaching. Through *Our Code and Standards*, teachers commit to engage in positive, collaborative relationships, to communicate effectively with others, to engage in problem-solving, to communicate clear and accurate assessment information and to seek and respond to feedback from learners. Once a teacher has registered and has received their practising certificate, they agree to work to *Our Code and Standards*.

The Council focuses on evidence of a teacher's English or te reo Māori language competency. Many candidates for ITE speak a number of languages. These candidates bring a wealth of knowledge and experience to our profession. We recognise this in our approach to assessing language competency by providing opportunities for candidates to demonstrate their competency in English or te reo Māori, rather than focusing on whether English or te reo Māori are additional languages. We accept a broad range of specified evidence, informed by the requirements of the New Zealand Qualifications Authority and Immigration New Zealand.

The Council will consider **exceptional** cases submitted by providers to ensure we accommodate high-quality applicants with the right level of competency. We will consider other strong evidence on a case by case basis. Refer to the Council's website for more information.

### **Literacy and numeracy competency**

It is important that the provider has confidence that the person undertaking the literacy and numeracy assessments is the same person who has applied to enter the programme, and that the candidate is not using additional external support to complete the assessments (for example, the internet, or someone sitting with them).

### **Te reo Māori competency**

A formative assessment of a student teacher's competency in te reo Māori soon after entry to an English medium programme will enable providers to establish a starting point for te reo Māori competency so that they can measure growth over a student teacher's time in the programme. This will help providers know that their programme is making a difference. Such an assessment will also ensure all student teachers are afforded the opportunity to develop their te reo Māori skills during the programme. This is important given that to graduate from an ITE programme, a student teacher must demonstrate that they are able to practise and develop the use of te reo and tikanga Māori.

Te Aho Arataki Marau (the te reo Māori Curriculum for English Medium Settings) <http://tereomaori.tki.org.nz/Curriculum-guidelines> could be used as a guide for providers to the level of language skill required at each level of the curriculum in order to adequately prepare student teachers for their practice. By using the curriculum as a guide, the provider



would be expected to design a programme that enabled student teachers to use language effectively at a minimum of level 3-4 of the curriculum for all teachers regardless of the sector they intend to teach in (Early Childhood, Primary and Secondary). This would enable them to engage in meaningful, authentic conversation at an appropriate level with their learners on a range of everyday topics as part of a teaching programme. Specialist teachers of te reo Māori (working up to NCEA level 3) would be expected to demonstrate proficiency using te reo Māori aligned to the curriculum to level 8.



## 6.3 Competency in te reo Māori, literacy and numeracy (Māori medium programmes)

### REQUIREMENT

#### Te reo Māori competency at entry

**Prior to entry**, all candidates for Māori medium programmes must demonstrate te reo Māori competency by providing **one** of the following types of evidence:

- Achieved Whakamātauria Tō Reo Māori Level 3 (National Māori Language Proficiency Examinations);
- Undertook all primary schooling and at least three years secondary schooling in te reo Māori; or
- Undertook five years of secondary schooling in te reo Māori.

The Council will consider written exemption requests from the provider for exceptional cases where the **none** of the approved evidence of te reo Māori competency can be provided, but there is other evidence of a high standard of te reo Māori competency.

#### Literacy and numeracy competency

Prior to entry, candidates for Māori medium programmes must:

- pass the literacy competency assessment in te reo Māori, as set by the provider; and
- pass the numeracy competency assessment in either te reo Māori or English, as set by the provider.

The pass level in literacy and numeracy must be no lower than the equivalent to UE in literacy and numeracy.

#### Te reo Māori competency progression and assessment

In addition:

Māori medium programmes must progressively monitor and support competency in te reo Māori during the programme in accordance with TātaiReo or an equivalent framework. Sound practices in second language acquisition must be used.

Student teachers in Māori medium programmes must be assessed on their te reo Māori competency prior to graduation.



## EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

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

- clearly documented policies and procedures on these matters;
- details of the method(s) of assessment and assessment conditions (for example, under supervision, online or written, completion timeframe) for both the literacy and the numeracy assessments;
- the set pass/fail levels for both the literacy and the numeracy assessments;
- an outline of how te reo Māori competency will be assessed through the programme;
- an outline of how progression in te reo Māori competency will be monitored; and
- an outline of how the programme will support student teachers to grow their te reo Māori competency.

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

- why the specified assessment method/tools for literacy and numeracy were chosen;
- why the set pass/fail level(s) for literacy and numeracy were set at that level;
- whether the pass levels for literacy and numeracy are at least the equivalent of UE;
- whether policies and procedures align with the Council's policy; and
- whether the programme adequately monitors and supports progression in te reo Māori.

## GUIDANCE

Programmes must demonstrate practices that are reflective of the principles of second language acquisition.

Learning word lists, commands or phrases are commonly accepted as important parts of the tool kit for teachers. They are however, insufficient to enable teachers and learners to access te reo Māori as a communicative language. Vocabulary is a key part of learning but must be included within a holistic programme of language learning.

In New Zealand, this holistic approach will include opportunities for student teachers to learn about the specific context that they find themselves in. This may involve making explicit the links to localised te reo Māori dialectal differences in spoken or written language. The contexts for learning will demonstrate, where appropriate, links to local tribal histories, local tikanga and indigenous knowledge. For providers who work across or within a number of iwi regions any decisions made on the content of the programme must take into consideration the contexts in which the student teachers will be working.





## 6.4 Values, Disposition and Fitness to Teach

### REQUIREMENT

Candidates must arrange for referees to send confidential written referee reports directly to the provider.

Candidates must undergo a visual interview or other face to face selection process, to determine:

- a. their disposition to teach, through judging their ability to meet the values that underpin *Our Code Our Standards*;
- b. their ability to meet the *Code of Professional Responsibility* (in a supported environment); and
- c. any other relevant matters identified in consultation with key partners.

Design of the selection process must be in partnership with schools/centres/kura and Māori and iwi so that they have confidence in it.

Where reasonable and appropriate, schools/centre/kura staff, and Māori and iwi should be involved in the selection or assessment of individual candidates.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** the candidate selection policies and procedures.

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

- how disposition to teach will be assessed, with reference to the values that underpin *Our Code Our Standards*, and reflecting the provider's own philosophy; and
- how the ability to meet the *Code of Professional Responsibility* will be assessed.

### GUIDANCE

#### Partnership in candidate selection

Ideally, there is collective responsibility for selecting student teachers for ITE programmes and future employment in the profession. However, there can be significant time and financial constraints that prevent key partners, such as leaders of schools/centres/kura, being directly involved in interviewing candidates. Alternatives therefore, could include key partners offering to host pre-application experiences, helping develop candidate selection criteria, and assisting with the design of interview questions. Such involvement will help build a deeper understanding of the type of people that key partners want to be teachers, as well as help increase diversity of candidates selected.



## Reference reports and interview

In addition to the Council's requirements for confidential written referee reports and visual interviews, providers must also undertake Vulnerable Children Act safety checks on behalf of the organisations where professional experience placements occur, prior to those placements taking place. Refer to the Vulnerable Children (Requirements for Safety Checks of Children's Workers) Regulations 2015 for more detail.

## Disposition

Judging disposition to teach is an area needing further development but as a starting point, providers should focus on the values underpinning *Our Code Our Standards*, as follows:

- i. Whakamana – empowering all learners to reach their highest potential by providing high-quality teaching and leadership;
- ii. Manaakitanga – creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity;
- iii. Pono – showing integrity by acting in ways that are fair, honest, ethical and just; and
- iv. Whanaungtanga – engaging in positive and collaborative relationships with learners, their families and whānau, colleagues, and the wider community.

A copy of *Our Code Our Standards* could be provided to candidates to read in advance of their interview.



## 6.5 Police vetting

### REQUIREMENT

All candidates must undergo police vetting in accordance with the Vulnerable Children's Act 2014.

All candidates must sign a declaration of convictions, pending charges or matters which may impact on their ability to register as a teacher, including mental and physical fitness.

The declaration will include a commitment to immediately disclose any such matters that arise while enrolled in the programme.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** an attestation that the programme has a robust set of police vetting policy and procedures.

### GUIDANCE

A Police vet is carried out by the provider on behalf of schools/centres/kura, who will become an employer of student teachers during professional experience placements. A satisfactory police vet is one where there are no convictions or concerns raised about the candidate. Where there are convictions or concerns, the provider should consider the following when exercising its discretion on whether to accept a candidate into its programme:

- the severity and recency of offending;
- the candidate's age when the offending took place;
- patterns of offending; and
- whether the offending means the candidate is unlikely to comply with the *Code*.

If the provider has doubts about a candidate, it should contact the Council for advice. The Council will undertake a subsequent police vet at time of teacher registration.



## 6.6 Recognition of prior learning (RPL) and, credit recognition and transfer (CRT)

### REQUIREMENT

There are clear, relevant and appropriate policies for recognition of prior learning (RPL) and credit recognition and transfer (CRT).

In developing such policies, consideration must be given to:

- the currency of the prior learning;
- the extent to which the prior experience or learning matches the relevant learning outcomes;
- not compromising the coherence of the programme;
- student teachers having a range of professional experience placements relevant to the sector in which they are intending to teach;
- the level of support necessary to enable that student teachers ultimately meet the programme requirements; and
- ensuring student teachers complete at least one full year of study in the final year of the qualification. This may be completed part-time.

### RPL

RPL cannot be double-counted. If RPL has been given for one of the qualifications used to gain entry to an ITE programme, it cannot be used again for credit/points reduction in the ITE programme.

No RPL is to be given for professional experience placements in one-year programmes or the final year of a programme.

### CRT

Credit recognition and transfer can only occur if there is at least an 80% match in relation to learning outcomes and assessments passed. This is especially important for professional experience placements.

Details of papers/courses credit transferred are clearly documented and a copy of the documentation given to the student to provide when they apply for teacher registration.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** details of the RPL and CRT policies for the programme.



## GUIDANCE

This requirement builds on the NZQA/CUAP programme approval requirement that the RPL and CRT policies are clear, relevant and appropriate. The Council wants to ensure that factors of particular relevance to RPL and CRT are taken into account by ITE providers. This is especially the case for programmes that intend granting CRT for Level 5 Early Childhood Education and Care Diplomas to enable entry into the second year of a Bachelor of Teaching (ECE) degree programme. In such cases, the Council will be seeking assurances that student teachers gaining CRT are as well prepared, academically and in their professional experience placement, as those who complete the first year of the degree.



## 6.7 Maximum Programme Completion Period

### REQUIREMENT

Maximum programme completion policies (for both full and part time study) must be clearly documented.

In developing such policies, consideration must be given to ensure that graduates:

- will have up to date knowledge of current research, national initiatives, recent developments in the field of education, and very recent sustained professional teaching experience; and
- have completed a recent sustained block of professional service placements, so as to provide assurance that they are ready to teach.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

The Council will want to see in **provider documentation** an attestation that maximum completion periods policies are clearly documented.

### GUIDANCE

The Council expects graduates to have currency of knowledge and the ability to engage in sustained practice when they graduate and enter the teaching profession.

There are times when study is interrupted for valid reasons, and student teachers take longer than expected to complete their qualification. In these circumstances, the provider will be trusted to make good judgements about the currency of a student teacher's knowledge and professional experience.



# Moderation and Review

## 7.1 Internal and external moderation

### REQUIREMENT

Internal and external moderation plans must be clearly documented.

There must be a process for ensuring that moderation results feed back into the ongoing improvement of assessment practices, and programme reviews.

If requested, the provider must participate in a national moderation process by either:

- making available to the Council, upon request, assessment decisions and moderation results associated with graduates meeting the *Standards* (in a supported environment), or
- participating in national moderation meetings.

### EVIDENCE TO SUPPORT MEETING THIS REQUIREMENT

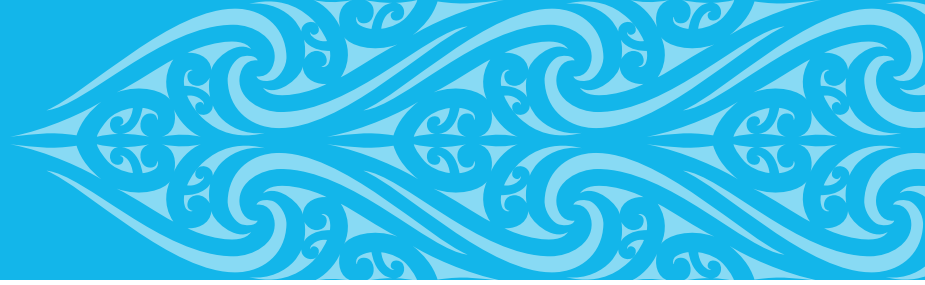
The Council will want to see in **provider documentation** an attestation that there are internal and external moderations plans in place, and that the provider will participate in the national moderation process.

### GUIDANCE

NZQA/CUAP have a programme approval requirement that there is an effective system for programme review, and moderation of assessment materials and decisions. The Council's focus is on ensuring that moderation results feed back into the ongoing improvement of assessment practices, and programme reviews.

The Council will be running a national moderation process for provider assessment decisions of graduates. It is important that data from all programmes feeds into this process to ensure that there is national consistency of ITE graduates.





## Appendix 1

### UNPACKING THE STANDARDS

#### An Example through the Lenses of Tātaiako and Tapasā

The *Assessment Framework for Meeting the Standards (In a Supported Environment)* establishes the principle (A2) of requiring the Standards to be unpacked with rigour. The associated requirement states that a template needs to be completed to show how each standard is unpacked to identify the assessment foci consistent with the full intent of the wording of the standard – in other words, with the specific wording of each standard not just with its shorthand title.

The following templates have been developed to illustrate an interpretation of the specific wording of each standard through the lenses of *Tātaiako* and *Tapasā*. These lenses have been selected because each has been developed in collaboration with key Māori and Pacific community stakeholders and because they are designed to support teachers to engage with Māori and Pacific learners in culturally responsive ways. They are also complemented with reference to the *Kotahitanga Effective Teaching Profile*<sup>1</sup> and to the indicators associated with each standard in *Our Code: Our Standards*. The selection of these lenses is also consistent with the Contextualisation principle (A1) of the Assessment Framework. In other words, they illustrate *one approach* to unpacking the Standards consistent with a particular orientation or Conceptual Framework, and set of values.

The orientation provided by each of these lenses is briefly described below. The text is extracted from each of the documents. In describing these orientations, it is acknowledged that here are many others sources that set out the knowledge, skills and attitudes necessary for working effectively with Māori and Pacific learners, and diverse learners more generally. The selection of *Tātaiako* and *Tapasā* as the two predominant sources is intended, therefore, to be illustrative not comprehensive. It is also selective in the sense that the unpacking only focusses on the elements of the two Frameworks that are relevant to initial teacher education (ITE) graduates. In the case of *Tātaiako*, the indicators for the Graduating Teacher and in the case of *Tapasā* the indicators for Student Teacher and Beginning Teacher. A list of these indicators is provided as extracts below.

#### ***Tātaiako: Cultural Competencies for Teachers of Māori Learners***

[https://educationcouncil.org.nz/sites/default/files/Tataiako\\_FINAL\\_web\\_mar16.pdf](https://educationcouncil.org.nz/sites/default/files/Tataiako_FINAL_web_mar16.pdf)

Tātaiako is about teachers' relationships and engagement with Māori learners and with their whānau and iwi. It has been designed for teachers in early childhood education (ECE) services and in primary and secondary schools, and supports teachers to personalise learning for, and with, Māori learners, to ensure they enjoy educational success as Māori.

<sup>1</sup> See for example, [tekotahitanga.tki.org.nz/content/download/3171/20188/file/Module+3.pdf](http://tekotahitanga.tki.org.nz/content/download/3171/20188/file/Module+3.pdf)





Another useful document is **Ka Hikitia** – Managing for Success, which is the Government’s strategy for Māori achieving educational success as Māori. It emphasises the importance of the teacher – learner relationship:

*Evidence shows that high-quality teaching is the most important influence the education system can have on high-quality outcomes for students with diverse learning needs. Evidence also shows that effective teaching and learning depends on the relationship between teachers and students and students’ active engagement.*

*Ka Hikitia* also stresses the importance of identity, language and culture – teachers knowing where their students come from, and building on what students bring with them; and on productive partnerships among teachers, Māori learners, whānau and iwi.

*Parents and whānau play a critical role in supporting their children’s learning right from the start. Evidence shows that learning outcomes are enhanced when parental involvement in school is sustained and focused on learning activities.*

*Identity, language and culture count – knowing where students come from and building on what students bring with them. Productive Partnerships – Māori students, whānau and educators sharing knowledge and expertise with each other to produce better outcomes.*

These principles form the basis of Tātaiako. The competencies are about knowing, respecting and working with Māori learners and their whānau and iwi. This is so their worldview, aspirations and knowledge are an integral part of teaching and learning, and of the culture of the school or ECE service.

### **Tapasā: Cultural competencies framework for teachers of Pacific learners**

<https://educationcouncil.org.nz/sites/default/files/Tapasā%CC%84.pdf>

Parents of Pacific learners, families and communities value education. Education is part of their narrative for migrating to New Zealand, the country they have chosen to establish their families and communities, and educate their children and the generations to come. Driven by their aspirations they want their children to reach their full potential. New Zealand’s world class education system needs to deliver equitable outcomes for all learners, including Pacific learners. Research shows that quality teaching can make the biggest difference in learner educational achievement. The research also tells us that parents and families play a critical role in the success of their children within early learning settings and in schools.

The *Pasifika Education Plan 2013–2017 (PEP)*, the Government’s strategy for Pacific learner success, describes such success as being “characterised by demanding, vibrant, dynamic, successful Pacific learners, secure and confident in their identities, languages and cultures, navigating through all curriculum areas such as the arts, sciences, technology, social sciences and mathematics.”

Within early learning, success is characterised by competent and confident tamariki who are happy, thriving, enjoying good health and wellbeing, engaging and interacting with others in positive ways, and growing confidently and secure in their identities, languages and cultures, sense of belonging and knowledge that affirms their valued contribution to family, community and wider society (*Te Whāriki, 2017*).



*Tapasā* is a resource for all teachers of Pacific learners to assist them to foster success. It is designed to support teachers to become more culturally aware, confident and competent when engaging with Pacific learners and their parents, families and communities. It aims to contextualise quality teaching and learning within a Pacific learner setting by providing a Pacific peoples' lens to the *Standards for the Teaching Profession* and the *Code of Professional Responsibility*.

### **A note about the nature of the unpacking**

In the tables that follow a distinction is made between assessment foci based on knowledge and understanding, those based on behaviours and those based on key teaching tasks. In reality these are not separate categories because each informs the other. Nor is it suggested that they are all assessed separately. But they have been separated here to illustrate the Readiness principle (C1) in the *Assessment Framework*. This principle requires an explanation of the selection of Key Teaching Tasks on which student teachers will be assessed to assure their readiness for their role as a beginning teacher. Key Teaching Tasks are not isolated performances - they describe actions that derive from the integration of knowledge, understanding and behaviour. The following tables illustrate this derivation and contextualise their selection. The Key Teaching Tasks are expressed in more general terms than the knowledge and understandings and their associated behaviours because they need to be applicable to all contexts within which student teachers might find themselves. But this generalisation should not distract from the fact that the origins of these tasks are the cultural competencies (knowledge, skills and behaviours) for working effectively with Māori and Pacific learners. It is also important to note that the Key Teaching Tasks are only illustrative. Their selection needs to be informed through consultation between providers, practitioners and the community, and the tasks need to reflect the teaching sector for which the student teacher is preparing.

### **A note about the coding used in the attached tables**

For ease of reference the assessment foci in the tables below that derive directly from **Tātaiako are colour coded red**, and those from **Tapasā are colour coded blue**. The numbering refers to the relevant section of each document. *Tapasā* has its own numbering and this has been used throughout. *Tātaiako* does not use a numbering system but it does name each dimension - Wānanga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga and Ako. In the table below these dimensions have been named and an accompanying number system similar to *Tapasā* has been created.

*Tapasā* includes a section describing the *Good Teacher Characteristics* based on feedback from Pacific learners (Years 7-13) and Pacific learner parents received during the sector consultation on the *Tapasā* draft framework June-July 2017. *Tātaiako* also includes against each dimension of competency what it refers to as "Outcomes: examples of learner voice". This has been simplified in the notation below to "Learner Outcomes".

*For ease of reference, summaries of Tātaiako and Tapasā have been included as attachments at the end of this document.*

Although *Tātaiako* and *Tapasā* have been used as the lenses of interpretation reference is also made to other sources with a related orientation (Te Kotahitanga and Universal Design for Learning), and other foci have been added to ensure full coverage of the specific wording of each standard. These additions have also been guided by the indicators against each standard in *Our Code, Our Standards*.

### **A note about the annotations**

The annotations serve two main purposes. These are to make transparent the connection to the specific wording of the standard, and to draw attention to the nature of the anticipated assessment and the level of acceptable performance on the assessment.



## What are the key elements of each standard that you intend to assess? (Principles A1 and A2)

Standard	Knowledge and Understanding – Assessment Foci	Behaviours – Assessment Foci (related to Knowledge and Understanding)	Key Teaching Tasks (Principle C1) (Knowledge, Understanding and Behaviours expressed as teaching tasks to be assessed on professional experience placements) <small>Note: illustrative only – need to be determined in discussions between providers, practitioners and communities</small>
<p><b>Te Tiriti o Waitangi partnership</b></p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</p>	<p>Student teachers will be assessed on their ability to:</p> <p>Explain the historical and educational significance of the four articles of Te Tiriti o Waitangi and what these mean for their practice as beginning teachers. <b>1</b> <b>5</b></p> <p><b>Demonstrate with practice-based examples their commitment to, and high expectations of, Māori learners achieving as Māori. (Tātaiako: Ako 5.1).</b> <b>5</b></p> <p>Explain how to bring about change in Māori students' educational achievement and the commitments they will make to ensure that this becomes part of their everyday practice (Te Kotahitanga). <b>2</b></p> <p><b>Develop and explain practice-relevant examples of acknowledging iwi and Māori values, and the learner as part of a wider whānau. (Tātaiako: Manaakitanga 3.2 and 3.3).</b> <b>5</b></p> <p><b>Develop contexts for learning, teaching sequences and resources that affirm for all learners the knowledge, identity, language and culture (cultural locatedness) of Māori learners and their whānau. (Tātaiako: Tangatawhenuatanga).</b> <b>3</b></p> <p>Meet the te reo Māori and tikanga Māori Proficiency Target Statement Level 3 and 4 of <i>Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/ Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13.</i> <b>4</b></p>	<p>Student teachers will be assessed on their ability to:</p> <p><b>Show integrity, sincerity and respect for Māori learners' language, culture and values. (Manaakitanga Learner Outcomes).</b></p> <p>Communicate high expectations and non-deficit views of Māori learners and their whānau.</p> <p><b>Find every opportunity to use Māori language, examples and concepts in teaching, and encourage students to speak Māori if they want. (Manaakitanga Learner Outcomes).</b></p> <p><b>Pronounce Māori names and words well. (Manaakitanga Learner Outcomes).</b> <b>6</b></p>	<p><b>I trust the student teacher to do this completely and accurately as an independent practitioner:</b></p> <p>Shows, and requires of all learners, respect for tikanga Māori. <b>6</b></p> <p>Uses te reo naturally and accurately in his/her interactions with learners. <b>6</b></p> <p>In their everyday practice with Māori learners ensures that his/her knowledge, language, culture and experience is affirmed. <b>2</b></p> <p>Is proactive in finding opportunities to integrate Māori language and contexts into teaching for all learners. <b>6</b></p>

**1** Is specific about the partnership requirement referred to in the Standard

**2** Specific about the commitment requirement in the Standard

**3** Acknowledges that the Treaty is relevant to all New Zealanders

**4** Establishes an acceptable level of knowledge

**5** Note the connections to the practice

**6** Note emphasis on using Māori and Māori contexts with all learners



## What are the key elements of each standard that you intend to assess? (Principles A1 and A2)

Standard	Knowledge and Understanding – Assessment Foci	Behaviours – Assessment Foci (related to Knowledge and Understanding)	Key Teaching Tasks (Principle C1) (Knowledge, Understanding and Behaviours expressed as teaching tasks to be assessed on professional experience placements) <small>Note: illustrative only – need to be determined in discussions between providers, practitioners and communities</small>
<p><b>Professional learning</b></p> <p>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>Student teachers will be assessed on their ability to:</p> <p>Explain how their identity and culture (their cultural locatedness), influences the way they think and believe and, in response to given scenarios from practice, how these impact on their relationships <b>with Māori and Pacific learners</b>. <b>(Tātaiaako: Whanaungatanga 2.1, Manaakitanga 3.1; Tapasā 1.1, 2.1).</b> <b>7</b></p> <p>Critically examine their assumptions and beliefs and sustain change in these where they are not helping learners. <b>7</b></p> <p><b>Carry out research to understand more about the diversity of learners they will teach – their cultures, backgrounds, beliefs and values – and to show with reference to specific examples from practice that they know how to engage and collaborate successfully with these learners in ways that impacts positively on learning and achievement. (Tapasā 2.1, 2.2, Good Teacher Characteristics).</b> <b>8</b></p> <p>Work with collaboratively with peers to analyse and develop responses to persistent problems of practice. <b>8 9 10</b></p> <p>Use and interpret a wide range of forms of evidence about learner achievement and wellbeing.</p> <p>Take responsibility for prioritising and addressing gaps in professional knowledge (education research and theory, subject content, curriculum, assessment, pedagogy, technology, inclusion) and capabilities to the point where they are fluent in their ability to draw on content, resources and ideas that will engage all learners. <b>12</b></p> <p>(Primary English-medium) Use accurate written and spoken English language in teaching contexts, and in their confident and accurate knowledge of mathematics to at least Level 6 of the NZC. <b>11</b></p>	<p>Student teachers will be assessed on their ability to:</p> <p>Actively seek advice from associate teacher/mentor about the background of the students they are teaching and uses this to help students make connections to new learning. <b>12</b></p> <p>Model accurate spoken and written English (including grammar and punctuation).</p> <p>Model in questioning, explanations demonstrations and other pedagogical moves accurate control of the content of learning.</p> <p>Seek and respond to feedback from learners, associate teachers and mentors.</p> <p>Engage in collaborative problem solving and learning- focused collegial discussions aimed at improving the effectiveness of own practice.</p>	<p><b>I trust the student teacher to do this completely and accurately as an independent practitioner:</b></p> <p>When faced with a new group of students finds out about their backgrounds, interests and experience. <b>12</b></p> <p>When faced with new content does the background work to ensure she/he is well informed and accurate. <b>12</b></p> <p>When faced with a teaching situation that didn't go as well as expected, finds ways to do things differently. <b>12</b></p> <p>Models accurate spoken and written communication.</p> <p>Seeks out opportunities for working with colleagues to learn as much as she/he possibly can about teaching. <b>12</b></p>

- 7** Importance of understanding self as a means of developing capability to understand others
- 8** Picks up the inquiry focus in the Standard
- 9** Connects directly to the language of the Standard
- 10** Enables an assessment focus on practice-relevant situations student teachers may not themselves have experienced
- 11** Establishes an acceptable level of knowledge
- 12** Picks up the need to take responsibility to improve professional capability as stated in the Standard



## What are the key elements of each standard that you intend to assess? (Principles A1 and A2)

Standard	Knowledge and Understanding – Assessment Foci	Behaviours – Assessment Foci (related to Knowledge and Understanding)	Key Teaching Tasks (Principle C1) (Knowledge, Understanding and Behaviours expressed as teaching tasks to be assessed on professional experience placements) <small>Note: illustrative only – need to be determined in discussions between providers, practitioners and communities</small>
<p><b>Professional relationships</b></p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner</p>	<p>Student teachers will be assessed on their ability to:</p> <p><b>Draw on theory, research and learner/whanau voice to explain the importance and impact on achievement and wellbeing of building strong relationships with Māori learners, whanau, hapu, iwi and communities along with the tools and strategies that enable successful relationship building. (Tātaiako: Whanaungatanga 2.1-2.3).</b> <b>13</b></p> <p><b>Demonstrate understanding of Pacific values of respect, collaboration and reciprocity in building strong learning and wellbeing focussed relationships with Pacific learners, their parents, families and communities along with the tools and strategies based on these values that enable successful relationship building. (Tapasā: 2.3).</b></p> <p>Model in one-to-one and group microteaching situations with peers the principles and practices of instructional clarity (instructions, explanations, prompts) and explain how and why these practices optimise communication between teacher and learner. <b>14</b></p> <p>Explain in response to scenarios from practice how to manage respectful learning relationships when faced with challenging behaviours.</p> <p>Explain the principles and practices of assessment-for-learning and use practice-based examples to explain how to communicate with learners about assessment information in ways that gives them agency to act.</p> <p>Demonstrate with practice-based examples that they understand the ethical responsibilities and professional boundaries that guide interactions with students, and the ethical obligations they have towards peers, family and whanau, and the teaching profession. <b>15</b></p>	<p>Student teachers will be assessed on their ability to:</p> <p><b>Demonstrate on a daily basis that they know and care for students as individuals, and as part of their whānau, hapū, iwi and community. (Te Kotahitanga; Tangatawhenuatanga Learner Outcomes).</b> <b>16</b></p> <p><b>Establish and maintain professional and collaborative relationships that respect the values faith, spirituality (church) and family that are important to Pacific learners. (Tapasā: Turu 2, 2.4 and 2.5, Good Teacher Characteristics).</b> <b>16</b></p> <p><b>Make an effort to learn and use simple words like saying ‘hello’ and ‘thank you’ in learners’ languages. (Tapasā: Good Teacher Characteristics).</b></p> <p>Communicate that they enjoy working with the learners, and that they are enthusiastic about what they are teaching.</p> <p>Give clear instructions and explanations.</p> <p>Maintain an orderly learning environment where interactions among learners and between teacher and learners are respectful.</p> <p>Act ethically, professionally and in a fair and just manner.</p>	<p><b>I trust the student teacher to do this completely and accurately as an independent practitioner:</b></p> <p>Consistently communicates that they care about their learners identity, language and culture. <b>16</b></p> <p>Consistently communicates that they enjoy working with the learners, and that they are enthusiastic about what they are teaching. <b>16</b></p> <p>When giving instructions does so in a way that avoids confusion and that is quickly understood by learners. <b>17</b></p> <p>When making explanations does so in a way that is clearly understood by students. <b>17</b></p> <p>Intervenes in a timely manner to manage inappropriate learner behaviours. <b>18</b></p> <p>When intervening to manage inappropriate learner behaviours does so successfully and in ways that maintain learner dignity. <b>18</b></p> <p>Acts ethically and within appropriate professional boundaries in their interactions with learners.</p> <p>Acts ethically and professionally in interactions with colleagues.</p>

**13** Expectation of depth and range of knowledge base

**14** An example of a formative and summative approach to assessment that also picks up the professional relationship idea in the Standard

**15** Elements of Our Code contextualised to practice

**16** Picks up the wellbeing element of the Standard

**17** Picks up the learning element of the Standard

**18** Assesses the ability to remain respectful but to also be effective in managing challenging situations



## What are the key elements of each standard that you intend to assess? (Principles A1 and A2)

Standard	Knowledge and Understanding – Assessment Foci	Behaviours – Assessment Foci (related to Knowledge and Understanding)	Key Teaching Tasks (Principle C1) (Knowledge, Understanding and Behaviours expressed as teaching tasks to be assessed on professional experience placements) Note: illustrative only – need to be determined in discussions between providers, practitioners and communities
<p><b>Learning-focused culture</b></p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<p>Student teachers will be assessed on their ability to:</p> <p><b>Explain the importance of, and processes associated with, engaging in discussions with learners, whānau and iwi to support effective teaching interactions, co-construction and cooperative learner-focussed activities. (Tātaiako: Wānanga, 1.1, 1.2).</b> 19</p> <p><b>Articulate the knowledge, skills and attitudes necessary for building a respectful and inclusive learning culture built on the high educational aspirations that Pacific families and communities hold for learners, and that affirms the importance and transmission of the diverse and ethnic-specific identities, languages and cultures of Pacific learners. (Tapasā: Turu 1, 1.2, 1.3).</b> 19</p> <p><b>Explain the importance of holding high expectations for all learners and the teacher behaviours and practices that communicate high and low expectations to learners. (Tapasā: 3.1, 3.4).</b> 20</p> <p>Explain in response to scenarios from practice how hidden barriers to learning can be identified and minimised, how access to learning for all can be optimised and how diversity can be capitalised on as a strength (see <a href="http://inclusive.tki.org.nz/guides/universal-design-for-learning/">http://inclusive.tki.org.nz/guides/universal-design-for-learning/</a>). 20</p> <p><b>Explain the concept of learner safety with reference to different forms of safety (spiritual, physical, social, cultural and emotional) and provide research-informed and practice-based examples of how best to manage these forms of safety. (Tapasā: 1.2).</b> 21</p>	<p>Student teachers will be assessed on their ability to:</p> <p><b>Engage in conversations with students about how they are experiencing learning, listen to their views and works with them to construct rewarding and challenging experiences. (Tātaiako: Wānanga Learner Outcomes).</b></p> <p><b>Communicate on a daily basis that they expect learners to do well and that they care about their performance and learning. (Tapasā 3.1 and 3.4; Te Kotahitanga – Mana Motuhake).</b></p> <p><b>Show that they understand and value diversity.</b></p> <p><b>Model a commitment to taking personal and professional responsibility for learners' learning.</b></p>	<p><b>I trust the student teacher to do this completely and accurately as an independent practitioner:</b></p> <p>Finds ways to talk regularly to students about their learning, listens to their views and cares about what they think. 19</p> <p>In what they say and in how they act with learners show that she/he genuinely cares about their performance and learning. 20</p> <p>In what they say and in how they act with learners show that she/he has confidence in the ability of each of learner to be successful. 20</p> <p>In what he/she says and in how they act with learners show that she/he takes personal and professional responsibility for supporting each of them to achieve. 22</p>

19 Focus on the collaboration and inclusion wording of the Standard

20 Connects the practice of high expectations to the research about verbal and non-verbal signals

21 Picks up the specific wording in the standard and nuances it in relation to different forms of safety

22 Expresses the collaboration idea from the point of view of teacher responsibility



## What are the key elements of each standard that you intend to assess? (Principles A1 and A2)

Standard	Knowledge and Understanding – Assessment Foci	Behaviours – Assessment Foci (related to Knowledge and Understanding)	Key Teaching Tasks (Principle C1) (Knowledge, Understanding and Behaviours expressed as teaching tasks to be assessed on professional experience placements) Note: illustrative only – need to be determined in discussions between providers, practitioners and communities
<p><b>Design for learning</b></p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures</p>	<p>Student teachers will be assessed on their ability to:</p> <p><b>Develop examples of learning experiences that illustrate how to draw on the rich cultural capital of Māori learners bring to enhance their learning (Tātaiako: Tangatawhenuatanga 4.4).</b> 23</p> <p><b>Describe the tools and skills they will need in their future role as a teacher to engage local knowledge and history (or the people who hold that knowledge) to support the design of teaching and learning. (Tātaiako: Tangatawhenuatanga 4.1- 4.3).</b> 23</p> <p><b>Research concepts, themes, stories and examples to plan approaches to teaching that resonate with Māori and Pacific learners and that support their understanding of new learning. (Tapasā: Good Teacher Characteristics).</b> 23 24</p> <p><b>Explain through the notion of ‘teu le va’ or ‘va’ how engagement is negotiated and agreed with Pacific earners and their parents, families and communities. (Tapasā: 2.8 and 3.8).</b> 23</p> <p>Draw on wide range of tools and strategies from research and theory, iwi and community knowledge of culturally-specific approaches to teaching, and successful practice to design across a range of curriculum areas approaches to learning that optimise Māori and Pacific access to, and success with, new learning. (Tātaiako: Ako 5.2; Tapasā: 2.2, 3.6).</p> <p>Use of range of tools and approaches to accessing and utilising learner prior knowledge, interests and experience; to use this information to plan next steps for learning; and to make adaptations as necessary. (Tātaiako: Ako 5.1; Tapasā: 3.8). 25</p> <p>Make decisions about what to learn by balancing curriculum requirements, knowledge of learning progressions in particular curriculum areas, and learner background and interests in a way that reinforces high expectations of learners. 25</p>	<p>Student teachers will be assessed on their ability to:</p> <p>Incorporate content and concepts into their teaching that are relevant to Māori and Pacific student background and experience. 23</p> <p>Share and discuss plans for learning with students.</p> <p>Support students to set and monitor progress against learning goals.</p> <p>Be sufficiently flexible in their planning to enable adjustments to be made during teaching.</p>	<p><b>I trust the student teacher to do this completely and accurately as an independent practitioner:</b></p> <p>In designing learning finds ways to integrate as much as possible content and contexts that are relevant to students culture, backgrounds and experience. 23 24</p> <p>Builds into learning design a variety of learning strategies and experiences. 25</p> <p>Uses national curriculum and/or assessment requirements to guide the selection of the focus for learning.</p> <p>Uses a range of assessment information as a basis for helping to decide on next steps for learning. 25</p> <p>Shares and discusses learning goals with learners.</p> <p>Makes plans for learning but builds in sufficient flexibility to make adjustments in response to observation of student engagement and success.</p>

23 Picks up the focus in wording of the Standard on identities, languages and cultures

24 Focus on the teacher’s responsibility for being proactive and seeking out connections

25 Picks up the focus in the wording of the Standard on strengths, interests and needs





## What are the key elements of each standard that you intend to assess? (Principles A1 and A2)

Standard	Knowledge and Understanding – Assessment Foci	Behaviours – Assessment Foci (related to Knowledge and Understanding)	Key Teaching Tasks (Principle C1) (Knowledge, Understanding and Behaviours expressed as teaching tasks to be assessed on professional experience placements) Note: illustrative only – need to be determined in discussions between providers, practitioners and communities
<p><b>Teaching</b></p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>Student teachers will be assessed on their ability to:</p> <p><b>Articulate a teaching philosophy that reflects their commitment to, and high expectations of, Māori learners and of Māori learners achieving as Māori, and that incorporates a wide range of skills, strategies and tools to actively facilitate successful learning for every Māori learner. (Tātaiako: Ako 5.1, 5.3).</b> 26</p> <p><b>Articulate a teaching philosophy and approach that considers the holistic and collective aspects of Pacific learners, their parents, families and communities and that incorporates different, ethnic-specific ways of instruction and working with Pacific learners, parents, their families and communities. (Tapasā: 3.5, 3.6).</b> 26</p> <p>Explain the use systems and routines that optimise the use of learning time. 27</p> <p>Explain how they draw on theory to explain their approach to teaching and their selection of strategies to motivate learners and enable their success. 26</p> <p>Develop examples to illustrate the use of a variety of assessment tools and strategies to monitor student progress and to show understanding of how to make judgements about sufficient progress. 26 27</p> <p>Inquire into the impact of their teaching by reviewing and making adjustments to the appropriateness of their goals for learning, the content of learning, the pedagogical approach used, their skill in enacting the pedagogical approach, and the outcomes for students. 28</p>	<p>Student teachers will be assessed on their ability to:</p> <p>Demonstrate on a daily basis that they can create and maintain a secure, well-managed learning environment (Te Kotahitanga – Whakapiringatanga).</p> <p>Provide feedback and support that enables learners to learn at an appropriate depth and pace.</p> <p>Use systems and routines that optimise time for learning.</p> <p>Make changes during teaching when they notice misunderstandings or lack of learner engagement.</p> <p>Make changes in teaching approach between teaching sessions in response to feedback and reflection about learner engagement and success.</p> <p><b>Involve learners, show interest in who they are and what they already know to make learning relevant. (Tātaiako: Tangatawhenuatanga Learner Outcomes).</b></p> <p><b>Never give up on learners, and communicate the belief that they can all succeed. (Tātaiako: Ako Learner Outcomes).</b></p>	<p><b>I trust the student teacher to do this completely and accurately as an independent practitioner:</b></p> <p>Uses systems and routines to minimise loss of learning time. 29</p> <p>Creates and maintains a secure, orderly learning environment where interactions among learners and between teacher and learners are respectful. 29</p> <p>Balances warmth and compassion with challenge and demand for appropriate depth and pace of learning. 27</p> <p>Provides feedback and support that enables learners to learn at an appropriate depth and pace. 27</p> <p>Involves learners, shows interest in what they already know and makes learning relevant. 29</p> <p>Is optimistic and never gives up on learners. 28</p> <p>Make changes during teaching when she/he notices lack of learner engagement or success. 28</p> <p>Reflects openly and critically on impact of teaching and is able to identify what she/he needs to change. 28</p>

26 Interprets the word “knowledgeable” from within the Standard

27 Interprets the words “appropriate depth and pace” from within the Standard

28 Picks up the idea of being “adaptive” from within the Standard

29 Conditions and actions that enable the “progress” referred to in the Standard





## Extracts from:

### *Tātaiako: Cultural Competencies for Teachers of Māori Learners*

[https://educationcouncil.org.nz/sites/default/files/Tataiako\\_FINAL\\_web\\_mar16.pdf](https://educationcouncil.org.nz/sites/default/files/Tataiako_FINAL_web_mar16.pdf)

## WĀNANGA

### Communication, problem solving, innovation

Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement.

### Graduating Teacher Indicators

- 1.1 Knows how to support effective teaching interactions, co-construction and co-operative learner-focused activities.
- 1.2 Understands and can describe the purpose and process of wānanga and its application in a classroom and community context.
- 1.3 Has the skills to utilise wānanga in the classroom/ECE service and in interactions with parents, whānau, hapū, iwi and the community.
- 1.4 Understands that Māori parents, whānau, hapū and iwi have expertise in their own right.

### Learner Outcomes

My teacher:

- talks with me about my learning
- wants my parents, whānau, hapū, iwi and the community to have a say and makes it possible
- listens to my views and those of my peers
- shares their views with me and my peers
- cares about what we think
- shares good news (and the not so good) with my parents and whānau
- hears what my parents, whānau, hapū, iwi and community say, expect and want.

## WHANAUNGATANGA

### Relationships (students, school-wide, community) with high expectations

Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.

### Graduating Teacher Indicators

- 2.1 Understands the impact of their own identity, language and culture (cultural locatedness) on relationships
- 2.2 Demonstrates a willingness to engage with iwi and Māori communities.
- 2.3 Knows the importance and impact of teacher- learner relationships and the school/ECE service-home partnership on Māori learner achievement.
- 2.4 Recognises the need to have learning relationships with Māori learners, whānau, hapū, iwi and communities.
- 2.5 Has the tools and strategies to develop successful relationships with Māori learners, whānau, hapū, iwi and communities.



## **Learner Outcomes**

- I get on well with my teacher(s).
- My teacher knows my parents and whānau.
- My teacher treats me and my whānau with respect.
- My parents, whānau and community feel welcome at the school.
- My teachers are visible in the local Māori community and at local Māori community events.
- My teacher knows who my mates are.
- I know my teacher as a person.

## **MANAAKITANGA**

### **Values - integrity, trust, sincerity, equity**

Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture.

### **Graduating Teacher Indicators**

- 3.1 Recognises own cultural beliefs and values.
- 3.2 Demonstrates respect for hapū, iwi and Māori culture in curriculum design and delivery processes.
- 3.3 Can explain the importance of acknowledging iwi and Māori values in school/ECE service and classroom practices.
- 3.4 Understands that each Māori learner is part of a wider whānau and what that might mean for a teacher.
- 3.5 Understands the Treaty of Waitangi and its implications for teaching in New Zealand.

## **Learner Outcomes**

My teacher:

- respects my culture
- treats me and my peers fairly and with respect
- pronounces Māori names well, if not perfectly
- knows about the local tikanga
- understands my sense of humour
- uses te reo Māori in class and encourages us to speak Māori if we want.

## **TANGATA WHENUATANGA**

### **Place-based, socio-cultural awareness and knowledge**

Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed.

### **Graduating Teacher Indicators**

- 4.1 Can explain the importance of local history in the New Zealand school setting and what this means for them.
- 4.2 Can explain how knowledge of local context and local iwi and community is important in supporting Māori learners to achieve in and through education.



4.3 Has the tools and skills to engage local knowledge and history (or the people who hold that knowledge) to support teaching and learning programmes.

4.4 Understands that Māori learners bring rich cultural capital to the learning environment and how to maximise that to enhance learning potential.

### **Learner Outcomes**

It feels good to be Māori at this school and my teacher:

- knows how to involve me and what I bring to my learning
- is interested in what I know already
- knows how to make things we learn relevant to us
- lets us learn about things we are interested in
- knows about this area, the environment, the local marae, hapū and whānau and how I fit in, in relation to all
- encourages us to explore and talk about what happens around here, at the marae and with my whānau
- knows me as an individual, and how I am part of my whānau, hapū, iwi and community.

## **AKO**

### **Practice in the classroom and beyond**

Takes responsibility for their own learning and that of Māori learners.

### **Graduating Teacher Indicators**

5.1 Is able to articulate a teaching philosophy that reflects their commitment to, and high expectations of, Māori learners achieving as Māori.

5.2 Understands that Māori learners come with prior knowledge underpinned by identity, language and culture.

5.3 Has a wide range of skills, strategies and tools to actively facilitate successful learning for every Māori learner.

5.4 Is open to ongoing learning and understands their own learning-style preferences.

### **Learner Outcomes**

My teacher:

- lets me and my peers know when we're doing well
- never gives up on us
- knows what works for me and my learning
- asks us what we know
- shows me how to learn
- expects every one of us to do our best all the time
- believes I can succeed
- tells me that we are both responsible for how well I do - we both get to celebrate when I do well, or have to try harder if I don't!
- seems to enjoy learning from us too.



## Extracts from Tapasā: *Cultural competencies framework for teachers of Pacific learners*

<https://educationcouncil.org.nz/sites/default/files/Tapasā%CC%84.pdf>

### The Characteristics of a Good Teacher

*Based on feedback from Pacific learners (Years 7-13) and Pacific parents received during the sector consultation on the Tapasā draft framework June-July 2017.*

- understands that my identity, language and culture is important to me
- pronounces my name and words in my language properly
- recognises that English might not be my and/or my parents' first language and communicates with us in a way that we can understand
- does not make fun of my and/or my parents' limited English language skills if we don't speak it fluently
- makes an effort to learn and use simple words like saying 'hello' and 'thank you' in my language
- knows that I want my parents to be part of my learning journey and that my parents value being part of that journey
- communicates well and isn't afraid to ask me and my parents questions
- does research to know more about me, my family and my culture and island nation(s) that we come from
- incorporates stories, legends and myths, events, activities and symbols that I understand and are relevant to me when they are teaching
- understands the values that are important to me such as faith, spirituality (church) and family
- is a strong, kind, honest, passionate, open-minded, understanding, flexible and compassionate leader who cares about me, and
- knows that I want to learn but in a way and at a pace that is suitable for me.

## TURU 1

### Identities, languages and cultures

Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners.

#### Student Teacher Indicators

- 1.1 Understands his or her own identity and culture, and how this influences the way they think and behave
- 1.2 Understands the importance of retention and transmission of Pacific identities, languages and cultural values
- 1.3 Is aware of the diverse ethnic-specific differences between Pacific groups and commits to being responsive to this diversity
- 1.4 Understands that Pacific worldviews and ways of thinking are underpinned by their identities, languages and culture.

#### Beginning Teacher Indicators

- 1.5 Uses evidence and data to demonstrate understanding of diverse identities, languages and cultures between Pacific groups in their planning, teaching and assessments
- 1.6 Understands the socioeconomic, demographic, historical as well as contemporary profiles of Pacific learners, their parents, families and communities, and its impact on learning and wellbeing from a Pacific perspective
- 1.7 Demonstrates understanding of the diverse infant, toddler and child caring Pacific practices in early learning



settings

1.8 Demonstrates understanding of bilingual acquisition and learning processes.

## **TURU 2**

### **Collaborative and respectful relationships and professional behaviour**

Establishes and maintains collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners.

#### **Student Teacher Indicators**

- 2.1 Understands his or her worldviews and ways of building relationships differ from those of Pacific learners
- 2.2 Understands that there are different ways to engage and collaborate successfully with Pacific learners, parents, families and communities
- 2.3 Is aware of the importance of respect, collaboration and reciprocity in building strong relationships with Pacific learners, their parents, families and communities.

#### **Beginning Teacher Indicators**

- 2.4 Demonstrates understanding of the importance of collaborative and respectful relationships for successful learning
- 2.5 Implements a range of strategies to communicate clearly and build effective relationships with Pacific parents, families and communities
- 2.6 Demonstrates understanding of Pacific values of reciprocity and respect in relationship building and communication
- 2.7 Understands the importance of shared knowledge and power collaborative relationships
- 2.8 Understands the notion of 'teu le va' or 'va' / where engagement is negotiated and agreed with Pacific learners and their parents, families and communities
- 2.9 Demonstrates understanding and commitment to respecting the rights of Pacific learners within educational settings, as outlined in the United Nations Convention on the Rights of the Child.

## **TURU 3**

### **Effective Pacific pedagogies**

Implements pedagogical approaches that are effective for Pacific learners.

#### **Student Teacher Indicators**

- 3.1 Recognises that all learners including Pacific are motivated to engage, learn and achieve
- 3.2 Knows the importance of Pacific cultural values and approaches in teaching and learning
- 3.3 Understands that Pacific learners learn differently from each other, and from their non-Pacific peers
- 3.4 Understands the aspirations of Pacific learners, their parents, families and communities for their future and sets high expectations.

#### **Beginning Teacher Indicators**



- 3.5 Articulates and demonstrates a teaching philosophy and approach that considers the holistic and collective aspects of Pacific learners, their parents, families and communities
- 3.6 Actively seeks and adopts different, ethnic-specific ways of instruction and working with Pacific learners, parents, their families and communities
- 3.7 Understands the dual and multiple contexts and world views Pacific learners navigate including Pacific/non-Pacific, familiar/unfamiliar, local/global, past, present and future
- 3.8 Understands that Pacific learners come with prior knowledge and are equal partners together with their parents, families and communities in determining their learning journey and what achievement and success means to them.



## Appendix 2

### Assessment framework for meeting the *Standards* (in a supported environment)

#### Rationale

Each learner has an entitlement to teaching of the quality indicated by the *Standards for the Teaching Profession* (*the Standards*) regardless of whether they are taught by a beginning teacher or an experienced teacher. The beginning teacher has an entitlement to support (time allowance and mentoring) to achieve the *Standards* but the expectations of the quality of their work with learners should be no different than the expectations for experienced teachers. To adopt any different position would be to suggest that learners should expect to receive an inferior experience with beginning teachers.

It follows, therefore, that Teaching Council (the Council) decisions about approval to deliver ITE programmes are best made with reference to evidence about the quality of assessments used to determine graduates' achievement of the *Standards* (in a supported environment).

Because there are a range of legitimate approaches to programme and assessment design, this assessment framework adopts a "Tight but Loose" framework<sup>1</sup> that prescribes central design principles (the "tight" framing) but that allows contextual interpretation by sector or by programme orientation and values as long as those interpretations are consistent with the principles. During the approval process the provider will be asked to explain and justify their interpretations through collegial and robust discussions with the Council's programme Approval Panel.

The chart on page two provides an overview of the "tight" framing. It begins with the Programme Context (A1) or the story that enables the Approval Panel to understand the lens through which the provider is unpacking or interpreting the *Standards*. While that lens, and therefore the interpretation of the *Standards*, will vary by provider the interpretation is not entirely discretionary. It is prescribed by a set of requirements to ensure *Coverage with Rigour* (A2). Unpacking the *Standards* (Section A) provides the foci for assessment against the *Standards*. Assessments aligned to these foci need to attend to three interrelated principles (Section B) – *Variety* (of assessment sources and types) (B1), *Diversity* (of learners, contexts and subjects) (B2), and *Partnership* (with student teachers, and with practice) (B3). Overall the assessments need to give confidence that the student teachers have achieved the *Standards* (Section C) by providing evidence that graduates can perform key teaching tasks from day one of teaching – *Readiness* (C1) – and that they understand the importance of drawing on multiple sources of information to address the complexities of practice, and do so – *Complexity* (C2). While some documentation will be required to as evidence for approval the intention is that the way each provider is meeting the requirements is the basis for conversations between the Approval Panel and the provider – conversations that are likely to be iterative as Panel members satisfy themselves that the Requirements have been met.

<sup>1</sup> Thompson, Marnie & Wiliam, Dylan (2007). Tight but Loose: A Conceptual Framework for Scaling Up School Reforms Paper presented at the annual meeting of the American Educational Research Association (AERA) held between April 9, 2007 - April 13, 2007 in Chicago, IL. Downloaded from [http://www.dylanwiliam.org/Dylan\\_Wiliams\\_website/Papers.html](http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers.html)



# Overview of approval principles for achievement against standards (in a supported environment)

## SECTION A

Unpacking the Standards  
(in a supported environment).

### A1. Contextualisation

*The Standards are unpacked consistent with the orientation and values of the programme (the Conceptual Framework).*

### A2. Coverage with Rigour

*The Standards are unpacked in a comprehensive and rigorous way to ensure that the capability of students to meet the intent of each standard (in a supported environment) is assessed.*

## SECTION B

Assessing the Standards  
(in a supported environment).

### B1. Variety

*Summative assessment decisions draw on a variety of robust information from a range of assessment sources and types.*

### B2. Diversity

*Assessments across the programme capture the student teacher's capability to work effectively with diverse learners, in multiple settings, and across multiple curriculum contexts.*

### B3. Partnership

*Assessment processes seek consensus among stakeholders about judgements of student teachers' capabilities.*

## SECTION C

Meeting the Standards  
(in a supported environment) at exit

### C1. Readiness

*Assessments give confidence that graduates are ready from the outset for the role of a beginning teacher.*

### C2. Complexity

*Assessments give confidence that graduates can address the complexities of practice by demonstrating the ability to draw on and integrate elements from across the Standards. Each standard (in a supported environment) is assessed.*

Approval REQUIREMENTS guide the professional CONVERSATIONS between the Teaching Council and the ITE providers





## Overview of Assessment Framework

Principles	Requirement	Expectation of levels of rigour (prompts for discussion between provider and panel)
A1. Contextualisation	A description of the conceptual framework and the relationship of this to the <i>Standards</i> .	Expectation of levels of rigour (prompts for discussion between provider and panel) Identification of the values, ideas and philosophies that underpin and shape the programme, and how they influence the positioning and interpretation of <i>the Standards</i> .
A2. Coverage with Rigour	A completed template to show how each standard is unpacked to identify the assessment foci consistent with the full intent of the wording of the standard.	Alignment of unpacking to specific wording of the <i>Standards</i> . Reference to related sources - national education priorities, <i>Code of Professional Responsibility, Tātaiako, and Tapasā</i> , Beginning Teacher.
B1. Variety	A description of the variety of assessment opportunities, approaches and modes used across the programme.	Alignment of assessment examples to assessment foci identified in unpacking of the <i>Standards</i> , including examples of foci combined within single assessments. Explanation of how judgements against the <i>Standards</i> will draw on multiple sources of evidence and take account of situations student teachers have not directly experienced.
B2. Diversity	An explanation of how the different contexts of teaching are reflected in the assessment programme.	Explanation of how student teachers' capability will be assessed with diverse learners, in different educational settings, and in different curriculum areas relevant to the programme's sector focus, acknowledging that direct experience of the full range of diversity is not possible. Explanation of how assessments will capture student teachers' capability in areas of national educational priority.
B3. Partnership	An explanation of how practitioners are involved in assessment design and assessment processes.	Explanation of involvement of partners in a meaningful way in the design of assessment within your programme. Explanation of approach to reaching consensus. Explanation of how student teachers are encouraged to recognise and act on their own and others assessment of progress towards the <i>Standards</i> .
C1. Readiness	An explanation of the assessment of student teachers' progress on key teaching tasks, and of trust in their ability to perform these with independence/mastery at graduation.	Explanation of approach to identifying sector-specific key teaching tasks and their connection to the <i>Standards</i> and the professional experience placement (practicum) report. Explanation of the process of tracking progress towards independence on the key teaching tasks. Explanation of the moderation processes to optimise trust in the assessment of key teaching tasks.
C2. Complexity	A description of the capstone assessment that all student teachers need to complete towards the end of their programme as a for-credit part of their programme.	Based on an authentic practice situation. Assessed for: <ul style="list-style-type: none"> <li>• Understanding and analysis</li> <li>• Ability to consider a range of alternative approaches</li> <li>• Evidence of integrative learning</li> <li>• Ability to explain how their response to the capstone reflects elements drawn from across the <i>Standards</i>.</li> <li>• Ability to reflect on gaps in their learning and their intentions to address these</li> <li>• Overall communication and teamwork skills.</li> </ul> Explanation of moderation process to ensure consistency of judgements.



## SECTION A: Unpacking the Standards

The *Standards* are framed in general terms and as such need to be unpacked, or interpreted, by providers to identify the foci for assessment against them. Interpretations are influenced by two factors – programme context, and the requirement for coverage with rigour.

### *A1. Contextualisation*

*The Standards are unpacked consistent with the orientation and values of the programme (the conceptual framework).*

## Rationale

Assessment is located within and aligned to a programme's curriculum and teaching approach. The curriculum decides what is taught and when. The teaching approach decides how it is taught. It follows that any approval based on assessment needs first to understand the programme "story" – its underlying philosophy; what it is trying to achieve and the lens or lenses through which it is trying to achieve that; the values and assumptions on which it is premised. While in the end all graduates need to show they have achieved the *Standards*, the ways in which a particular programme demonstrates this achievement will be determined by its priorities and values. These will influence the relative emphasis placed on each standard and on the relationships between the *Standards*.

## Requirement

A description of the **conceptual framework** and the relationship of this to the *Standards*.

### *Prompts as the basis of discussions between the Council's approval panel and the provider:*

- a. Share with us the values, ideas and philosophies that underpin and shape the programme, and how they influence your positioning and interpretation of the *Standards* (for example, the relative importance of each standard, the relationships you see between each standard).

### *Possibilities for prepared evidence to support responses to prompts:*

- An illustration of the conceptual framework and the connection of the *Standards* to that framework
- An illustration of how you see the relationships between each standard.



## A2. Coverage with Rigour

*The Standards are unpacked in a comprehensive and rigorous way to ensure that the capability of students to meet the intent of each standard (in a supported environment) support is assessed.*

### Rationale

Preparing student teachers to meet the *Standards* (in a supported environment) means that each standard must be addressed. This is not to suggest that each standard needs to be separately assessed. Rather that there must be sufficient assessment evidence collected to demonstrate coverage of the *Standards*. In unpacking the *Standards* rigour is achieved by ensuring that the assessment foci address not just the title of the standard but the full intent of the wording of the standard, including the dispositional aspects of the wording. The elaborations of the *Standards* in *Our Code, Our Standards* may assist with interpretation, but coverage of the elaborations is not required. Other points of reference to assist with interpreting the *Standards* are national education priorities, the *Code of Professional Responsibility, Tātaiako* (Graduating Teacher Level) and *Tapasā* (Beginning Teacher Level).

### Requirement

A completed template to show how each standard is unpacked to identify the assessment foci consistent with the full intent of the wording of the standard.

#### ***Prompts as the basis of discussion between the Council's approval panel and the provider:***

- a. Show us how you have unpacked each of the *Standards* to identify the key elements of each standard that you intend to assess, and how these key elements reflect the wording of the standard.
- b. Show us how you have incorporated national education priorities, the relevant elements of the *Code of Professional Responsibility, Tātaiako* (Graduating Teacher Level) and *Tapasā* (Beginning Teacher Level) into your unpacking of the *Standards*.

#### ***Possibilities for prepared evidence to support responses to prompts:***

- A completed template to identify key assessment foci against each standard and note within the unpacking references to the *Code of Professional Responsibility, Tātaiako* and *Tapasā*. See examples below.

#### ***Clarification of the Requirement***

The following examples illustrate a limited and a stronger response to unpacking the Te Tiriti o Waitangi partnership standard and the Professional learning standard. The Provider Interpretation column in the 'stronger' responses integrates assessment design considerations (or foci) with broad assessment requirements and key judgement criteria.



## An example of a limited response

<b>Standard</b>	<b>Provider Interpretation - Unpacking the Standards</b> <i>What are the key elements of each standard that you intend to assess?</i>	<b>Commentary explaining why this is a limited response</b>
<b>Te Tiriti o Waitangi partnership</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	<p>Student teachers will develop their use of te reo Māori and tikanga Māori.</p> <p>Student teachers will be assessed on their commitment to the vision in Ka Hikitia of Māori students enjoying and achieving education success as Māori.</p>	<p>The first is more descriptive of a learning process than an assessment focus. "Develop" does not give a strong enough sense of what is acceptable at graduation.</p> <p>While commitment to Ka Hikitia signals an important disposition, and relates to a national education priority, the assessment focus is not clear. How will you know the graduate is committed? What will you see in their practice?</p> <p>More generally neither focus acknowledge the "partnership" sense of the standard and that Te Tiriti has relevance not just for Māori students but for all learners as Treaty partners.</p>

## An example of a stronger response

<b>Standard</b>	<b>Provider Interpretation - Unpacking the Standards</b> <i>What are the key elements of each standard that you intend to assess?</i>	<b>Commentary explaining why this is a limited response</b>
<b>Te Tiriti o Waitangi partnership</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	<p>Student teachers will be assessed throughout the programme on their competence in te reo Māori, culminating in their ability to pronounce Māori words correctly and to use te reo Māori accurately in teaching settings. (CPR 1.4, 2.4, 4.2; TP 1.8).</p> <p>On practicum and in coursework, student teachers will be assessed on their ability to show in their planning and teaching how they use concepts and examples relevant to Māori and that affirm Māori knowledge, language, identity and culture. (CPR 1.4, 2.3, 2.4, 2.5, 4.2; TT Wānanga 4, Manaakitanga 3, Tangatawhenuatanga 4, Ako 2; TP 2.8, 3.6).</p> <p>Student teachers will be assessed on their ability to explain the historical and contemporary significance of the Te Tiriti in education, and their own identity in relation to Te Tiriti. (TT Whanaungatanga 1, Tangatawhenuatanga 1-3; TP 2.7).</p>	<p>A sense of development ("assessed throughout the programme...") accompanied by a level of performance is provided ("pronounce Māori words correctly ... use te reo accurately"; "show in planning...use of concepts and examples..."; "explain... significance...").</p> <p>Context of performance is described ("in teaching settings", "on practicum and in coursework").</p> <p>Applies to all learners and to more than a single isolated example ("planning that uses concepts and examples ... and that affirms Māori knowledge...").</p> <p>Cross-references to other sources to strengthen understanding of what is intended (<i>Code of Professional Responsibility</i> (CPR), <i>Tātaiako</i>, <i>Graduating Teacher</i> (TT) and <i>Tapasā</i>, <i>Beginning Teacher</i> (TP)).</p> <p>The omission of reference to Ka Hikitia may be limiting unless that is addressed in the unpacking of assessment against other standards.</p>



## An example of a limited response

<b>Standard</b>	<b>Provider Interpretation - Unpacking the Standards</b> <i>What are the key elements of each standard that you intend to assess?</i>	<b>Commentary explaining why this is a limited response</b>
<b>Professional learning</b> Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	Student teachers will participate in collaborative assessments throughout the programme.  Student teachers will be assessed on their ability to set goals and make progress towards achieving them.  Student teachers will be assessed on their use of inquiry on professional experience placements.  (Primary English-medium) Student teachers will be required to develop their knowledge of content and resources in each learning area of the New Zealand Curriculum (NZC).	The four foci each connect to the wording of the standard (inquiry, collaborative problem solving and professional learning) but in a very general way. It is not clear exactly how what will be assessed impacts on the "learning and achievement of all learners". The expected benchmarks of "improved professional capability" are not specified and there is no prioritising of particular professional learning.

## An example of a stronger response

<b>Standard</b>	<b>Provider Interpretation - Unpacking the Standards</b> <i>What are the key elements of each standard that you intend to assess?</i>	<b>Commentary explaining why this is a limited response</b>
<b>Professional learning</b> Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	Student teachers will be assessed on their ability to take responsibility for prioritising and addressing gaps in professional knowledge (content, curriculum, assessment, pedagogy, technology, inclusion) and capabilities to the point where they are fluent in their ability to draw on content, resources and ideas that will engage all learners.  <b>(Primary English-medium) Student teachers will be assessed on their subject matter knowledge in mathematics and English culminating in their accurate use of written and spoken English language in teaching contexts, and in their confident and accurate knowledge of mathematics to at least Level 6 of the NZC.</b>  Student teachers will be assessed on their informed and reasoned responses to authentic teaching and learning challenges (their own and other common situations) using systematic inquiry both independently and with peers.  Student teachers will be assessed on the critical examination of their assumptions and beliefs and sustain change in these where these assumptions and beliefs are not helping learners.	These foci address the wording of the standard (inquiry - "take responsibility for prioritising and addressing...", "using systematic inquiry", "critical examination of assumptions and beliefs", collaborative problem solving - "both independently and with peers", and professional learning to improve capabilities). A sense of benchmarking is signalled ("to the point where they are fluent..."; "to at least Level 6 of the NZC") along with a specific focus on a contributing factor associated with a national educational priority (mathematics and literacy achievement). One of the foci also specifically addresses professional learning related to situations the student teachers themselves may not have directly experienced ("their own and other common situations"). The foci also include reference to the dispositions to be open to new learning ("take responsibility for addressing gaps...") and to be flexible ("sustain change" in beliefs").



## SECTION B: Assessing the Standards (with a supported environment)

Unpacking the Standards gives a sense of assessment direction and priority but not of approach. This section focuses on the forms of assessment, the contexts within which the assessments are applied, and ways in which practitioners are involved as partners in assessment design and processes.

### *B1. Variety*

*Summative assessment decisions draw on a variety of robust information from a range of assessment sources and types.*

## Rationale

Assessments used for summative purposes against the *Standards* (at whatever point in the programme they occur) have enduring consequences and as such they need to assure high levels of certainty. Because every assessment method has its strengths and limitations, greater certainty is achieved when assessment decisions are based on a variety of assessment information, over time. Furthermore, the more complex the performance being assessed, the greater the requirement to gather a range of valid assessment information (such as portfolios, demonstrations, professional experience, scenario analyses, problem-solving, written reports, interviews).

## Requirement

A description of the variety of assessment opportunities, and modes used across the programme.

### *Prompts as the basis of discussion between the Council's approval panel and the provider:*

- a. Show us some examples of how you intend to assess the key foci you identified on the template in section A2, and how these foci may be combined within particular assessments.
- b. Show us how in making judgements against the *Standards* you are going to use different types of assessment and draw on varied sources of evidence, across time.
- c. Show us how you intend to assess student teachers on the complexities of practice that they may not directly experience on professional experience placements.

### *Possibilities for prepared evidence to support responses to prompts:*

- A chart/table of the variety of assessment types (b)
- Examples of case-based or scenario-based assessments (c).



## B2. Diversity

*Assessments across the programme capture the student teacher's capability to work effectively with diverse learners, in multiple settings, and across multiple curriculum contexts.*

### Rationale

Teaching is significantly influenced by context. While it is not realistic to assess student teachers for every eventuality it is important that they are able to operate flexibility and competently in a range of contexts. This means being able to work with different aged learners, with learners from different backgrounds, and with learners with special educational needs. It also means being able to work in different types of school/centre/kura<sup>2</sup>, and across different curriculum areas relevant to programme's sector focus.

Teaching is also influenced by government priorities for education that may from time to time require providers to give particular contexts (learners, subjects) more emphasis.

### Requirement

An explanation of how the different contexts of teaching are reflected in the assessment programme.

#### **Prompts as the basis of discussion between the Council's approval panel and the provider:**

- a. Show us how you intend to assess student teachers' capability in ways that capture a diversity of contexts:
  - *Capability with diverse learners, including different ages*
  - *Capability in different educational settings*
  - *Capability across different curriculum contexts relevant to the sector.*
- b. Show us how you will monitor and ensure that assessments capture student teachers' capability in areas of national educational priority.

#### **Possibilities for prepared evidence to support responses to prompts:**

- Overview of professional experience placement requirements to illustrate attention to diversity of settings<sup>3</sup>. (a, b)
- Examples of assessments against the curriculum relevant to the sector. (a)
- Examples of assessments in areas of national priority. (b)
- ***Scenario or case-based assessment to illustrate full range of responses to diversity. (a-b).***

<sup>2</sup> Working in different types of settings does not mean that students need to have direct professional experience placement experience of the full range, however they do need diversity in the range that they are placed in. It is often the case that stronger provider-practice partnerships – see B3 – can be built around fewer placements. Other assessment approaches, such as vignettes, scenarios, case studies, observations – can be used to increase knowledge and understanding of diversity (but they are not experiencing it) and to assess response to that diversity.

<sup>3</sup> See footnote 2.



### ***B3. Partnership***

*Assessment processes seek consensus among stakeholders about judgements of student teachers' capabilities.*

## **Rationale**

Because graduate capabilities are ultimately tested in practice settings it is important that partnerships are established between providers and school/centre/kura practitioners to optimise the support for student teachers, and to ensure that the expertise of practitioners contributes in a meaningful way to consensus-seeking about the judgements of student teachers' achievement of the *Standards*. Consensus-building also involves the student teachers themselves. Coming to shared, honest judgements about personal capability is an important element of being a reflective teacher who can set goals for improvement.

## **Requirement**

An explanation of how practitioners are involved in assessment design and assessment processes.

### ***Prompts as the basis of discussion between the Council's approval panel and the provider:***

- a. Explain to us how you involve school/centre/kura practitioners in a meaningful way in the design of assessment within your programme.
- b. Explain to us the processes you use to involve school/centre/kura practitioners in a meaningful way in the assessment of student teachers, and how you reach consensus (or how you deal with a lack of consensus).
- c. Show us how you involve student teachers in recognising and acting on their own and others assessment of progress towards the *Standards*.

### ***Possibilities for prepared evidence to support responses to prompts:***

- Explanation of partnership arrangements with practitioners (a, b).
- Examples of co-design with practitioners (a).
- Examples of shared assessment with practitioners (b).
- Examples of student teachers tracking their progress, reflecting on their teaching performance, setting goals and achieving them (c).





## SECTION C: Meeting the Standards (in a supported environment) at exit

Assessment throughout the programme provides an important assurance that student teachers are meeting the *Standards*. However, the guiding principle that each learner has an entitlement to teaching of the quality indicated by the *Standards* regardless of whether they are taught by a beginning teacher or an experienced teacher, requires an additional assurance that graduates are ready to carry out key teaching tasks from day one, and that they can address the inevitable complexities of practice they will face by drawing on and integrating multiple sources of knowledge.

### *C1. Readiness*

*Assessments give confidence that graduates are ready from the outset for role of a beginning teacher.*

## Rationale

Learning to perform key professional teaching tasks competently is a process all student teachers must navigate on their path to professional independence. Identifying the most vital of these tasks and reliably assessing student teachers' progress towards independence (or mastery of these tasks) provides confidence that student teachers can be entrusted upon graduation to take on the full responsibilities of teaching. While some of these tasks will be shared across sectors many of them will be sector-specific.

Identifying key teaching tasks is an important component of the partnership relationship between providers and school/centre/kura 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 report. Assessing student teachers' ability to master the key teaching tasks also forms a basis for assessing their progression towards independence.

## Requirement

An explanation of the assessment of student teachers progress towards mastering key teaching tasks, and of trust in their ability to perform these with independence at graduation.

### ***Prompts as the basis of discussion between the Council's approval panel and the provider:***

- a. Explain to us how you arrived at your identification of sector-specific key teaching tasks and how these connect to the Standards and are reflected in your professional experience placement report.
- b. Explain to us the process you are using to track student teacher progress towards mastering the key teaching tasks.
- c. Talk us through the moderation processes you use to optimise trust in the assessment of key teaching tasks.

### ***Possibilities for prepared evidence to support responses to prompts:***

- A grid that maps key teaching tasks against each standard (a) - see example on page 12.
- A grid showing expectations of progress at different stages of the programme against each of the key teaching tasks (a, b) - see example on page 12.
- A professional experience placement report that illustrates the incorporation of key teaching tasks (a).
- Explanation of the assessment process including induction of assessors and moderation of assessments (c)



*A sample grid mapping examples key teaching tasks against each standard*

Illustrative Key Teaching Tasks	Treaty of Waitangi	Professional Learning	Professional Relationships	Learning Focused Culture	Design for Learning	Teaching
Design a series of learning experiences for a class with wide ranging abilities including two or three with dyslexia	•			•	•	•
Help students grasp a complex new curriculum concept with which they are unfamiliar				•		•
Make sense of data from standardised tests or exam results that reveal problems in patterns of achievement including gender and ethnic group variations	•	•	•	•	•	

*A sample grid showing expectations on the progress scale at different stages of the programme and against each key teaching task*

Illustrative Key Teaching Tasks	Student can do this with specific direction and direct supervision	Student does this with direct supervision and frequent feedback that guides performance improvement	Student does this with limited feedback. The student is self-directed and seeks guidance as necessary	The student completely and accurately completes the activity as an independent practitioner on graduation
Design a series of learning experiences for a class with wide ranging abilities including two or three with dyslexia	Early professional experience placement	By programme midpoint	By programme midpoint	Final professional experience placement
Help students grasp a complex new curriculum concept with which they are unfamiliar	Early professional experience placement	By programme midpoint		Final professional experience placement
Make sense of data from standardised tests or exam results that reveal problems in patterns of achievement including gender and ethnic group variations		Early professional experience placement	By programme midpoint	Final professional experience placement



### **Clarification of requirement <sup>4</sup>**

Key teaching tasks do not replace the *Standards*, rather they draw on the professional expertise (knowledge, skills and understandings) embedded in the *Standards*. They are a sample of discrete tasks, aligned to the *Standards*, that are observable and measurable and that capture essential aspects of practical, professional work. They are high priority in the sense that they represent key aspects of the trust that is placed in beginning teachers in their direct work with learners to be able to operate from day one with independence.

#### **Some examples might be:**

- Design a series of learning experiences for a class with wide ranging abilities including two or three with dyslexia.
- Help students grasp a complex new curriculum concept with which they are unfamiliar.
- Make sense of data from standardised tests or exam results that reveal problems in patterns of achievement including gender and ethnic group variations.
- Carry out a running record for a learner whose current reading level is unknown, and who has expressed reluctance to read.
- Give feedback to a group of students when you have noticed from listening to their talk, several conceptual misunderstandings from some of the group, that you have previously attempted to clarify with the whole class.
- Handle a situation in which a student becomes angry and threatens to behave in a way that could harm others.
- Support a child/young person transitioning into their learning environment, and who is feeling isolated, by building strong relationships and a learning-focused class community.
- Welcome a new child and his/her whānau to a setting who has become upset on arrival.
- Facilitate a student/parent/teacher conference that shares learning progress and next steps, with a parent whose child has not progressed as expected

#### **Some examples that are important but are *not* key teaching tasks might be:**

- Undertake a professional inquiry (important work but not a key teaching task because it does not represent practical, direct work with learners).
- Engage in an informed conversation with a colleague about institutional barriers to Māori experiencing success as Māori (an important ability, but not a key teaching task because it does not represent practical, direct work with learners).
- Be a resilient leader of learning (an important quality, but not a key teaching task because it is not observable, measurable and evaluable).
- Dress professionally and be punctual (important behaviours but not tasks that requires professional expertise).

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<sup>4</sup> Drawn from ideas developed in medicine - for example: Ten Cate, O., Chen, H. C., Hoff, R. G., Peters, H., Bok, H., & Van Der Schaaf, M. (2015). Curriculum development for the workplace using Entrustable Professional Activities (EPAs): AMEE Guide No. 99. *Medical Teacher*, 37(11), 983-1002. 10.3109/0142159X.2015.1060308



## C2 Complexity

*Assessments gives confidence that graduates can address the complexities of practice by demonstrating the ability to draw on and integrate elements from across the Standards.*

### Rationale

Most of the in-the-moment and planned decisions that teachers make are complex because they require the teacher to draw on multiple sources of information and to integrate knowledge and skills that relate to more than one standard. While the integration of elements of the *Standards* will be a feature of assessments across the programme the full integration of the student teachers' learning, and their ability to access and integrate multiple sources of knowledge and skill to address problems of practice, can only be comprehensively assessed towards the end of the programme. Therefore, towards the end their programme, providers need to incorporate some form of culminating integrative assessment that requires student teachers to apply the knowledge, capabilities and skills they have learned during the programme to an authentic situation that relates closely to the professional work of teachers in the sector for which they are being prepared. As part of this process, student teachers will also be able to explain the connections of their actions and decisions to the *Standards*.

### Requirement

A description of the culminating integrative assessment that all student teachers need to complete towards the end of their programme as a for-credit part of their programme.

#### Clarification of Requirement

The culminating integrative assessment must be based on an unstructured authentic practice situation that requires complex decision-making and the synthesis of learning (cognitive and affective) from across the programme. The authentic practice situation could be:

- Drawn from the student teacher's own description of a challenging practice situation they have faced on professional experience placements, or
- A case study based on a real example
- A vignette or scenario that replicates the type of complex decisions that teachers regularly need to make
- A visual prompt (photograph or video)
- A posed problem (from a teacher or school-leader)
- A role-play or simulation.

In order to ensure that student teachers engage with the integrative nature of task, assessment criteria and their associated rubrics should reference:

- Understanding and analysis of the situation, including the ability to identify the underlying contributing factors to the described situation
- Ability to consider a range of alternative approaches to address the situation along with a commentary on their likely efficacy
- Evidence of integrative learning - the ability to synthesise prior knowledge and learning (cognitive and affective) across courses within the programme
- Ability to explain how their response to the culminating integrative assessment reflects elements drawn from across the *Standards*
- Ability to reflect on gaps in their learning and their intentions to address these as they progress to their next career stage, and
- Overall communication and teamwork skills.



Two common practices in Initial Teacher Education have many of the characteristics of a culminating integrative assessment but do not in themselves meet the conditions described above:

- E-portfolios: These are records of learning that provide collections of evidence against the *Standards* but are not the same as a culminating integrative assessment where student teachers are required to draw on their learning to explain their thought processes and decision making in relation to an authentic problem of practice. It is this applied, integrative nature of the assessment that distinguishes it from an e-portfolio, although clearly material can be drawn from an e-portfolio record of learning in response to the task.
- Professional Experience Placement debriefing: These bear some similarities to a capstone in that they are based on authentic examples of practice, but the debriefing itself is not a culminating integrative assessment. It could be adapted to such an assessment were the student teacher to take a key practice challenge emerging from the discussion and analyse it by drawing on a synthesis of learning from across the programme. It is this formal synthesising of material and connection back to the *Standards* that distinguishes the activity as a culminating integrative assessment.

Given the focus on the complexities of practice, it is appropriate to include a teamwork component in culminating integrative assessments. However individuals need to demonstrate their ability to analyse the problem situation, to synthesise prior knowledge and learning, to design solutions and to reflect.

***Prompts as the basis of discussion between the Council's approval panel and the provider:***

- a. Explain to us how you decided on the authentic practice situation and how it reflects complex decision-making.
- b. Explain to us how practitioners contributed to the design and assessment of the culminating integrative assessment.
- c. Talk us through the assessment criteria and rubrics that you are using to assess the culminating integrative assessment.
- d. Talk us through the moderation processes you use to optimise consistency of judgement for the culminating integrative assessments.

***Possibilities for prepared evidence to support responses to prompts:***

- Sample culminating integrative assessment task, assessment criteria and rubric that clearly shows acceptable performance.

