

TEACHING COUNCIL

NEW ZEALAND | Matatū Aotearoa

12 August 2020

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Tēnā koe ██████

Thank you for your email received by us on 10 August 2020. You supplied a letter to you from the Minister of Education and sought clarification of its contents and have requested the following information under the Official Information Act

“Can you please send me the details you can around the exemptions to train in a post graduate course that the Teachers Council have issued. In particular the amount of exemptions issued in the last two years.”

I can advise as follows. There have been 12 applications sent to the Teaching Council from providers since January 2019 for exemption to enter post graduate study (Graduate Diploma, Post Graduate Diploma, Masters). Each application is considered through an exemption panel process, as follows.

- Application comes in from an Initial Teacher Education provider
- Application is prepared for panel (additional information may be requested to inform panel)
- Application is considered at panel.
- Recommendation is made by panel to manager for an approval or decline.
- Decision reviewed by manager
- Letter outlining decision sent to provider with copy to candidate.

Of the 12 applications received since January 2019, four were declined at panel. These were all declined for different reasons including:

- qualifications not recognised by NZQA
- combined record of study was all below level 4 on the NZQF framework
- work experience was unrelated to the qualifications
- curriculum area they intended to teach was not evident, either in their qualifications or in the work experience evidence provided.

The eight applications which were approved, all provided evidence of further or tertiary study at level 5 or above, which, when combined with relevant work experience provided the candidate with sufficient depth and breadth of relevant subject or curriculum knowledge at levels 5-7 that would enable them to advance student learning or provided adequate evidence when combined could demonstrate equivalence to an undergraduate degree.

All requests for exemption were supported by the provider. The applications included details of additional papers, study support and academic guidance that would be given over and above that provided to a candidate entering with an undergraduate degree.

The Teaching Council is unable to accept applications directly from the public for exemptions of this nature as the candidate needs to have the support of the provider. The candidate also needs to complete all relevant entry processes including police vetting, a face to face interview and literacy and numeracy testing, as with any other candidate. Providers are encouraged to seek the advice of the

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teaching profession from their local schools if they need additional guidance to be assured of the curriculum content knowledge and study and work experience

Further information and context

We are aware that until 2002 Trade Certificated Teachers could use their Trade Certificate to enter initial teacher education. In 2003 changes were made following a joint taskforce with PPTA and the then Ministry of Education regarding secondary school remuneration as part of negotiations between PPTA and MOE. The change in qualification levels required for entry was also in response to a call from the profession to ensure quality teaching and learning in the classroom from suitably qualified staff, it was agreed at that time that a Level 7 qualification was the minimum required for entry into the profession. For Secondary teachers this meant holding the equivalent of a first degree and then a graduate diploma, post graduate diploma or Master's qualification in teaching.

This decision had an impact directly on the number of technology specialists being able to make the career change to enter teaching. They were from that point required to complete additional study to enable them to enter the ITE pathway. Lifting their trade qualification, usually level 5 or 6 up to a level 7 qualification. This was initially filled by a Level 7 Diploma of Specialist Subjects but that qualification, unfortunately did not continue to be offered.

More recently the only option other than completing an entire undergraduate degree prior to entry into a secondary Initial Teacher Education (ITE) programme has been the 2 year technology specialist option offered at Waikato University, however it is designed specifically for a set range of technology subjects and is only available to those who are willing to be based in Hamilton.

In 2019 the Teaching Council released the ITE programme Approval, Monitoring and Review Requirements. These are designed to enable Initial Teacher Education providers to design quality programmes that lead to High Quality graduates we require in the profession.

In the requirements the Teaching Council have included an opportunity for approval to be considered for programmes that can accept a cohort of candidates without a Bachelor degree at level 7. The Teaching Council, through a panel approval process would need to be satisfied there were appropriate policies and procedures in place to enable this cohort to succeed. The programme would need to be designed with a specific entry pathway for teacher cohorts that may be in short supply (technology teachers in this instance) and/or where candidates have a combination of skills, experience and qualification(s) such that the profession could be assured that candidates would have in-depth expertise in a curriculum area that will enable them to advance student learning. (p.39 of the 2019 Requirements)

https://teachingcouncil.nz/sites/default/files/ITE_Requirements_FINAL_10April2019_0.pdf

A few ITE providers are currently exploring what this would mean for them regarding their own secondary programmes as they design programmes to bring to the Teaching Council for approval (all programmes need to be approved under the new requirements by January 2022). ITE providers have been given the opportunity to use this flexible entry option. This could provide an entry point for those with trade or work-based qualifications and significant experience, if they can demonstrate adequately how the programme design will support these candidates to succeed as classroom teachers. The ITE provider is also expected to design these programmes in partnership with the profession to ensure the programme they design is fit for purpose and serves the need of the communities it will serve. The Teaching Council has been in regular conversations with providers and with interested groups such as the technology associations HETTANZ and NZGATTA to ensure the voice of their members is heard.

Once programmes for ITE are designed using the flexible entry pathway we hope it will enable those who wish to move from their current trade into the classroom. We appreciate that making this change could have an impact on earnings and there are ways to support those transitioning into the profession built into the system. For the teacher trainee there are scholarships available through the TeachNZ



scholarship website. Also if a person was able to find a role in a school during their training and be granted a Limited Authority to Teach (LAT) practising certificate, then the school is able to access the additional funding available to schools with a LAT through the 3RNF funding <https://www.teachnz.govt.nz/information-for-schools-and-principals/teacher-supply/recruitment-retention-and-responsibility-national-fund/>

I hope this information satisfies your enquiry.

You have the right to seek an investigation and review by the Ombudsman of this response. Information about how to make a complaint is available at www.ombudsman.parliament.nz or freephone 0800 802 602.

If you wish to discuss this decision with us, please feel free to contact Sandra Kelman, Government Relations & Information Manager who may be able to provide further assistance should you be willing to change or refine your request. Her email address is sandra.kelman@teachingcouncil.nz.

Nāku noa, nā



Pauline Barnes
Deputy Chief Executive Professional Services

