

Initial Teacher Education

Programme review
guide for ITE
providers

November 2024



**Teaching
Council of
Aotearoa
New Zealand**

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

Contents

Background to the guidelines	3
Purpose of the guidelines	3
Programme review events as panels	3
Potential panel recommendations to the Teaching Council	3
Teaching Council decision	4
Panel agenda	4
Provider steps towards panel	5
Document submission	5
Protecting providers' intellectual property	6
Panel costs	6
Panel composition	6
Steps following a panel	7
Appendix One - Provider administration for panels	8
Panel operation for online review panels	8
Panel operation for face-to-face review panels	8
Appendix Two - Document submission	9
Appendix Three - Roles within panels	10
Chair's responsibilities	10
Māori representative(s)	10
Pacific peoples' representative(s)	11
NZQA Representative	11
Expertise (as required) regarding assessment, curriculum, and inclusion	11
Teaching Council representatives	11

Background to the guidelines

The Teaching Council, in consultation with the profession, developed new ITE Requirements (Requirements) for Initial Teacher Education (ITE) programmes. These came into effect in July 2019 and all current ITE programmes have since been approved under these Requirements.

With the completion of programme approvals under the ITE Requirements, the Teaching Council's focus has moved to quality assurance, enabling the Teaching Council and our quality assurance co-regulators, ITE providers, funders, the government, the teaching profession, ITE students, and communities to hold confidence in the success and suitability of these programmes.

Requirement 7.1.1 A review is a scheduled continual improvement process to formally assess that programme delivery is adhering to the ITE Programme Requirements approved for the programme and whether changes are required through a panel evaluation.

Part 7: Programme review (pages 22-24)

Purpose of the guidelines

In May 2024 the Teaching Council released the [ITE Programme Approval, Monitoring, Review, and Moderation Policy \(MRM policy\)](#). The Teaching Council indicated that ITE programme reviews will begin in 2025 for multiple programmes. Providers with reviews scheduled for 2025 were contacted by the Teaching Council in mid-2024 to negotiate mutually suitable dates for the review panel. The purpose of these guidelines is to assist ITE providers to understand the expectations of the review process.

Requirement 7.2.2 "Prior to the review date associated with a programme approval, the provider must provide the Teaching Council with information to assist the Teaching Council with preparing for the review"

Part 7: Programme review (pages 22-24)

Programme review events as panels

The Teaching Council has decided that the inaugural review of programmes under the 2019 ITE Requirements will be conducted by a panel. The provider will be offered the option of selecting either a face-to-face or online panel.

Requirement 7.3.1 "The Teaching Council will establish a review panel to consider whether the programme should continue to be approved...".

Part 7: Programme review (pages 22-24)

Potential panel recommendations to the Teaching Council

Section 7.4.3 of the MRM policy outlines the possible recommendations of the programme review panel which are as follows:

- The programme continues to be approved.
- The programme continues to be approved with suggestions to improve the programme which are up to the provider to adopt or not.
- Any conditions that must be applied to the ongoing approval of the programme.
- The next date by which date the programme should be reviewed.

The panel may recommend imposing a condition on the continued approval that is specific to the programme or a suite of programmes, with a date set for the condition to be met with accompanying evidence. Thereafter, providers supply evidence to the condition being met which the panel evaluates and advises the Teaching Council if the condition has been met.

Teaching Council decision

Section 7.5.2 of the MRM policy details:

“Having considered the report and any other information, the Teaching Council will notify the provider that the programme is to continue to be an approved ITE programme, if it is satisfied that the programme:

- a. continues to be delivered in accordance with the *ITE Programme Requirements Policy* under which the programme was approved**
- b. continues to produce graduates who meet *Ngā Paerewa | Standards* (in a supported environment)**
- c. is achieving the desired graduate outcomes.**

Section 7.5.5 of the MRM Policy details:

“The Teaching Council may, without the agreement of the provider, impose conditions on a programme approval, or amend or revoke any existing conditions, but only if the Teaching Council has first:

- a. given written notice to the provider of its intentions**
- b. given the provider a reasonable opportunity to respond to the notice**
- c. considered any submissions made by the provider in response to the notice.**

For New Zealand Qualifications Authority (NZQA) co-approved programmes, Teaching Council approval requires that all NZQA processes have been successfully attended to. Likewise for university providers, Teaching Council approval is requisite that Committee on University Programmes (CUAP) processes have been or will be met.

Panel agenda

The agenda is customised to reflect the needs of the review, such as the number of qualifications and endorsements that the provider is asking the panel to consider. Through this agreed agenda, the panel investigates a range of aspects of the programme in relation to the ITE Requirements, *Ngā Paerewa | Standards*, and the desired graduate outcomes.

In keeping with the emphasis on panels as a venue for continual improvement discussions, the agenda will be grouped in agreed ‘discussion areas’, rather than moving through the ITE Requirements in turn. Where relevant these discussion areas will reflect the specific needs of NZQA or CUAP co-approved programmes.

The agenda will reflect a series of scheduled meetings with appropriate members of the provider's senior leadership, programme development team, tutors and support staff, existing students (if appropriate), and a range of external key stakeholders. Sufficient timing will be included in the agenda for breaks and meals, ‘check-in’ times between provider lead, chair, and Teaching Council representative, and possible ‘call-back’ times when the panel can seek additional clarification on particular issues.

At scheduled intervals in the agenda, the chair will check with the panelists alone on any matters requiring further discussion. The provider will be given the opportunity to respond to those identified issues during scheduled ‘call-back’ slots in the agenda.

If providers have concerns about the pace of the panel, or any perceived limitations being imposed on the provider by the panel, they should raise these concerns at any early stage of the panel with the panel chair.

Verbal Feedback: At the conclusion of the programme review panel, the chair will orally present to the provider the provisional recommendation which the panel will convey to the Teaching Council regarding the continued approval of the programme(s). If the panel intends to recommend continued approval, they may also name 'conditions' or 'suggestions' that accompany that continued approval recommendation.

Provider steps towards panel

The Teaching Council has a 'no surprises' approach to panels. This dictates that any concerns held about a programme review going to panel or during the panel will be shared with the provider at the earliest opportunity.

A Teaching Council ITE representative will assist the panel as an adviser. The ITE representative will be your key contact for panel planning, and the panel itself. The representative is not a member of the panel, so will not enter into recommendation discussions; however, they can guide and support the chair when necessary, particularly on ITE requirement information.

Although each panel is unique, there are predictable steps which serve as milestones between preparation and the review panel event.

Approx. weeks to panel	Panel milestones	Teaching Council support to provider
(open)	The programme review date has been negotiated and agreed by the Teaching Council with the ITE provider.	Teaching Council representative
10 weeks to panel	Provider submits review documentation to Teaching Council (and NZQA where appropriate).	Through ITE portal
8 weeks to panel	Teaching Council supplies a Request for Information (RFI) seeking further information within 20 working days (if necessary).	(ITE advisor can assist)
4 weeks to panel	Teaching Council signals RFI response is sufficient and reconfirms panel date. Draft agenda is proposed.	ITE advisor
2 weeks to panel	Detailed panel planning is completed, including panel agenda.	

Providers, please refer to Appendix Two for suggestions regarding your responsibilities within online and face-to-face review panels.

Document submission

Documentary evidence may include but is not limited to those listed under 7.4.4 of the MRM policy.

Please supply information as below (Requirement 7.4.4), plus any other information which your organisation believes needs to be considered:

- a. Graduate employment data.
- b. Registration and certification data.
- c. Feedback from centres, kura and schools on graduate quality and levels of satisfaction.
- d. Feedback from graduates on how effectively the programme prepared them to begin teaching.
- e. Feedback from Māori and iwi.
- f. Feedback from community groups with an interest in ITE.
- g. Monitoring reports.
- h. Any national moderation information.

Once review documentation is prepared, it should be submitted through the [ITE provider portal](#). Please use this [guide for the ITE portal](#).

Document submission must precede the anticipated panel date by a minimum of 10 weeks to permit initial analysis and time for the panel to read the material.

Protecting providers' intellectual property

All information and material provided to the Teaching Council for any ITE programme review remains the intellectual property of the ITE provider. This material will be protected from unauthorised use or disclosure. The Teaching Council ensures all necessary steps are taken to keep this material secure and protected from unauthorised disclosure or use by other parties.

Any documentation and information provided to the Teaching Council for the ITE programme review will not be shared for any purposes other than those for which it was collected.

This includes authorised Teaching Council staff and the confirmed panel involved in this review.

Any person providing services to the Teaching Council, including employees, contractors, panel members, and chairs, are required to sign a confidentiality agreement prior to undertaking any work on behalf of the Teaching Council. Additionally, our ITE Member and Chair Agreements outline the expectations and obligations of our panel members and chairs with respect to confidential information and materials.

Panel costs

The Teaching Council will supply all providers with information regarding programme review fees well in advance of each provider's review event. Fees information will also be published on the Teaching Council website.

Panel composition

Panel members for your particular panel are selected by the Teaching Council (and NZQA where appropriate) for the blend of skills, experience, background, and the representation required for the programmes in question.

At an early stage of panel planning, providers will be supplied by the Teaching Council a draft list of proposed panel members, with an accompanying set of brief professional biographies. This list will include the proposed independent chair. Providers should feel free to challenge the inclusion of any proposed panelist or the proposed chair for any reason. The Teaching Council will supply alternative names until a mutually agreed panel is settled upon.

Teaching Council programme review panels generally comprise at least three people including an independent chair and representation from the teaching and ITE sectors. Wherever possible Māori and Pacific peoples' representation, curriculum, inclusive education, and assessment expertise will be included. One or more Teaching Council representatives will assist the panel as advisors, however they do not contribute to any determinations made by the panel. The composition of the review panel is detailed in 7.4.1 of the *MRM policy*.

Please consult Appendix Three for the role descriptions of each panelist.

Steps following a panel

Although each panel is unique, there are some likely milestones following each panel. These are outlined in the table below.

Approx. weeks following panel	Panel milestones	Teaching Council support to provider
2	Panel report is drafted.	Teaching Council representative
3	Panel report is taken through internal review.	Teaching Council representative
4	Draft report submitted to provider for fact-checking.	ITE advisor
(Timeframe for conditions to be determined by agreement between panel and provider)	If conditions are attached to continued approval, providers address the associated issues and present evidence. (Some panel members will be asked to evaluate providers work against the conditions.)	Teaching Council representative
6	Finalised report distributed to provider and panelists. Provider-confirmed report sent to Teaching Council Chief Executive (and NZQA/CUAP) for consideration. Letter of final decision by the Teaching Council (in consultation with NZQA for polytechnic and PTE providers) sent to the provider CUAP informed as applicable.	Chief Executive
6+	Provider will be invoiced expenses once all invoices are received from panel members and chair.	ITE advisor

For more information about steps following a panel, please email us at iteadmin@teachingcouncil.nz.

Appendix One – Provider administration for panels

Panel operation for online review panels

For an online panel to proceed smoothly, preparations will need to be made by the provider, as follows:

An agreement will be reached between the provider and the Teaching Council (and NZQA if applicable) about which institution will 'host' the online panel – that is, which organisation will be responsible for administration of the digital meetings, including distribution of the correct links for each separate panel session.

For providers who host the online review panel it is recommended that:

- a unique link be created for each panel session – this prevents people arriving early or leaving late to sessions
- the chair will indicate to the provider if PowerPoint (or similar) presentations will be permitted during panel sessions
- a designated person on the panel will be granted co-presenter privileges by the provider – this allows the panel to make administrative decisions for the session if the designated provider-person is unavailable for any reason
- a single link be created for all panel-only sessions – this allows the panel to quickly return to panel-only discussions with a minimum of organisation.

Panel operation for face-to-face review panels

For a face-to-face panel to proceed smoothly, preparations will need to be made by the provider, as follows:

- **Key administration contact:** a provider staff member will need to be designated as the admin organiser leading into the panel week, and during the panel week. This person needs to be contactable by the Teaching Council representative by mobile phone for the duration of the panel.
- **Key IT liaison:** an IT liaison needs to be available during the panel to run slideshows, administer online Zoom sessions including breakout spaces, and resolve any technical issues during the panel. This person also needs to be contactable for the duration of the panel. Please ensure this person's contact details are available to the Teaching Council representative.
- **Room:** a room will need to be booked for the duration of the panel event that is sufficient for all numbers of participants – the session involving 'partners' will be the test of room size. The agenda may also call for 'breakout rooms' for the partners session.
- **Connectivity:** all panelists will need guest Wi-Fi. Please widely publicise the username and password details - it is recommended to include this on the agenda.
- **Power:** all panelists will have devices requiring charging. Please supply sufficient power outlets and extension cords for this purpose.
- **Meals:** morning tea, afternoon tea and lunches are required onsite. The Teaching Council will inform the provider if any panelists have dietary requirements. An on-site evening meal is also required for the day on which panelists arrive. Where the panel is eating off-site, panelists will cover the cost of any alcohol.
- **Welcome:** as tangata whenua for their site, the provider sets the kawa for the ceremonial welcome, usually in the form of a brief mihi whakatau. The arrangement for the mihi whakatau should be communicated to the Teaching Council via the Teaching Council representative in advance of the panel, so that the panel are suitably prepared with speakers, etc.

Appendix Two – Document submission

- Submitting multiple programmes via a single document is permissible, but the document should be explicit where divergences occur between different programmes. For example, if four programmes all share common features, that should be explicit in documentation.
- If provider documentation has been primarily formatted for NZQA, a clear index must be presented which indicates where each Teaching Council requirement is also located.
- Where possible, submit using a limited number of digital files. For example, the main body of the application may be a single digital file, and another file (or multiple files) for the appendices.
- Use short file names which effectively describe the document to the Teaching Council and NZQA staff. Problems have occurred when long file names have prevented readers from opening digital files.
- If a digital and a hard copy are provided to the panel and the chair, the documents must be identical and have the version number visible to ensure consistency for discussions.
- All documents (including appendices) should have page numbers. For the benefit of readers who prefer using a printed hard copy, it is recommended that the document footers should also include the name of the document.

Appendix Three - Roles within panels

Chair's responsibilities

The chair has a duty to make sure the panel process has integrity. In this regard, the chair must act impartially and independently to ensure that the business of the panel is conducted in a proper, fair, and efficient manner, and that all parties are given the opportunity to fully participate. Therefore, the chair will regulate the course of the meetings to keep proceedings relevant, focused, and conducted in a timely manner.

The role of the chair includes:

- agreeing an agenda for the visit with the provider(s)
- in conjunction with the panel, arranging the conduct of each meeting, the relevant questions, and the person to raise these questions during the panel
- directing and leading the panel process, including presenting questions, ensuring that the timing of the agenda is adhered to, that the proceedings are fair, and equitable, and coordinating panel times and call-backs
- ensuring the visit is completed in its entirety prior to the panel making its recommendations
- requiring that any requests for further information which arise during the visit are made to the provider through the panel chair only
- reporting back to the provider during and at the end of the panel visit process
- writing the draft report.

Māori representative(s)

The role of the Māori representative is to ensure that all relevant sections of the Requirements pertaining to kaupapa Māori, te reo and tikanga Māori are clearly documented and articulated. This includes:

- the extent to which the conceptual framework has, and continues to, promote and support Māori student success
- through curriculum design and assessment methodology
- specific references to the needs and interests of diverse learners in a range of settings
- a Te Tiriti o Waitangi partnership lens
- leading set questions from the panel around diverse kaupapa Māori realities - this considers the knowledge, skills, attitudes and values from diverse Māori realities, including iwi aspirations and voice
- assisting the chair where necessary - this includes, but is not limited to, providing advice pertaining to the Treaty of Waitangi, kaupapa Māori, synergies of the context and iwi partners, to lead and guide panel sessions if requested by the chair, deliver mihi, karakia, and/or provide translations between te reo Māori and English
- providing feedback on the draft report.

The Māori representative will also have an interest in provider relationships and partnerships with iwi and key stakeholders who have a vested interest in the programme and a well-defined graduate profile.

Pacific peoples' representative(s)

The role of the Pacific peoples' representative closely aligns to the expectations for the role of the Māori representative. There will be a specific focus on the extent to which the programme caters for and promotes the cultural, educational, social and wellbeing aspirations of Pacific students, families and community. This includes:

- ensuring that the conceptual framework has, and continues to, promote and support Pacific student success
- recognising that the needs and interests of diverse learners in a range of settings are reflected
- determining how the programme will support Pacific students to understand and articulate the significance of Te Tiriti o Waitangi in Aotearoa
- leading set questions from the panel around expectations and aspirations for Pacific learners in early childhood and schooling
- assisting the chair where necessary by providing advice and support towards the understanding of concepts relating to Sui Pasefika and lead and guide panel sessions where required
- providing feedback on the draft report.

The Pacific peoples' representative will also have an interest in the effectiveness of provider relationships and partnerships with its various Pacific communities, families, and organisations.

NZQA Representative

(This applies to degree applications from polytechnics, wānanga, private training provider programme application)

The NZQA evaluator is present to ensure that the gazetted criteria are adhered to. The NZQA evaluator will have collated the preliminary evaluation and requested any further NZQA-related information from the provider prior to forming the panel.

The role of the NZQA representative on the panel is (where applicable):

- to ensure that the gazetted criteria as documented in the rules and NZQA guidelines are adhered to and that the panel process is followed correctly
- to compile appropriate notation
- to receive and coordinate the responses to the draft NZQA report from the provider and produce a final NZQA report
- to provide guidance to the panel, making notes and presenting questions (if necessary) during the panel
- progress the review to conclusion and finalise the NZQA report.

Expertise (as required) regarding assessment, curriculum, and inclusion

Where required and where possible, expertise will be represented by panel members in the areas of assessment, curriculum and inclusion.

Teaching Council representatives

The Teaching Council representative will provide secretarial services and Teaching Council-related support for the panel and chair. The Teaching Council representative is not part of the panel and will not contribute to the programme review panels recommendations. The Teaching Council representative will:

- liaise with providers
- provide advice to the chair and panel on ITE Requirements and or relevant Teaching Council policy.



**Teaching
Council of
Aotearoa
New Zealand**

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

Post: PO Box 5326, Wellington 6140, NZ

Phone: +64 4 471 0852

Email: enquiries@teachingcouncil.nz