

Additional requirement:

Competence in
mathematics (English
medium primary
programmes only)

20 November 2024



**Teaching
Council of
Aotearoa
New Zealand**

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Competence in mathematics (English medium primary programmes only)

Requirement

Student teachers enrolling in an ITE programme that has been approved for graduates intending to become primary teachers must demonstrate competence in mathematics by getting at least a score that has been designated as broadly equivalent to Level 2 in the National Certificate of Educational Achievement (NCEA) in a mathematics assessment as specified by the Teaching Council.

This requirement applies to candidates of any age and to all programme types (Bachelor's degree, Graduate Diploma, Postgraduate Diploma, and Master's).

For primary programmes, this requirement **replaces** the numeracy test in Requirement 6.2 for candidates seeking to commence study from 2026 onwards.

The required mathematics assessment

The Teaching Council will, from time to time, specify a designated assessment tool or process as the way that student teachers can demonstrate competence in mathematics, and the minimum score range needed on that assessment to demonstrate competence. The bottom end of that score range will have been identified by the Teaching Council as broadly equivalent to NCEA Level 2.

Information about the specified assessment and score needed will be recorded in an appendix to these programme requirements.

Special provisions for 2025 and 2026 only

For study commencing in 2025 or 2026, providers can admit candidates to a primary ITE programme without formally demonstrating their competence in mathematics in the way set out above. (For 2026, this only applies to multi-year programmes.)

However, for 2025, providers must ensure that any student teacher who has not demonstrated competence in mathematics prior to entry to the programme is required to pass the specified mathematics assessment with at least the specified minimum score range before they can graduate from the programme.

For 2026, providers must ensure that any student teacher in a multi-year programme, who has not demonstrated competence in mathematics prior to entry to the programme, is required to pass the specified mathematics assessment with at least the specified minimum score range prior to commencing the second academic year of the programme.

Student teachers in a one-year programme must demonstrate competence in mathematics prior to entry to the programme from 2026 onwards.

Exemption requests to allow post-entry assessment

From 2026 (one-year programmes) or 2027 (multi-year programmes), the Teaching Council would consider applications from providers seeking for a candidate/group of candidates to be permitted to demonstrate competence in mathematics through the prescribed assessment on a deferred basis. A deferred basis means prior to graduation for one-year programmes and prior to commencing the second academic year of the programme for multi-year programmes.

Exemptions will only be granted where any or **all** of the following conditions are met:

- The candidate(s), in their initial attempt at the prescribed assessment exceeded a score designated by the Teaching Council as being equivalent to UE in numeracy (i.e. the minimum threshold for the numeracy test in Requirement 6.2).

- The candidate(s) were strong applicants in other respects and contributed to meeting diversity objectives and/or had other skills/attributes that made them high-quality applicants.
- The provider was confident the candidate(s) had the potential to meet the specified minimum score range.
- The provider attested that it was able and willing to support the candidate(s) to meet the specified minimum score range.

Two attempts permitted

In normal circumstances (i.e. where the transitional provisions and the special exemption do not apply) a candidate would be able to attempt the assessment twice as part of their application, the second time a month after the first.

Evidence to support meeting this requirement

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

- Clearly documented policies and procedures on these matters.

The **approval panel** and **programme monitoring, and review** will want to particularly test:

- During the transition period, what teaching or other support or assistance (including but not limited to bridging programmes) the provider will have in place as part of or alongside the ITE programme to support student teachers to prepare for the mathematics assessment specified by the Teaching Council.
- During the transition period, what the provider's procedures are for undertaking a formative assessment, when, how often, and on what basis student teachers will be permitted, or required, to take the mathematics assessment specified by the Teaching Council during the programme.

Guidance

A strong foundation in mathematics is crucial to every primary school student's educational success. ITE providers are best placed to prepare student teachers and give them a strong grounding in the content and teaching practices of the mathematics and Pāngarau curricula areas. But we also need a shared threshold of numeracy and mathematical understanding.

Administering the prescribed assessment

Where the provider is responsible for administering an assessment, 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).

Transitional arrangements for 2025 and 2026

Where a student teacher has entered the programme during the transition period without formally demonstrating their competence in mathematics, providers can permit, or require, these student teachers to take the specified mathematics assessment at any time during the programme. Providers also have discretion as to how many times a student teacher can sit this assessment.



Appendix: Teaching Council decisions in relation to the ‘Competence in mathematics (English medium primary programmes only)’ requirement

The Teaching Council has made the following decisions with respect to 2025:

- The designated assessment tool to be used for student teachers to demonstrate competence in mathematics is the Tertiary Education Commission’s Literacy and Numeracy for Adults Assessment Tool (LNAAT).
- The minimum score range needed on LNAAT to demonstrate competence is between 690 and 800.

More information about LNAAT can be found at <https://assess.literacyandnumeracyforadults.com/>.



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