

ITE Programme Approval, Monitoring and Review Requirements

Frequently Asked Questions (Technical)

These FAQs cover some of the more technical questions which ITE providers may have.

They are organised into the following topics:

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Further information on specific parts of the Requirements can be found on the [ITE Provider section of our website](#).

Get in touch with us if you have any questions at feedback@teachingcouncil.nz



General

How will school/centre/kura leaders be confident that ITE graduates will be ready to teach?

Confidence will come through them having greater input into:

- the candidate selection process
- programme structure
- professional experience placements
- identification of the key teaching tasks for a programme
- development of the culminating integrative assessment
- programme self-review
- national moderation of provider judgements that their graduates are ready to teach

What are the biggest changes solely for Māori medium programmes?

The amount of an immersion programme that must be delivered in te reo Māori has been increased from 51% to 81% to align with the Ministry of Education's definition of a Level 1 Māori medium programme. Level 1 programmes will operate at 81-100% in te reo (total immersion). Level 2 programmes will operate at 51-80% delivery in te reo Māori and English (bilingual).

There will also be the option of a Māori medium programme approval framework from 1 July 2020.

How will the Requirements enable greater diversity in student teachers?

The Requirements enable greater diversity by reducing one of the main barriers to entry – that of academic requirements. Programmes will be approved by the Council on a case-by-case basis to be able to accept candidates who don't meet academic requirements if they have specifically designed pathways for teacher cohorts in short supply (such as technology teachers) or those with in-depth subject knowledge (such as speakers of te reo Māori).

What will the Requirements mean for learners with additional learning needs?

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

Several *standards* relate to learners with additional learning needs. As such, programme approval panels will test whether the programme will enable graduates to identify and respond appropriately to learners with diverse and additional learning needs.

How will the Requirements ensure that graduates must demonstrate that they have sufficient knowledge of curriculum, teaching strategies, and assessment across the learning areas and curriculum levels they'll be expected to teach?

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



The *standards* relating to ‘Design for Learning’ and ‘Teaching’ both require ‘setting-appropriate’ curriculum knowledge and a range of teaching strategies.

Programme approval panels will test (among other things):

- 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 depth of curriculum knowledge that student teachers will graduate with is sufficient; and
- 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.

Will providers have the choice of ‘teaching out’ existing programmes?

The Council will consider requests from providers on a case by case basis.

How much will the new Requirements cost to implement?

The time and effort for providers of implementing the new Requirements will differ according to the design, delivery and assessment framework of their existing programmes. Many providers have started thinking about how they will approach the re-design of their programmes in conjunction with key partners. Others have not. Programmes that need significant re-designing to meet the new Requirements will need to spend more time and effort than those that need minimal re-designing.



Entry into ITE programmes

What has changed for entry into ITE programmes?

- More flexible pathways into ITE to increase diversity and grow the workforce;
- Clearer English/Te reo Māori language competency requirements;
- Strengthened literacy and numeracy requirements;
- An explicit requirement to determine disposition to teach;
- A requirement that key partners have an input into the design of the candidate selection process; and
- The maximum completion period for a programme will be left for the provider to determine.

While **not** an entry requirement, student teachers in English medium programmes will need to be assessed on their te reo Māori competency as close as reasonably practicable after entry. Such programmes must also progressively monitor and support competency in te reo Māori during the programme, using sound practices in second language acquisition.

In terms of academic requirements, will a programme be able to accept candidates under 20 years without UE?

Yes, but only if the Council has specifically approved a programme to be able to accept candidates under 20 years without UE.

To be specifically approved to accept such candidates, a programme must have:

- 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.

Are the 'support mechanisms' needed for students under 20 years without UE above and beyond the normal obligations of a tertiary education organisation to students?

The support mechanisms need to specifically target those students that do not have UE but who the provider is satisfied have the skills and ability to study at a tertiary level. For example, Māori medium providers may apply the concept of shared, collective and collaborative support (i.e. *mātua rautia te tauira/it takes a village to raise the student*).

Will Graduate Diploma, Postgraduate Diploma and Masters programmes be able to accept candidates who do not hold a Bachelor degree at Level 7 on the NZQF, or a recognised equivalent?

Yes, but only if the Council has specifically approved a programme to be able to accept such candidates. To be approved, a programme must have:



- an entry pathway specifically designed for teacher cohorts that may be in short supply (for example, technology teachers), **OR**
- a focus on candidates with 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 students' learning and will be able to study at this qualification level (for example te reo Māori speakers).

In addition, any programme will be able to accept such candidates if they have a set of qualifications gained overseas, and that set of qualifications as a package is such that the Council is assured they will be able to effectively study in what is an intensive one-year programme.

Who will decide whether a candidate in a secondary programme has sufficient subject depth?

The provider will decide this. Candidates for secondary programmes must have a body of knowledge from Levels 5 – 7 or higher in their entry qualification, that is relevant for teaching a particular secondary school subject. It will be up to the discretion of the provider, along with their secondary specialists, to make decisions about this.

Are there any specific requirements for employment-based programmes?

No, but in several places, such as in the Programme Coherence, and Programme Structure/Content sections, the Requirements make it clear that applications for employment-based programmes will need to justify how the programme has been structured to ensure that student teachers are well prepared prior to starting teaching.

Why do literacy and numeracy tests now need to be passed by candidates prior to entry?

The previous Requirements simply required that candidates be assessed prior to entry, and that those not meeting the literacy and numeracy requirements must meet these prior to graduation from a programme.

The new Requirements strengthen this in two ways. Firstly, by requiring that a candidate **pass** a literacy and a numeracy assessment prior to entry. Secondly, the pass level must be at **UE level** or equivalent.

Strengthening the literacy and numeracy requirements will play a part in ITE students getting the most out of their programme and becoming more effective teachers.

Will literacy and numeracy competency be strengthened at a later date?

The Council intends collecting data to help understand whether there is an issue with the current competency levels of literacy and numeracy. This could lead to a strengthening of such levels.

How will a provider know whether they are assessing to the same level as others nationally?

Consistency across providers is difficult to identify at present. The Council intends collecting data to help identify current assessment methods, and pass/fail levels.



Will the Recognition of Prior Learning (RPL) and Credit Recognition and Transfer (CRT) stipulations in the current requirements continue?

Yes, the RPL and CRT stipulations will continue. 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 students gaining CRT are as well prepared, academically and in their professional experience placement, as those who complete the first year of the degree.

Who determines the maximum completion period for a programme under the new Requirements? Can a provider have different maximum completion periods for its different programmes, based upon its judgement about the currency of those programmes?

The provider will determine the maximum completion period for their programme(s). Providers can choose different periods for different programmes but should be prepared to justify the differences as part of the programme approval process.

How much discretion will providers have over candidate selection?

Providers will have a high level of discretion. For example, they will be able to:

- accept a candidate without the minimum academic requirements (if the programme has been approved to be able to accept such candidates)
- determine whether a candidate has sufficient subject knowledge to enter a secondary programme
- determine disposition to teach
- determine maximum completion periods
- determine how they assess literacy and numeracy.

Why is it proposed that English medium programmes assess the level of 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 practice and develop the use of te reo and tikanga Māori.

Is having a minimum level of te reo Māori competency an entry requirement into English medium programmes?

No. The Requirements simply require that a person who has already been accepted into an English medium programme be assessed soon after entry to establish a benchmark for their te reo Māori competency.



Is the focus at entry on assessing te reo Māori aligned towards day-to-day conversation?

The focus is on identifying the starting point for a student being able to practice and develop the use of te reo Māori and tikanga Māori (as per the *Standards*) by graduation. As such, it should and could be aligned towards daily conversations (eg common, normal, natural oral interactions in te reo Māori) – purposeful, meaningful, contextualised daily usage of te reo Māori.

Are providers expected to gauge Te Tiriti o Waitangi awareness as part of assessing te reo Māori?

The assessment is of te reo Māori, but by graduation, a student will be expected to be able to practice and develop the use of te reo Māori and tikanga Māori in order to demonstrate a commitment to tanga whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand (as per the *Standards*).

Language, culture and identity are fundamental to one's sense of belonging and identity. As such, they are inseparable. The focus is on providing students with a starting point for the development and learning of te reo Māori. Learning te reo Māori and growing students' confidence and ability to use te reo me ōna tikanga should support and promote a commitment to Tiriti o Waitangi. Course papers should provide specific foci on the Tiriti o Waitangi partnership.

Do the Requirements prescribe how te reo Māori is assessed in English medium programmes?

No, there is no prescribed assessment method.

Do the Requirements prescribe how a national benchmark for te reo Māori competency in English medium programmes?

No, there is no prescribed national benchmark.

Are there different expectations for programme types (English Medium and Māori Medium)?

Yes, there are different expectations. For English medium programmes:

- candidates already selected for entry must be assessed on their te reo Māori competency at entry, or as close as reasonably practicable to entry
- the programme must progressively monitor and support competency in te reo Māori during the programme, using sound practices in second language acquisition.

For Māori medium programmes:

- prior to entry, candidates must demonstrate te reo Māori competency by providing one of the Council-prescribed evidence of their te reo Māori competency
- the programme 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
- students must also be assessed on their te reo Māori competency prior to graduation.



Will the introduction of the assessment be concurrent with new literacy and numeracy assessments?

No. The Council is not bringing in new literacy and numeracy assessments. How candidates are assessed will remain at the provider's discretion. The Council is however, requiring that candidates must meet at least UE level for literacy and numeracy.



Programme development, design and structure

Can providers use their current conceptual framework to re-design their programmes under the new Requirements?

Yes, a provider can use its current conceptual framework as the basis for re-designing its programme(s). The Council **won't** be judging the conceptual framework of a programme but will want to understand it so it can test whether a programme's conceptual framework connects with the stated learning outcomes, graduate profile, programme structure and delivery, assessment framework and key teaching tasks to ensure that graduates meet the *Standards* (in a supported environment).

Is the focus on assessing te reo competency through the programme on oral communication or should students also be assessed on written?

Teaching, learning, monitoring and assessing te reo Māori development and competency throughout the programme should have a clear focus on both oral and written skills for communication at varying levels of confidence and ability.

Will there be any tools provided as national benchmarks on te reo Māori competency?

No. However, Whakamātauria Tō Reo Māori is the National Māori Language Proficiency Examinations administered by Te Taura Whiri i te Reo Māori. There are currently two exams available: the Level Finder Examination (LFE) and the Public Sector Māori (PSM). The examinations are open to individuals and organisations who wish to test their Māori Language Proficiency against the Whakamātauria Tō Reo Māori framework.

What assurances will there be that programmes cover the right things?

The Council was asked to consider whether it should prescribe specific programme content to provide assurance that programmes covered the critical elements. We have instead decided to make its expectations clearer around programme structure and content by requiring that all programmes must be structured with a conceptual framework and logical progression, that (among other things):

- integrates all aspects of culturally responsive teaching in a way that meets the needs of all learners;
- reflects the setting (early childhood, primary, secondary, Māori medium) or settings (such as ECE/early primary, or late primary/early secondary) in which graduates are likely to teach;
- has the curriculum structured in such a way, and contain such core elements, to enable students to understand the *Code of Professional Responsibility*, and demonstrate at graduation, that they meet the *Standards* (with support) and are ready to teach.

What is and will be the ongoing status of the current ICT proficiency assessment?

ICT competency is remaining, in so far as the Council will be looking at how programmes enable graduates to effectively apply digital technology pedagogies.



Programmes are currently required to be research-informed and lead, involving staff who are research active and making use of their research evidence to inform programmes. This is, in part, a means of shaping ITE and teaching practice from evidence. Will this requirement continue?

Yes. CUAP and NZQA require that programmes be effective and current, with teaching staff contributing to knowledge of teaching.

The Council will be expecting to see:

- processes and plans to ensure that ITE staff are aware and knowledgeable about relevant research, new educational initiatives, pedagogical advancements, curriculum changes, and assessment developments
- teaching staff conducting research within their area of expertise, and that this research advances knowledge and/or supports the continued development of the programme and its delivery.

Can a provider have a multi-setting programme? For example, have a Primary programme which has streams for: i) ECE/early primary, ii) Primary and iii) Late Primary/Early Secondary?

It would achieve this by offering one degree that has a targeted professional experience placement in each stream. Assessment would also be targeted to the stream focus. A provider considering this would need to, among other things:

- be very clear on what the programme is and what each stream focuses on
- demonstrate/justify how it has designed each stream so that the associated programme content, assessment framework, key teaching tasks etc link to the Standards and ensure that graduates meet the *Standards* (in a supported environment)
- outline and defend how key partners in each stream have had input into the various key elements of that stream.



Assessment framework

How will a provider be expected to assess whether a student teacher meets the Standards (in a supported environment)?

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

This will underpin the development of an assessment framework. Such development must have regard to the *Assessment Framework for Meeting the Standards (in a supported environment)* (set out as Appendix Two in the Requirements) so as 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
- assessment processes seek consensus among key partners about judgements of student teachers' capabilities.

Why do providers need to unpack 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 of the Requirements. 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.

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 the provider in demonstrating how they derived the key teaching tasks for their programme and contextualising the selection of those tasks.

What does 'in a supported environment' mean?

Students 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.

Why is a new assessment framework required?

The Council wants programmes to assess graduates on whether they meet the *Standards* (in a supported environment). This requires a provider unpacking the *Standards*, embedding them in their programme, and a stronger emphasis on the quality of assessments that providers use through and at the end of a programme. To assist providers to do this, the Council commissioned Graeme Aitken and Claire Sinnema from Auckland University to develop a new assessment framework with the help of a working group. This framework, *Assessment Framework for Meeting the Standards (in a supported environment)*, is contained as Appendix Two in the Requirements.

The main body of the Requirements include the critical elements of the *Assessment Framework for Meeting the Standards (in a supported environment)*. Providers will be required to have regard to this framework as they develop the assessment framework for their own programmes. The approval panel will test this as part of the approval process.

Must each provider use the templates used in the Appendices, or can they use their own?

Providers can use their own templates if they consider these better demonstrate their assessment framework. Providers will need to be prepared to discuss how they filled in the templates with the approval panel.

Do providers need to reformat their documentation to align with A1, A2, B1, etc, or is it just sufficient to be able to align to the Council format during panel discussions?

Providers don't need to reformat their documentation, but will need to be prepared to, among other things, describe your assessment framework, demonstrate how you have applied those principles, and the role that key partners have played in this process.

What assurance will there be that providers are making the same judgements on graduates meeting the Standards (in a supported environment)?

The Council will be establishing national moderation discussions, including providers coming together and discussing/agreeing on the judgement calls they have made. Providers will be required to participate in this process.

Will there be an assessment framework developed for Māori medium programmes?

Yes. The Council considers that it is important to develop an assessment framework (and a programme approval framework) that Māori medium providers can see themselves in. The Council is in the process of formalising an ITE working group from across the Māori medium system to progress work on developing both of these frameworks, as well refreshing Tātaiako, TātaiReo, and Te Hāpai Ō.



Key teaching tasks

What are key teaching tasks?

Key teaching tasks are critical tasks that a provider, with input from key partners, has identified as those that any graduate of their programme can be entrusted to be capable of doing on day one as a beginning teacher.

Why do programmes need to identify 'key teaching tasks'?

The introduction of key teaching tasks is in response to concerns from leaders of schools/centres/kura that ITE graduates are not ready to teach. Identifying such tasks will also clarify what beginning teachers need to be able to do in each context.

As such, one principle in the new assessment framework relates to 'readiness'. This relates to assessments giving confidence that graduates are ready to teach from the outset. In other words, that they are ready to take on the role of a beginning teacher.

Learning to perform the 10-15 key teaching tasks for beginning teachers 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 beginning teaching. In other words, they can independently address the inevitable complexities of practice they will face by drawing on and integrating multiple sources of knowledge.

Is full independence required in all tasks at graduation?

Yes. These are the key teaching tasks that a **beginning teacher** can be entrusted to do independently on day one. Graduates need to have mastered these tasks.

Approximately how many key teaching tasks would be appropriate for each *standard*?

The Requirements do not specify a minimum number but the Council would expect to see 10-15 key teaching tasks overall. These tasks need to collectively cover all of the *Standards*.

What characteristics do key teaching tasks have?

Key teaching tasks must:

- be discrete tasks,
- be observable,
- be measurable,
- relate to **direct** work with learners,
- require professional expertise, and
- relate to one of the *Standards*.

What are not key teaching tasks?

While many teaching tasks are important, they are **not** key teaching tasks. For example:



- engaging 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**
- dressing professionally and being punctual - important commitments but not a task that requires **professional expertise** – knowledge, skills and understandings embedded in the *Standards*
- being a resilient leader of learning - an important quality but not a key teaching task because it is **not observable, measurable and evaluable**.

Are these key teaching tasks only to be assessed within professional experience settings, or could some be assessed on campus?

Some could be assessed on campus, for example, in role-play situations or scenarios.

Do key teaching tasks need to be labelled under this identifier in programme documentation or can providers use existing terminology that already recognises the core nature of some skills/competencies?

Providers can use existing terminology but will need to ensure that they are referring to discrete, observable teaching tasks that relate directly to working with learners, and which require professional expertise.

The Council will want to verify that programme approval documentation clearly outlines what the key teaching tasks are for the proposed programme. Labelling them as key teaching tasks will assist with this.

Providers will need to be prepared to discuss the proposed programme's key teaching tasks with the approval panel. The panel will want to see the connections back to the conceptual framework, learning outcomes, and assessment framework. They will also want the provider to demonstrate the input that key partners have had into identifying the programme's key teaching tasks.

Won't the introduction of 'key teaching tasks' risk undermining the *Code and Standards* and narrowing the ITE curriculum?

No. 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 in line with the *Standards*.

Why are the *Standards* not the 'key tasks' in themselves?

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 and independently 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.

What are the options for how the Key Teaching Task is assessed? The Key Teaching Tasks need to represent a progression of attainment towards 'independence' over time – does this mean that progressive assessments will be formative, with a summative assessment(s) near graduation, or does the Council expect summative assessment results throughout the programme?

The Council is open as to how a key teaching task is assessed. The key is that the programme provides assurance to leaders of schools/centres/kura (as applicable) that a graduate can be entrusted to be able to undertake that important task on day one in their setting.



Culminating integrative assessment

What is a culminating integrative assessment?

A culminating integrative assessment is an assessment with credit value, at or near the end of a programme. It requires student teachers to demonstrate that they can apply the knowledge, capabilities and skills they have learned during the programme to an authentic situation. This situation would relate closely to the professional work of teachers in the sector for which students are being prepared.

As part of this process, students would need to draw upon multiple sources of information and integrate knowledge and skills and be able to explain the connections of their actions and decisions to the *Standards*.

Why do programmes need to include a culminating integrative assessment?

Concerns have been raised by schools/centres/kura that ITE graduates are not ready to teach. Having a culminating integrative assessment will provide greater assurance that ITE graduates are ready to be effective beginning teachers on day one.

The Council was asked to consider whether ITE graduates should sit a post-graduation exam or assessment conducted by a 3rd party before being able to apply to be a registered teacher. The Council has instead decided that providers were best placed to make this judgement through a culminating integrative assessment.

By building in some additional challenges, can a provider use a students' last professional experience placement as a Culminating Integrative Assessment?

Yes, it makes sense if the Culminating Integrative Assessment is linked to the final professional experience placement.

Could providers create a mock classroom scenario on campus?

Yes, as long as the provider can demonstrate that the assessment is valid and reliable.

Does the culminating integrative assessment need to be entirely oral?

It should primarily be oral but the Council is open a small part of it being written if the provider can defend how the written component demonstrates how the knowledge, capabilities and skills have been applied to the authentic situation.

Is there a limit to how many times the student can re-sit the Culminating Integrative Assessment?

The Culminating Integrative Assessment must have credit-value. As with any other paper, it can only be failed twice.

Can the Culminating Integrative Assessment be more than one assessment?

The Council sees the Culminating Integrative Assessment as being one assessment, with credit-value. It is however, open to a provider justifying why more than one assessment would enable students to demonstrate that they can synthesise the knowledge, capabilities and skills they have learned during the programme and apply these to an authentic situation.



Does the Culminating Integrative Assessment (as a single assessment) need to capture all six standards?

It should cover as many of the six *standards* as reasonably possible given that its focus is on the student teacher demonstrating that they can apply the knowledge, capabilities and skills they have learned during the programme to an authentic situation. It needs to support the provider in determining whether a student teacher meets the *Standards* (in a supported environment).



Authentic partnerships

What do you mean by ‘authentic partnership’?

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.”

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.

Authenticity in partnerships occurs through arrangements and negotiations to ensure all partners have a shared understanding of their respective roles and responsibilities. Additionally, the “quality and depth of partnerships [are] critical” Authentic partnerships can include, but are not limited to, partnerships between ITE providers and schools, ECE centres and kura, community groups, local iwi and/or hapu.

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. Further details can be found in our [Authentic Partnerships paper on our website](#).

It will take time to develop and maintain authentic partnerships – what does this mean for programme approval?

As the Council develops guidance around approval, review and monitoring processes, our expectation is that we will need to be pragmatic about the nature of evidence expected early on, as we collectively build a picture of how to do this in a sustainable way.

To put some structure around this: for initial approval, we intend requiring providers to develop a two to three-year partnership plan as to how they will work with key partners to over time put in place, maintain, and, ideally, expand this type of authentic partnership.

We will then be looking to programme monitors, assisted by the provider’s key partners, to review (and report back on) progress being made against these plans.

How will a provider with on-line programmes demonstrate they have authentic partnerships?

On-line providers are already required to involve the ‘profession’ and hapū and iwi in candidate selection, overall programme design, and design and delivery professional experience placements. The Council expects these existing relationships to form the basis of authentic partnerships going forward.



Is there the expectation for formal written MoU between providers and partners? If so, what recourse does a provider have if schools/kura/centres (in light of funding shortfalls) refuses to enter into formalised agreements?

A formal MoU is not necessary so long as there is some evidence of a partnership relationship. If a school/centre/kura will not enter into any relationship, then the provider will need to show that effort was made to enter into an authentic partnership.

What should a provider do if schools/centres/kura say they are not able to commit to taking students. Will this put their ITE programme approval in jeopardy?

No. Authentic partnerships will cover critical aspects across a programme – not just professional experience placements. If a school/centre/kura is unable to be involved in professional experience placements, then the provider will need to show that effort was made to enter into that part of the authentic partnership. The Council will look to see what alternative plans the provider has going forward.

The proposed partnership plan may be difficult for providers who are working nationwide to develop. In our case for example, we have students who may undertake a professional experience in an Auckland school. Would we be required to work those schools into a partnership plan?

It may not be possible for providers to include all their professional partners. It is about seeking out authentic partners in the education of teachers and considering their thoughts and contributions on programme design, the assessment framework, the key teaching tasks and the candidate selection process. It is also about having clear roles and responsibilities around professional experience placements.

An approval panel will expect to hear how the provider has established those partnerships, considered their thoughts in design and assessment, and how the environment for ongoing involvement of a suitable cross-section of partners is being planned for.

What consideration has been given to how this requirement may impact on professional experience sites where multiple ITE providers are working?

Providers should work together to ensure that the schools don't have to duplicate their partnership information.

Will it be manageable? Could an unintended risk of the proposal be that providers are pushed to work only in a kind of home-region type way? Wouldn't that effectively mean many programmes would be put at risk?

No. Authentic partnerships will cover critical aspects across a programme – not just professional experience placements. The Council will be expecting stronger partnerships and greater partner input into programme design, delivery and assessment.



We operate a field-based ITE programme with professional partners all across the country. What mechanism does the Council prefer for us to gain fair representation of professional input into the design of our programmes and assessments?

It may not be possible for providers to include all their professional partners. It is about seeking out authentic partners in the education of teachers and considering their thoughts and contributions on programme design, the assessment framework, the key teaching tasks and the candidate selection process.

An approval panel will expect to hear how the provider has used established those partnerships, considered their thoughts in design and assessment, and how the environment for ongoing involvement of a suitable cross-section of partners is being planned for.



Professional experience placements

Why have the minimum periods of professional experience placements been increased?

There are benefits from students having greater opportunities to experience a range of diverse learners. The *Standards* require student teachers to make judgements and adapt their practice to different situations and learner needs. Significant practical experience will better enable student teachers to do this.

In the early months of our programme, can a provider place students in community agencies (eg. NGOs) so they are better able to understand the social fabric of NZ, and the complications that some families/whanau face every day. This will expose them to diversity. Can these placements be included as part of the 80 or 120 days minimum professional experience placement period?

Professional experience placements must take place in 'approved settings' in which they are learning to teach with a registered and certificated teacher. It is unlikely that community agency settings will enable this.

Notwithstanding this, where practicable and appropriate student teachers could be placed in inclusive education settings and community-based groups' in addition to professional experience placements if the provider considers this will support student teachers to meet the *Standards* (in a supported environment).

Is the expectation that 120 days of practicum would be spread evenly through the three years of a Bachelor degree, ie. 40 days each year?

No. But, there is expectation that there will be professional experience placements in all years of a Bachelor degree. In close collaboration with professional partners, providers have discretion in deciding how that time is best distributed to most effectively support student teachers to meet the *Standards* (in a supported environment) at graduation.

For example, some programmes may wish to consider options such as 'home' placements (such as one day per week, ongoing) which give students a clearer sense of a school's annual operation and associated teacher responsibilities.

The Council's focus is on how the placements have been designed, how they will be assessed, and how they link to the new culminating integrative assessment and the key teaching tasks to support student teachers to meet the *Standards* (in a supported environment). The approval panel will be looking for how this will be achieved, along with the rationale for the timings, nature and length of professional experience placements.

The Requirements require that the NZCER features of quality practica are evident in a programme but the Council is willing to consider programmes that depart from these where the provider can:

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



Would there remain expectation that professional experience placements will remain in blocks of a minimum of 20 days in a Bachelor degree?

In the Requirements there are several factors to consider about professional experience placements, such as nature and timing, having sustained practise to be gained prior to graduation, and building in complexity over time.

The Council expects at least one placement per year for 3 year and longer programmes. The decision on the design, structure and assessment of professional placements is for the provider to decide. The approval panel will be looking to test (among other things) how the placements help build a coherent programme, and how assessment design has been undertaken with key partners.

Providers will be invited to justify how these combine in their programme to enable graduates to demonstrate they meet the standards (in a supported environment) and are capable of carrying out all of the key teaching tasks on day one as a beginning teacher.

Would the expectation at 80 days practicum in a one-year program (e.g. the Graduate Diploma) remain in three blocks? Would these be two blocks of 25 days and one block of 30? Or would it be that four 20-day blocks would be expected?

As above, these will be decisions for providers to make.

Programmes are currently required to have the majority of professional experience placement visiting conducted by teacher educators working in the programme who are registered and certificated. Will this be a continuing expectation?

Yes, it will be.

Will it be a continued expectation for associate teachers to be registered and certificated?

Yes, it will be.

There are existing requirements about frequency of visiting, while students are on professional experience placements - will these continue?

These will not be prescribed but the Council will be expecting the programme to contain a sufficient number of visits to enable students to get timely feedback to support their ongoing development.



Programme approval process

When can applications under the new Requirements be made?

From 1 July 2019.

What will be different about the programme approval process?

It will focus on the quality of the assessments the provider is using to determine whether a student teacher meets the *Standards* (in a supported environment) and thereby eligible to graduate.

With this as a focus, the approval panel will be looking to particularly discuss and test things like:

- how the programme embeds the *Standards*
- how it has been structured to provide assurance that graduates meet the *Standards* (in a supported environment)
- how the assessment framework has been developed
- what the programme's key teaching tasks are, and how have these been identified
- what the culminating integrative assessment looks like, and what *standards* are being assessed through it
- what authentic partnerships are in place, and what is the plan for growing these.

How will the approval process be a 'learning-style' process?

For the first six months of approvals (1 July – 31 December 2019) we want to run a multiple provider, open learning approval process for a few providers (3-4 providers maximum) who volunteer for this.

The purpose of this approval process would be to ensure that the panel process runs smoothly given the change of focus, check the sufficiency of documentation provided, identify the need for any additional guidance or training for panel members and providers, and identify process improvements that can be applied to subsequent applications.

We will be seeking expressions of interest from providers who might want to take part in process.

How will the Council help prepare providers for the approval process?

The Council intends running several preparatory sessions with providers before 1 July 2019. These sessions will explain the approval process, what providers can expect, what the Council will expect in turn from providers.

How will system 'learnings' be gathered?

Learnings will be gathered in two ways. Firstly, through the multiple provider, open learning approval process in the first six months of the new Requirements being in force. Secondly, for those providers who go through the usual approval process and had their programme(s) approved, the Council will seek feedback on how the process went, and what learnings they can provide through post-approval sessions. These learnings will be shared to the wider ITE sector.



If several providers go through the approval process at the same time, how will they protect their intellectual property?

Providers will initially have a choice of which approval process they use – either the multiple provider, open learning approval process or the usual single provider approval process. Those that volunteer for the former will share their programme design, delivery methods, key partners and assessment framework with other providers.

Providers who choose to undertake the usual approval process will not have to share these details but will have the opportunity post-approval to share their experience to inform possible approval process improvements.

What documentation do providers need to provide with their application for programme approval? Are there any formats or guides for this?

The documentation needs are outlined in the ‘evidence’ section of each requirement. There is not a set format for much of the documentation.

Is there anyone from the Council that providers can talk to if they have any questions or need help with their programme approval application?

Providers should contact their Lead/Senior Advisor from the Council in the first instance.

How far in advance of a panel should a provider supply the documentation?

A panel will only be established once an analysis of the provider’s documentation has been undertaken by Council staff, and the Council is satisfied that the documentation adequately covers all of the Requirements.

Under the new Requirements, will providers be expected to carry the full cost of the panel process?

Yes, although due to the nature of the multiple provider, open learning approval process, the Council will cover some of the costs of providers and their partners taking part.

Regarding the self-reviews to maintain programme approval – does the Council have a required format or can a provider submit an appropriate review which has already been assembled for another stakeholder? (eg. APER, prepared for NZQA).

No, the Council does not have a set format.

