

Creating an equitable future-focused Initial Teacher Education (ITE) system

The new ITE Requirements – the journey so far.

22 February 2022



**Teaching
Council of
Aotearoa
New Zealand**

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Contents

Our Vision	3
Purpose of this report	4
Message from the Teaching Council	5
Section 1: The reasons for the journey	6
1.1 Why we are on this journey?	6
1.2 What is the role of ITE?	6
1.3 What is the role of the Teaching Council?	8
1.4 How were the 2019 ITE Requirements developed?	10
1.5 What issues were identified during the research and collaboration process?	12
1.6 What key changes have the new ITE Requirements introduced?	14
Section 2: The journey so far	16
2.1 How many programmes have been approved?	16
2.2 What challenges and opportunities are emerging?	17
2.3 What has been the impact of COVID-19?	19
2.4 What are the next steps and outlook?	20
Appendix 1 How has the ITE sector changed?	22
Appendix 2 The ITE programme requirements....what are they?	25
A2.1 Why is there a link to the <i>Standards Ngā Paerewa</i> ?	26
A2.2 Why the emphasis on authentic partnerships?	28
A2.3 What is the importance of professional experience placements?	29
A2.4 What assessment framework is used?	32
A2.5 What are Key Teaching Tasks (KTTs)?	33
A2.6 What is a Culminating Integrated Assessment (CIA)?	34
A2.7 What literacy and numeracy requirements are there?	36
A2.8 What are the expectations for the development of te reo Māori competency?	37
A2.9 How are Māori Medium ITE programmes approved?	37
A2.10 How is an inclusive approach to teaching practice provided for?	39
A2.11 How are Tapasa and Tātaiako reflected in the ITE Requirements?	40
A2.12 What and who are ITE Programme Approval Panels?	41

Our Vision

From “Our Vision - Initial Teacher Education 2021” - Education Council 2017

“Excellence in teaching and educational leadership in New Zealand is a vital part of enabling every child and young person to be successful....¹

Our aim is for all newly qualified teachers to be equipped for their first teaching role and have the skills to continue to learn and adapt their practice to meet future challenges.

There is agreement among teachers, researchers, and writers that the New Zealand education environment today, and teachers’ roles in it, is more complex and dynamic than it has been at any time in the past. With New Zealand early childhood settings and schools|kura becoming more diverse, every individual has the right to succeed in a culturally responsive learning environment.²

“He pai te tirohanga ki ngā mahara mō ngā rā pahemo, engari ka puta te māramatanga i runga i te titiro whakamua.

It is good to have recollections of the past, but wisdom comes from being able to prepare opportunities for the future.”

¹ “Our Vision - Initial Teacher Education 2021”, Education Council, July 2017, page 1

² Ibid, page 1

Purpose of this report

This report has been produced now as a snap-shot in time, when the new ITE Programme Approval, Monitoring and Review Requirements (ITE Requirements) published in 2019 come towards the end of the timeframe set for approval documentation to be submitted. We believe this is the right time to reflect on the ITE journey so far. This report outlines the reasons why this journey has been undertaken, the changes introduced by the new ITE Requirements, and where we are at two years after the new ITE Requirements publication, including emerging strengths, challenges, and the planned journey ahead.

This report does not evaluate the impact of the new ITE Requirements – it is premature at this time to undertake evaluations when some programmes have yet to be approved, when some approved programmes have yet to start to be delivered, and when many student teachers have yet to graduate from approved programmes. The Teaching Council is starting to plan for how best to evaluate the impact of the changes introduced by the new ITE Requirements from 2022.

How to read this report

We acknowledge different parts of the profession and the public will have different levels of understanding about the purpose of the ITE Requirements, how they are developed, how ITE providers apply them and how they are approved. We suggest options for how to read this report based on the reader’s familiarity with the ITE sector and processes.

ITE providers

Section 2 – “the journey so far” - is likely to be of prime interest to those ITE providers who are already familiar with the ITE Requirements (Appendix 2) and already understand the reasons why the new ITE Requirements were introduced (Section 1).

Members of the profession

Section 1 – “the reasons for the journey” – provides information about why the new ITE Requirements were introduced. If you are not familiar with them, Appendix 2 – “the ITE Requirements...what are they?” – provides examples about key components of the ITE Requirements. A better understanding of the ITE Requirements is likely to help make sense of Section 2 describing the journey so far.

Members of school | kura and centre communities and members of the public

Appendix 1 – “how the ITE sector has changed” – may provide useful information about the ITE sector. Section 1 – “the reasons for the journey” – provides information about why the new ITE Requirements were introduced. If you are not familiar with them, Appendix 2 – “the ITE Requirements...what are they?” – provides examples about key components of the ITE Requirements. A better understanding of the ITE Requirements is likely to help make sense of Section 2 describing the journey so far.

Message from the Teaching Council

Tēnā koe, Mälō e lelei, Talofa lava, Taloha ni, Kia orana, Fakaalofa lahi atu, Namaste, Ni sa bula and warm Pacific greetings

ITE needs to equip new teachers with the skills, knowledge, and practice they need in their first teaching role. It must also and to enable them to continue to learn and adapt their practice for future challenges and meet the *Standards for the Teaching Profession | Ngā Paerewa*. Our aim is to build for the future, and to create a system that is responsive to challenges and complexities.

To achieve this, Phase One of our ITE journey has been the introduction of new ITE Programme Approval, Monitoring and Review Requirements in 2019. Through our journey we will see an ITE system which increasingly embraces and reflects the unique sociocultural context of Aotearoa New Zealand.

The Teaching Council acknowledges the time, commitment, and resources ITE providers and partner organisations contribute to developing new programmes that meet the new ITE requirements, including building authentic partnerships. We appreciate that programme development is a rigorous process and that authentic partnerships take time to develop. A wide range of partnerships help student teachers understand the relation between theoretical knowledge and practical skills and enable ITE providers to work in more creative and flexible ways to support specialist curriculum areas. As providers and partners, you can be proud of the innovative authentic partnerships you've already created.

COVID-19 has impacted on the number of approvals issued. As of 1 December 2021, 72% of programmes have been approved under the new ITE Requirements or been considered by an ITE Approval Panel. However, to date very few new teachers have graduated from these programmes. While the new requirements set the direction for the journey, it will take time before we see an impact on the education system as a whole.

The Council acknowledges how hard it has been for the whole sector since the arrival of COVID-19 in Aotearoa New Zealand, especially the challenges associated with student teachers undertaking professional experience placements, and for new teachers only just starting to practice in classrooms and centres. We acknowledge providers and partners who have worked very hard to adjust programme delivery. Our COVID-19 response couldn't have been as effective as it has been, if ITE providers and the profession had not shown this great resilience. The overwhelming feedback we are receiving is testament to your perseverance and adaptability in these difficult circumstances, and we thank you for this.

Moving forward, with the transitional phase of programmes being approved under the new Requirements coming to an end, the Council is focussing on Phase Two of the Council's ITE work programme. The ITE Advisory Group reconvened in November 2021 to allow the Council to draw on expert advice. This will allow ITE to remain future-focused and responsive to emerging issues and needs, so that we can successfully continue our journey.

Nāku ā ngākau pono,



Nicola Ngarewa, Council Chair
Teaching Council of Aotearoa New Zealand



Lesley Hoskin, Chief Executive
Teaching Council of Aotearoa New Zealand

Section 1

The reasons for the journey

Part 1.1 Why are we on this journey?

Initial Teacher Education (ITE) plays a pivotal role in ensuring our teaching workforce is well-prepared to meet the needs of diverse learners and their whānau/families and communities. Our ITE system is on a multi-year voyage of change. The system we are fostering needs to be dynamic and responsive to changes in education. It is in this context that the Teaching Council (the Council) is encouraging the development of a future-focused ITE system to prepare every teaching graduate with meeting the Standards for the Teaching Profession | Ngā Paerewa and with the skills to adapt to a changing education environment. Collectively we want to see an ITE system which embraces, and reflects, the unique sociocultural context of Aotearoa New Zealand.

The first stage of our ITE journey has been the development of new ITE Programme Approval, Monitoring and Review Requirements (ITE Requirements). The new ITE Requirements are the primary means by which the Council can shape a future-focused ITE system. They set the direction for ITE programme design and delivery, as well as ITE student selection and graduate outcomes. Introducing these new ITE Requirements has been a major milestone, but it will take time for them to have an impact on the education system as a whole. ITE providers have had to develop new programmes to meet these ITE Requirements, and, - in many cases, - student teachers are just entering those new programmes now. It will take two or three years before the majority of new teachers will be graduating under the new ITE Requirements.

The new ITE Requirements were launched in 2019, following a period of intensive engagement from 2016 with key stakeholders, including ITE professionals, principals, and teachers.

The big shifts in the new ITE Requirements are:

- flexibility - allowing providers to prioritise their programme design and assessment decisions in the context of their local community and ITE partnerships
- requiring authentic, reciprocal partnerships - with local teachers, iwi and community organisations
- culminating integrative assessments against the *Standards | Ngā Paerewa*
- increased emphasis on development of student teachers' capability in te reo Māori

Part 1.2 What is the role of ITE?

ITE should be cutting edge, reviewing the most recent research evidence about effective teaching practice, and providing and supporting the very best of what is happening currently in the sector. Research-informed ITE shapes the sector in concert with policy and practice innovation in the profession, that allows new teachers to bring a fresh perspective into classrooms and centres.

ITE is a pivotal contributor to the ongoing development of the teaching profession through its research, innovation and partnership work in the field.

Today the challenge of being a teacher is more complex than was previously understood. The 30 Year Vision | Te Pae Tawhiti - Education Work Programme Overview introduces a series of action plans across the education sector - including NELP (National Education and Learning Priorities), Early Learning Action Plan, Ka Hikitia - Ka Hāpaitia, Learning Support Action Plan, Te Hurihanganui and the Action Plan for Pacific Education.

The challenges include, but are not limited to:

- an increased level of expectation for teachers to make a difference – to be holistic caretakers of their learners by addressing academic growth, but also promoting their wellbeing and development in areas like physical health, mental health, social equity, personal identity, and community membership
- a new expectation that teachers must be developing their competence in te reo and tikanga Māori and teaching learners to be “young people who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all culture are valued for the contributions they bring”³
- the expectation all teachers are committed to the Code of Professional Responsibility and Standards for the Teaching Profession | Ngā Tikanga Matatika mō te Haepapa Ngaioletanga me ngā Paerewa mō te Umanga Whakaakoranga
- a growing expectation that teachers approach every learner as a unique individual with unique learning needs
- the need for teachers to become experts in pedagogy to support understandings of what effective practice looks like for each unique learner
- an expectation that teaching and education includes whānau as well as the learner, requiring teachers to build relationships and work with each learner’s whānau as well as each learner
- the changing nature of what student teachers should learn and how they learn
- an increasing number of students with specific learning and behavioural needs being considered through inclusive educational practices.

ITE programmes must address these challenges. This involves ITE providers ensuring graduating teachers:

- demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership
- use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of others
- establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner
- develop a culture that is focussed on learning, and is characterised by respect, inclusion, empathy, collaboration and safety
- design learning based on curriculum and pedagogical knowledge, assessment information and understanding of each learner’s strengths, interest, needs, identities, languages and cultures
- have the skills to teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace
- have a sound theoretical understanding of core pedagogy and current curriculum content knowledge – with the capability to develop their pedagogy, knowledge and practice over time
- have sufficient practical experience to manage their learning context, cultural competence, and good relationship management skills
- have a sound understanding of their professional responsibilities and the ability to continually review and adapt their practice with changes in context, learner needs and the evolving understanding of learning processes.

We want to make sure our newly qualified teachers are well equipped to meet the learning needs of their students when they start teaching, but at the same time we need to acknowledge that they will continue their learning and development throughout their careers which will see their skills, knowledge and practice develop over time.

How are theory and practice accommodated?

An ongoing debate within the design and delivery of ITE programmes is how best to provide student teachers with the right balance between theory or academic knowledge and the practical application of teaching skills.

Getting the balance right is important to ensure ITE graduates are capable of successfully teaching in today's environments and have the skills to adapt to meet the needs of teaching in the future.

The risk of an imbalance between theory and practice is that ITE providers are disconnected from the profession, which would lead to student teachers getting too much academic knowledge without the practical capability to teach. However, providing the pedagogical knowledge necessary to help teachers to continually reflect upon and adapt their teaching practice to diverse learners and environments is also important.

To help achieve the best balance, authentic partnerships have become a major component of the new ITE approval requirement policies. Partnerships help student teachers to understand the relation between theoretical knowledge and practical skills. Through partnerships, ITE providers, schools | kura and ECE centres work in true collaboration and share the commitment to supporting the student teacher.⁴

The programme approvals that the Council have seen under the new ITE requirements link theory to practice, encouraging constant reflection on practice as experienced in professional experience placements through a theory lens gained through knowledge of pedagogy.

What is knowledge of practice?

The new ITE requirements reflect a “knowledge of practice”⁵ approach that prepares teachers to generate knowledge through inquiring into their own practice and using knowledge/theory produced by others. In terms of programme design, this model involves schools|kura and centres in programme/course/professional experience placement design and development. Student teachers are viewed as inquiring practitioners with an emphasis on problematising knowledge and practice. Engagement in inquiry is aimed at understanding, articulating, and changing practice to enhance learner outcomes. In terms of professional experience placements, schools|kura and centres and the ITE community work collaboratively as partners to provide conditions for teacher students to problematise and inquire into their practice to enhance their learning and development as teachers.

Part 1.3 What is the role of the Teaching Council?

The Teaching Council is the professional body for registered teachers and an independent statutory body.

The role of the Council is equivalent to that of registration authorities in most professions – from medicine and nursing, to engineering and surveying, and accountancy and legal representation.

Some of its legislated functions have previously been performed by the following bodies:

- Teacher Registration Board (TRB) – 1989 to 2002 (had narrower regulatory functions)
- Teachers Council – 2002 to 2015 (a Crown entity)
- Education Council – 2015 to 2019
- Teaching Council – from 2019.

4 Whatman, J. and MacDonald, J. (2017). New Zealand Council for Educational Research (2017), 'High quality practica and the integration of theory and practice in initial teacher education - A literature review prepared for the Education Council - Report Summary', p. 2.

5 Grudnoff, L., "Powering up ITE partnerships: problems and possibilities", Teaching Council symposium on ITE partnerships

The Council's current legal functions under the Education and Training Act 2020 include:

- establishing and maintaining standards for qualifications that lead to teacher registration
- reviewing those standards at any time and, after consultation with the Minister, varying, deleting, replacing, adding or substituting standards
- conducting, in conjunction with quality assurance agencies, approvals of teacher education programmes.

The involvement of a teachers' registration body in ITE has evolved over time. Noeline Alcorn's history of the New Zealand Teachers Council describes the role of the TRB and Teachers Council in ITE⁶. The TRB had a minor role in the ITE approval process. The Education Standards Act 2001 gave the Teachers Council authority to establish and maintain standards for qualifications that lead to teacher registration and conduct approvals of teacher education programmes in association with quality assurance agencies.

In July 2002, the Teachers Council published "Standards for Qualifications that Lead to Teacher Registration: Guidelines for the Approval of Teacher Education Programmes".

In October 2010, the Education Council issued "Approval, Review and Monitoring Processes and Requirements for Initial Teacher Education Programmes" which were amended in June 2013, July 2015, September 2016, and February 2017. Guidelines for documentation for ITE programmes were also issued.

In late 2015, the Education Council initiated a comprehensive, profession-led review of the future of ITE with a broad range of stakeholders. This resulted in a strategy and a phased work plan starting with new requirements.

A new Code | Ngā Tikanga Matatika and Standards | Ngā Paerewa were developed and published in 2017.

The new ITE Requirements were published in April 2019 by the Teaching Council.

6 Alcorn, N., "Between the profession and the state: a history of the New Zealand Teachers Council", 2015, NZCER Press

Part 1.4 How were the 2019 ITE Requirements developed?

The Teaching Council has been working on creating a 'future-focused ITE system' for over five years.

Table 1: Timeline of development of new ITE Requirements

Year		Description
2015	Review of ITE	In late 2015, the Teaching Council Board (then the Education Council) initiated a profession-led review of the future of ITE with a broad range of stakeholders.
2016	Discussion Paper	We released a discussion paper in July 2016: Strategic options for developing future orientated Initial Teacher Education .
2017	Consultation and Vision	In 2017, we consulted with the teaching profession on proposals for future-focused ITE. We received around 200 submissions and wrote a summary of our consultation findings . Later in 2017, we released Our Vision for the new ITE system and detailed decisions. NZCER published on our behalf High quality practica and the integration of theory and practice: a literature review .
	New professional Code & Standards	The new Code Ngā Tikanga Matatika and Standards Ngā Paerewa for the teaching profession was released.
2018	Draft Requirements and more consultation	The ITE Advisory Group (ITEAG) met regularly during 2018. In July 2018, we released the draft requirements for consultation. In December 2018, we released an ITE Statement setting out what we heard, our response, and next steps.
2019	New assessment framework	A new assessment framework developed with University of Auckland specialists, and assessment working group, in consultation with ITE providers at two hui
	New requirements launched	The new ITE Programme Approval, Monitoring and Review Requirements were launched. These Requirements came into effect in July 2019.
	First approvals	The first approvals under the new ITE Requirements received and considered by an ITE Programme Approval Panels in October 2019. Five Bachelor programmes with students due to finish at end of 2022. Five graduate diplomas with students due to finish in late 2020 or 2021.
2020	COVID-19 and Approval Panels	Council implemented a temporary ITE policy to combat the effect of COVID-19 on professional experience placements.
2021	Te Whare o Rongotauira	A specific version of the ITE Requirements was developed with providers and practitioners of Māori medium programmes: Te Whare o Rongotauira , - published in April 2021
	COVID-19 and Approval Panels	The temporary ITE policy to combat the effect of COVID-19 on professional experience placements applied also in 2021.
	As of 1 December 2021	60 programmes have been approved by ITE Programme Approval Panels (64% of expected programmes)
2022	Deadline for new programmes	All ITE programmes must have applied under the new ITE Requirements by 1 January 2022, unless they have approval from the Council.

What was the contribution of the ITE Advisory Group?

The Council set up an Initial Teacher Education Advisory Group (ITEAG) to draw on expert advice as needed. This was done to ensure different voices were included in design and implementation, and to create a channel for consultation and advice to support the development of the new requirements.

The ITEAG included practising teachers, principals, and early childhood education centre managers, and ITE experts and innovators. Members' experience spanned early childhood, primary, and secondary education, and both English- and Māori-medium.

ITEAG members held regular meetings from January 2018 to May 2019. In their first meeting they discussed a set of draft principles to guide the design of the ITE work programme. Key points raised by the ITEAG were the need for:

- ITE to be attractive and engaging to students
- keeping the end teacher in mind
- ITE to be relevant to professional practice, to students, to future roles
- teachers to continue to develop their knowledge and skills including through professional development and inquiry
- a coherent system while recognising that some parts of the system have gaps i.e., Māori medium
- considering the three pillars of the profession and desire to teach

During their regular meetings, the ITEAG considered the need to address the Māori medium teacher shortage by growing the Māori medium workforce, improve non-Māori teachers' capability to teach Māori learners, and to test the *Standards | Ngā Paerewa* in the Māori medium context so that all learners have quality teachers.

The ITEAG also noted the need to consider a balance between flexibility and prescriptive programme requirements.

A separate working group provided specialist advice on assessment frameworks and tools.

Part 1.5 What issues were identified during the research and collaboration process?

The discussion document “Strategic options for developing future-oriented ITE”, published by the Education Council in 2016, identified changes in the educational landscape that needed to be reflected in ITE to prepare teachers for the future. The document noted that these changes “...imply a significant step change in the nature of professionalism required from teachers from what might have been perceived in times past, and a capability to respond to ongoing change in both the context for teaching and many aspects of the job itself”⁷.

Table 2: Changes identified in the education landscape and how reflected in new ITE Requirements

Changes in the educational landscape	How this is reflected in new ITE Requirements
Teacher and student relationships that build on students’ identity and culture	Expectations that programmes provide student teachers with the understanding and ability to uphold the expectations of the Code I Ngā Tikanga Matatika and values, including Commitment to Learners I Ko Te Ngākaunui ki Ngā Ākonga (includes “respecting the diversity of the heritage, language, identity and culture of all learners”, “affirming Māori learners as tangata whenua and supporting their educational aspirations” and “promoting inclusive practices to support the needs and abilities of all learners”) - see new Requirement 1.2 “Unpacking the expectations of the Code and the underpinning values”.
Greater accountability for student progress	Assessment framework that provides for summative assessment decisions drawing on a variety of robust information from a range of assessment sources and types - see ITE Requirement 4.1 “Assessment framework for meeting the Standards (in a supported environment)”.
Greater emphasis on working with parents/whānau	Strong focus on designing programmes with key partners - see new ITE Requirement 1.3 “Design and delivery based on Authentic Partnerships”.
Inquiry-based approach to enhance student learning and enable teachers to continually learn	Expectation that theory and practice will be integrated in an effective and coherent way - see new ITE Requirement 2.3 “Programme coherence”.
Scope for strengthening practicum component	Increase in length of professional experience placements (PEP) - see new ITE Requirements 3.2 “High-quality features of PEP”; 3.3 “Support during PEP”; 3.4 “Number of opportunities to pass PEP”; and 3.5 “Minimum PEP periods”.

7 “Strategic options for developing future oriented Initial Teacher Education”, Education Council, July 2016, page 5

Table 3: Issues identified and how reflected in new ITE Requirements

Issues	How this is reflected in new ITE Requirements
Concerns about entry requirements	Strengthening of entry requirements into programmes - see new ITE Requirements 6.1 "Academic requirements for admission".
Variability in the organisation of practicum	Increase in length and quality of professional experience placements (PEP) - see new ITE Requirements 3.2 "high-quality features of PEP"; 3.3 "Support during PEP"; 3.4 "Number of opportunities to pass PEP"; and 3.5 "Minimum PEP periods".
Possible variability in the capability of graduate teachers	National moderation process for provider assessment decisions provided under new ITE Requirement 7.1 "Moderation and review".
Perception that ITE become increasingly academic and newly graduated teachers lack practical skills	Establish KTTs with partners - see new ITE Requirement 4.3 "Key Teaching Tasks". Increase in length and quality of professional experience placements (PEP) - see new ITE Requirements 3.2 "high-quality features of PEP"; 3.3 "Support during PEP"; 3.4 "Number of opportunities to pass PEP"; and 3.5 "Minimum PEP periods".
Greater collaboration and coherence across ITE system	Programmes and delivery methods expected to be structured and designed to ensure graduates are able to demonstrate meeting the Standards INgā Paerewa (in a supported environment) - see new ITE Requirements 2.4 "Programme structure and content" and 3.1 "Delivery methods sufficient for graduates to meet the Standards (in a supported environment)".
Different perspectives about what is important to achieve in ITE programmes	Replacement of Graduating Teacher Standards and Practising Teacher Criteria with introduction of new <i>Code Ngā Tikanga Matatika and Standards Ngā Paerewa</i> that reflect critical capabilities (the <i>Standards Ngā Paerewa</i> developed in conjunction with the profession) : these underpin the new ITE Requirements - see new ITE Requirement 1.1 "Meeting the Standards (in a supported environment)".
Lack of consistency in assessment of graduate outcomes	Introduction of an assessment framework - see new ITE Requirement 4.1 "Assessment framework for meeting the Standards (in a supported environment)".
Weakness in numeracy amongst ITE students	Strengthening of entry into programmes and literacy and numeracy standards - see new ITE Requirements 6.1 "Academic requirements for admission"; 6.2 "Competency in English language, te reo Māori, literacy and numeracy (English medium programmes)"; and 6.3 "Competency in te reo Māori, literacy and numeracy (Māori medium programmes)".

The 2016 discussion document identified desired graduate outcomes identified by a range of sector stakeholders at a discussion hosted by the Education Council in February 2016.

The discussion document also noted that with 156 programmes and 25 providers, "...in the absence of system coordination there is potential for fragmentation of effort, loss of economies of scale and variability in quality."⁸ As of 1 December 2021 the Council is expecting 94 programmes to be approved under the new ITE Requirements by 27 ITE providers.

Providing for a Māori voice

The Council considers that it is important that Māori medium providers are able to describe their approach to their programme design and development through narratives that express their own distinct ways of knowing, being and thereby informing the approval process with relevant, succinct kōrero.

8 Ibid, page 7

Ohu Kaupapa Māori, an advisory group, was established by the Council to provide advice, guidance and undertake a range of activities to support the implementation of the new ITE requirements across the Māori medium sector. Key tasks included co-designing with the Council a new assessment framework to support implementation of the new ITE Requirements across the Māori medium education sector.

Ohu Kaupapa Māori developed *Te Whare o Rongotauira – Māori medium Initial Teacher Education Programme Approval, Monitoring and Review Requirements*, which was published by the Council in April 2021.

Te Whare o Rongotauira focuses upon the guidance and support to ITE providers who seek to implement Māori medium programmes, and to panel members as representatives of the profession will be reviewing and recommending them for approval.

The issue of ‘readiness’ of newly graduated teachers

An important – and ongoing – debate within the education sector is about the ‘readiness’ of new teachers to teach from day one.

There is some tension between different expectations regarding the ‘readiness’ of new teachers. One expectation is that new teachers need to be completely ready to teach on day one of their professional career. The Council does not share this view. One of the six *Standards | Ngā Paerewa*, which all teachers must meet to maintain their practising certificates, is “Professional learning” – the use of inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. This is expected of all teachers throughout their teaching career.

While the Council aims to have new teachers ready to demonstrate core teaching skills when they start teaching, we believe that new teachers are still on an ongoing journey to build skills and experience. It is important to acknowledge the responsibility of schools | kura and centres for supporting new teachers during the two-year induction and mentoring programme they are required to complete as part of their Tōmua | Provisional practising certificate. A Tōmua | Provisional practising certificate means a teacher has not yet had the opportunity to demonstrate that they independently use and meet the *Standards | Ngā Paerewa*. It is expected new teachers will meet the *Standards | Ngā Paerewa* with support, provided by their mentor teacher and school | kura community. It is only when a teacher is issued with a Tūturu | Category One or Pūmau | Category Two Full practising certificate that they are considered able to fully meet the *Standards | Ngā Paerewa*. Experience shows that induction and mentoring play a pivotal part of developing a teacher’s competence.

Part 1.6 What key changes have the new ITE Requirements introduced?

After extensive engagement, the Council completely reviewed the requirements for Initial Teacher Education (ITE) Programme Approval, Monitoring and Review (ITE Requirements) in April 2019.

Key changes

Key changes to the ITE Requirements include:

- making explicit that the focus of ITE programmes should be on ensuring that graduates can demonstrate they meet the *Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga* (in a supported environment) – see Appendix 2.1 about the *Standards | Ngā Paerewa*
- requiring providers to build authentic partnerships with centres/schools | kura, iwi/hapū/Māori rōpu and other communities to provide genuine input into key elements of programme design and delivery – see Appendix 2.2 about authentic partnerships
- lengthening and strengthening the minimum professional experience placement requirements so that student teachers get more time in centres/schools | kura – features of effective practice now expected – see Appendix 2.3 about professional experience placements

- contextualised, rigorous, varied and diverse assessments that providers will use to evaluate whether student teachers meet the *Standards | Ngā Paerewa*, in a supported environment, including:
 - Key Teaching Tasks (KTTs) which provide assurance of readiness – see Appendix 2.5 about Key Teaching Tasks.
 - Culminating Integrative Assessment (CIA) which provides confidence that student teachers can address the complexities of practice by drawing on and integrating elements from across the *Standards | Ngā Paerewa* – see Appendix 2.6 about Culminating Integrated Assessment.
- literacy and numeracy assessments that are set must be equivalent to university entrance (UE) and are required to be passed prior to entry into a programme, rather than prior to graduation. High-quality teaching demands command of a wide range of language skills. The Council changed its English language policy in 2019 to offer people a wider range of test options to demonstrate this competency and to provide us with evidence that they are proficient in English. The Council accepts a broad range of specified evidence, informed by the requirements of the New Zealand Qualifications Authority and Immigration New Zealand – see Appendix 2.7 about literacy and numeracy
- te reo Māori capability is assessed as close as possible to entry and English medium programmes must progressively monitor and support competency in te reo Māori during the programme, using sound practices in second language acquisition – see Appendix 2.7 about literacy and numeracy
- a specific approval and assessment framework for Māori medium ITE programmes – see Appendix 2.9 about the development of Te Whare o Rongotauira
- curriculum practice - new programmes are tested at approval panels to ensure curriculum practice is robust. ITE providers are tested about matters such as ‘whether the depth of curriculum knowledge that student teachers will graduate with is sufficient’ and ‘how recent relevant research such as current socio-cultural, historical, political, philosophical, and curriculum and pedagogical perspectives have informed the various programme elements’. Partnerships have enabled providers to work in more creative and flexible ways to support specialist curriculum areas.
- inclusiveness practice – an approval panel assesses how an ITE programme will prepare graduate teachers with the knowledge, skills and teaching strategies to teach in inclusive ways. 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 – see Appendix 2.10 about inclusive practice.

If you want to better understand these key changes and how they fit within the ITE approval framework, Appendix 2 provides more context.

Te Whare o Rongotauira

Te Whare o Rongotauira was published in April 2021. The recency of this document has impacted on the timings of Māori Medium ITE providers to undertake the review, design, and consultation processes necessary to create programmes under the new ITE requirements, and subsequent timing of submissions of documentation and scheduling of panels for new Māori Medium programmes.

Further information

See [ITE Programme Approval, Monitoring and Review Requirements – Key Changes for ITE Providers, April 2019](#).

See [Te Whare o Rongotauira, April 2021](#).

Section 2

The journey so far

Part 2.1 How many programmes have been approved?

As of 1 December 2021 64% of programmes have been approved under the new ITE Requirements. Eight programmes have been considered by an ITE Approval Panel and are awaiting final approval. The Council is expecting a further 26 programmes to be considered by ITE Programme Approval Panels - the majority of these programmes have had their approval documentation submitted. At this time we anticipate there will be a total of 94 programmes delivered by 27 ITE providers. The later publication of *Te Whare o Rongotauira - Māori medium Initial Teacher Education Programme Approval, Monitoring and Review Requirements*, in April 2021 means approvals for Māori medium ITE programmes are later than for English medium ITE programmes.

Table 4: Programme type and approval status as of 1 December 2021

Approval status	Programme Type											Total	%
	B ECE	B P	GD ECE	GD P	GD S	PGD ECE	PGD P	PGD S	M ECE	M P	M S		
Approved EM & MM	10	12	7	5	8	1	3	3	2	5	4	60	64%
Awaiting approval EM & MM	3	3	1	0	0	0	0	0	1	0	0	8	8%
To be approved EM	4	2	1	1	4	0	1	1	0	0	0	14	15%
To be approved MM	2	7	0	1	1	0	1	0	0	0	0	12	13%
Total	19	24	9	7	13	1	5	4	3	5	4	94	100%

Key	B	Bachelor	P	Primary	MTL	Masters
	ECE	Early Childhood Education	PGD	Postgraduate Diploma	EM	English medium
	GD	Graduate Diploma	S	Secondary	MM	Māori medium

It is important to note that to date very few student teachers have graduated from ITE programmes that have been approved under the new 2019 requirements. In 2019 9 programmes were approved; in 2020 31 programmes, and 20 programmes in 2021 up until 1 December 2021. The soonest graduates from Bachelor programmes approved under the new ITE Requirements will start teaching in 2022.

Part 2.2 What challenges and opportunities are emerging?

Conditions associated with the approval of programmes

The new ITE Requirements introduced some significant changes that required ITE providers and partners to input considerable effort, resources and mahi into unpacking the *Standards | Ngā Paerewa* and making the changes necessary to meet the new ITE Requirements.

It was anticipated that “approved with conditions” would need to be utilised as part of the implementation programme. All ITE providers have been engaged and willing to address the issues identified for the conditions to be met.

- “approved with conditions”

This is a mandatory improvement that is needed for the programme to meet the expectations of the ITE Requirements. The Condition with a timeframe must be met either:

- before the programme begins operation; or
- at a specific period while the programme is in operation.

Below are Conditions arising for programmes in English medium panels up until 15 July 2021. Only one Māori medium programme has been approved as at that date and is not included in this table.

Table 5: Number of conditions applied to English medium programmes up to 15 July 2021

Requirement No.	Description	No. of conditions
1.1	Meeting the <i>Standards Ngā Paerewa</i> (in a supported environment)	0
1.2	Upholding the expectations of the Code Ngā Tikanga Matatika and the underpinning values	0
1.3	Design and delivery based on authentic partnerships	23
2.2	Unpacking of the <i>Standards Ngā Paerewa</i>	7
2.3	Programme coherence	2
2.4	Programme structure and content	1
3.1	Delivery methods sufficient for graduates to meet the <i>Standards Ngā Paerewa</i> (in a supported environment)	1
3.2	High-quality features of professional experience placements	3
3.3	Support during professional experience placements	1
4.1	Assessment Framework for meeting the Standard Ngā Paerewa (in a supported environment)	1
4.2	Culminating Integrative Assessment (CIA)	10
4.3	Key Teaching Tasks (KTTs)	6
6.1	Academic requirements for admission	0
6.2	TRM	9
6.2	L&N	7
6.4	Values, disposition, and fitness to teach	0

TRM Te Reo Māori

L&N Literacy and numeracy

These figures provide a useful indication of the individual ITE Requirements that to date have generated the greatest number of Conditions associated with approval. The following tables describe:

- the four individual ITE Requirements with the highest number of Conditions
- the reasons why they have been more challenging for ITE providers
- examples of the Conditions issued by ITE Programme Approval Panels.

ITE Providers have engaged fully in working to meet the Conditions and work towards full approval.

Table 6: Four ITE Requirements with highest number of Conditions with reasons and examples

<p>1.3 Design and Delivery based on Authentic Partnerships</p>	<p>This Requirement has taken the earlier concept of ‘consultation’ from the 2010 Requirements and strengthened it to ‘collaboration’. Collaboration asks that ITE providers involve professional partners at a very early stage of programme design, so that partner wishes can be well considered and embedded as necessary.</p> <p>Accordingly partners are heavily involved in Requirements such as the <i>Standards Ngā Paerewa</i> unpacking (2.2) and very significantly in Key Teaching Tasks (4.3).</p> <p>With regards to how this ITE Requirement places pressure on providers, partnerships take time to build and sustain. Because of competitive pressures within ITE, many providers have undergone restructuring in recent years. This has reduced staffing overall and strained the capacity of ITE providers to connect with partners as they wish to. COVID-19’s arrival in 2020 also impacted many providers plans for collaboration – but these plans were generally resurrected later in 2020.</p> <p>Authentic Partnerships with iwi and hapū continue to grow in the ITE space, providers have recognised that in many regions authentic partnerships take time. Also recognising that organisations often rely heavily on the same few people that are involved in cross sector iwi relations. A slow and steady approach appears to be working and ensuring reciprocity in that process has enabled some providers to strengthen their programmes significantly.</p> <p>Relationships with Pacific partners appear to be in the early stages of development for many providers. There are networks of Pacific teachers and educators established in some regions but in others the provider has relied on the teachers and leaders within their own organisation or region to support where possible. These relationships whilst in their early stages have proven to be invaluable to the providers as they designed their programmes.</p> <p>That said, Pacific education networks grew/bonded well with the Council/education sector during the 2018-2020 Tapasā workshop deliveries, and these same networks have been useful for ITE providers to recently engage with.</p> <p>Condition examples:</p> <ul style="list-style-type: none"> • The panel would like to see 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. • Particularly for Mana Whenua, Pacific Peoples, and the Primary sector, that ‘provider X’ build upon recent positive contributions to authentic and reciprocal partner relationships which will lead to refinements of their current 2-3-year partnership plan, so that all ‘provider X’ partners have increased trust and confidence in a mutually beneficial partnership model. <p>For more information about Authentic Partnerships ITE Requirement, see Appendix 2.2</p>
<p>4.2 Culminating Integrative Assessment</p>	<p>The Culminating Integrative Assessment (CIA) assesses whether a student teacher can effectively integrate theory and practice and synthesise their learning across the <i>Standards Ngā Paerewa</i>. It is undertaken as a student nears graduation and provides student teachers with an opportunity to draw on an authentic practice situation – it is primarily assessed orally but may include an additional written component.</p> <p>Some providers in their previous programmes had an assessment which attempted to achieve the aims of the CIA, but without the same level of comprehensiveness.</p> <p>One challenge associated with the CIA has been the limited or tentative connection in the assessment to ‘real-life’ problems-of-practice of the student – i.e. the assessment had been too ‘theoretical’ and not sufficiently grounded in real experience.</p> <p>Another issue has sometimes required attention has been the development of a marking rubric which accurately reflects the principles of the CIA.</p> <p>Condition examples:</p> <ul style="list-style-type: none"> • Outline the package of assessments that include the CIA and combine to contribute to coherently assess how a student can demonstrate that can meet the Standards (in a supported environment). • ‘Provider Y’ will review the Culminating Integrative Assessment so that the assessment places more emphasis on “authentic practice situations” and demonstrates this emphasis in renewed assessment criteria. <p>For more information about the Culminating Integrative Assessment ITE Requirement, see Appendix 2.6.</p>

<p>6.2 Te reo Māori Assessment</p>	<p>Although numerically less than the CIA by programme, this ITE Requirement has been the most numerically frequent Condition across panels.</p> <p>Issues with this Requirement which have sometimes required attention are:</p> <ul style="list-style-type: none"> • development of provider tools so that accurate data about student progress can be derived. • student teachers regularly receiving high-quality feedback about their development • principles of second-language acquisition within provider plans. • chances being available in the programme for students of any ability to progress their te reo Māori (e.g. very high ability and very low ability). <p>Condition examples:</p> <ul style="list-style-type: none"> • Refresh te reo Māori programme content relevant to the early childhood context and align it to second language acquisition theories. Make explicit in the programme how monitoring and progress of te reo Māori will occur for the students. • 'Provider Z' will continue work on a tool which can accurately measure initial competence and thereafter monitor and support student progression in te reo Māori, with regard to second language acquisition principles. <p>For more information about the Literacy and Numeracy ITE Requirement, see Appendix 2.7.</p>
<p>6.2 Literacy and Numeracy Test</p>	<p>This test has been one of the most disputed of all the ITE Requirements, as many providers believe that there are enough 'checks' within other ITE Requirements to assure student literacy/numeracy quality.</p> <p>General issues with this ITE Requirement relate to the calibration against UE.</p> <p>Condition examples:</p> <ul style="list-style-type: none"> • 'Provider T' amend policies and procedures to reflect that prior to entry (i.e. prior to enrolment) candidates must: i) pass the literacy component assessment as set by 'Provider T' and ii) pass the numeracy competency assessment as set by 'Provider T'. The pass level in literacy and numeracy must be no lower than the equivalent to UE in literacy and numeracy. • Provide evidence that the 40% pass rate for BTP Numeracy assessment taken on entry, is equivalent to UE entry. <p>For more information about the Literacy and Numeracy ITE Requirement, see Appendix 2.7.</p>

Part 2.3 What has been the impact of COVID-19?

Since COVID-19 arrived in New Zealand, it has had an impact on the whole education sector.

To respond to the impacts of COVID-19 on the ITE sector and to address the resulting challenges, the Council listened to the feedback provided by the sector and implemented seven temporary policy changes in 2020.

Changes introduced for ITE providers and students in 2020 due to COVID-19

The Council made temporary changes to the ITE Requirements in 2020. ITE providers were informed about the temporary policy changes and could apply for all or some of them. The temporary changes were:

- ITE providers could apply for their ITE students to make use of a reduction, between 1% and 25%, in professional experience placements
- student teachers who had an up to 25% reduction in professional experience placements could apply for Enhanced Induction and Mentoring, after graduating
- ITE providers could apply for a whole cohort of student teachers to be able to move their experience to different formats, i.e., no need for 'blocks' of consecutive professional experience placement
- ITE providers could apply for a whole cohort of field-based ITE students to remove the requirement of spending 40 days at an 'away' school
- ITE providers could apply for a whole cohort of student teachers to remove the requirement for employment- and field-based ECE ITE student teachers to be employed for a minimum of 12 hours per week at an ECE centre
- ITE providers could apply for a cohort of student teachers in employment- and field-based ITE programmes to use historical and future field and employment practice as professional experience
- ITE providers could apply for using alternative professional experience placements, such as online teaching.

Without the valuable feedback from the sector, over 1,000 student teachers, who would not have been able to graduate without these policy changes, completed their studies in 2020.

Enhanced Induction and Mentoring

The Enhanced Induction and Mentoring programme was put in place to allow new teachers who had used the 25% reduction in professional experience placement (any reduction between 1% and 25%) while they were student teachers, to receive a place on the Enhanced Induction and Mentoring Programme, administered by the University of Auckland, after graduating.

Managing COVID-19 in 2021

In March 2021 the Council released a Temporary COVID-19 Programme Changes process that allows ITE providers to seek temporary changes to their programmes until 1 January 2022. ITE providers are expected to work hard to deliver their programmes as originally approved whenever possible, however they have the flexibility to use a range of temporary changes when necessary to adapt to COVID-19.

Part 2.4 What are the next steps and outlook?

With the transitional phase of programmes being approved under the new ITE Requirements coming to an end, the Council is focussing on Phase Two of our ITE work programme.

The Council has reconvened the ITE Advisory Group (ITEAG) to provide advice and support for this mahi. The ITEAG met on 26 November 2021 and a series of hui are planned for 2022.

Next steps

The following workstreams are planned:

- options for evaluating the impact of the new ITE Requirements changes at a system level, including looking at one-year graduate programmes
- refreshing the ITE Requirements in line with the curriculum review. The Council has a representative on the Curriculum Voices Group to ensure there is alignment with the curriculum reviews currently underway
- the Council's new 2019 ITE Requirements includes requirements related to programme monitoring and review, national moderation, and audits and special reviews; the Council wishes to review its role in this area and how it fits within the monitoring and evaluation undertaken by other agencies
- how the first two years of teaching is better supported as new teachers progress from Tōmua | Provisional Practising Certificate to Tūturu | Full Practising Certificate (Category One) or Pūmau | Full Practising Certificate (Category Two)
- further support to strengthen authentic partnerships
- exploring options for enhancing the practical aspects of programmes.

Outlook

Phase One of our multi-year ITE journey is coming to an end, as ITE programmes are approved under the new ITE Programme Approval, Monitoring and Review Requirements published in 2019 and Te Whare o Rongotauira published in 2021.

ITE Approval Panels are considering comprehensive documentation submitted for approval and engaging in rich conversations with ITE providers and their partners as they assess how the design and delivery of the programme ensures that new teachers can demonstrate they meet the Standards | Ngā Paerewa (in a supported environment).

Innovative practices are emerging, especially in the partnership area, which we expect to continue to develop and grow. The Council is keen to share learnings within the ITE sector. A successful ITE partnership symposium hosted by the Council was held on 29 November 2021 and allowed ITE providers to hear speakers discussing examples of building authentic partnerships in practice. Examples of some of these emerging partnerships are described in Appendix 2.2 - “why the emphasis on authentic partnerships?”

The ITEAG creates the opportunity for current practitioners, leaders, teacher educators and agencies to come together and help us create practical ways forward. As we embark on Phase Two of the ITE work programme, we are seeking to stay future-focused and responsive to emerging issues and needs.

Appendix 1

How has the ITE sector changed?

Until 1968 local Education Boards determined programme content, student quotas, and carried out student selection⁹ and until the 1980s ECE services were regulated by different government departments – Te Kōhanga Reo by Māori Affairs, childcare under Social Welfare, and kindergartens and playcentres under Education¹⁰.

By the late 1980s after much campaigning across the sector, all educational services were regulated by the Ministry of Education. In 1985 the Ministry of Education decided to fund and deliver a three-year Diploma of Teaching (ECE) programme but only in 2005 did it become mandatory for ECE services to appoint a staff member with the Diploma of Teaching (ECE)¹¹.

In 1996, Te Whāriki, the first early childhood curriculum was introduced. The curriculum is based on the principles of empowerment, holistic development, family and community, and relationships. Te Whāriki acknowledges the diversity of ECE in Aotearoa New Zealand¹².

The closing of nine Teacher Colleges in 2007 opened the door to Polytechnics. By 2007, all colleges of education (formerly called “Teachers Colleges”) providing training for primary and secondary teachers were merged into universities to improve the relation between research, pedagogy and practice¹³.

In response to a teacher shortage and interest from the polytechnic sector wanting to enter the initial teacher education system, the Ministry of Education provided incentives for potential new “providers” to offer teaching qualifications. The Teacher Registration Board, the agency with responsibility for recognising graduates of programmes of initial teacher education for registration purposes, “...was put under pressure to approve many new programmes in a very short time frame”¹⁴.

Five reviews of ITE occurred over a short period – an ERO (Education Review Office) review in 1996; the Partington Review in 1997; a second ERO review in 1999; a Te Puni Kokiri Report in 2001; and an Education and Science Select Committee inquiry in 2001 which was not published¹⁵.

The following tables compare ITE data from 2005 and 2020/2021. In this 15-year period the number of ITE providers has not changed greatly (31 in 2005 and 27 in 2021 – see Table 7) nor the number of qualifications offered (85 in 2005 and 94 in 2021 – see Table 8).

There has been a shift in the type of ITE provider offering ITE qualifications – in 2005, Colleges of Education trained 21% of the students. The Colleges closed in 2007. By 2020 private training establishments trained 50% more students than they did in 2005, with the proportion of students being trained by universities, wānanga and institutes of technology and polytechnics also increasing.

9 Cameron, M., & Baker R. (2004) “Research on ITE in New Zealand 1993-2004 - Literature Review and Annotated Bibliography”, NZCER for New Zealand Teachers Council and Ministry of Education, page 17

10 Ibid, page 17

11 McGuinness Institute (2016/03). “History of education in New Zealand” – working paper, pp. 4-14.

12 Ibid, pp. 4-14.

13 Ibid, pp. 4-14.

14 Cameron, M., & Baker R. (2004) “Research on ITE in New Zealand 1993-2004 - Literature Review and Annotated Bibliography”, NZCER for New Zealand Teachers Council and Ministry of Education, page 17

15 Ibid, page 17

Table 7: Number of students by type of ITE provider in 2005 and 2020

Type of ITE Provider	2005		2020	
	No. of students	%	No. of students	%
Universities	3410	56.4	2660	63.9
Institutes of technology and polytechnics	480	7.9	395	9.5
Colleges of Education	1325	21.0	0	0
Wānanga	125	2.1	165	4.0
Private training establishments	710	11.7	945	22.7
Total	6050 #	97.9	4165 #	96.0

Source of data: Initial Teacher Education statistics at education.counts.govt.nz/statistics/initial-teacher-education:statistics - domestic students completing an ITE qualification for the first time in 2005 and 2020.

Table 8: Number of ITE Providers and types of qualifications offered by sector in 2005 and 2021

Type of ITE Provider	Qualification type	2005	2021
Early Childhood qualifications	Diploma	20	0
	Degree	11	19
	Graduate Diploma	4	9
	Postgraduate Diploma		1
	Masters	0	3
	Total Early Childhood	35	32
Primary qualifications	Diploma	6	0
	Degree	20	24
	Graduate Diploma	8	7
	Postgraduate Diploma		5
	Masters	0	5
	Total Primary	34	41
Secondary qualifications	Degree	3	0
	Conjoint degree	3	0
	Graduate Diploma	10	13
	Postgraduate Diploma		4
	Masters	0	4
	Total Secondary	16	21
Total number of programmes/qualifications		85	94
Number of ITE providers		31	27

Source of data: 2005 data obtained from "Initial Teacher Education Policy and Practice - Final Report", Professor Ruth G Kane, 2005, page 19. 2021 data obtained from Teaching Council, as of 1 December 2021 - based on projected programmes to be submitted under the new ITE Requirements

What can be seen in Tables 7 and 8 is a shift in the level of qualification offered, with a noticeable move towards post-graduate and masters level study. Diploma options in early childhood and primary sectors no longer lead to qualifications that are recognised by the Council for registration or certification as a teacher.

Table 9: Number of students studying by qualification type and sector in 2005 and 2020

Sector	Qualification type	2005		2020	
		No. of students	%	No. of students	%
Early Childhood qualifications	Diploma	1230	58.2	0	0
	Degree	755	35.7	1045	77.2
	Graduate Diploma	130	6.1	305	42.6
	Masters	0	0	5	0.4
	Total	2115	100.0	1355	100.0
Primary qualifications	Diploma	125	5.0	0	0
	Degree	1940	77.0	1260	65.8
	Graduate Diploma	455	18.1	585	29.8
	Masters	0	0	70	4.4
	Total	2520	100.0	1915	100.0
	Total Primary	34	34	34	34
Secondary qualifications	Degree	340	23.4	0	0
	Graduate Diploma	1125	77.3	815	84.3
	Masters	0	0	80	9.0
	Total	1455	100.7	890	100.6
Total number of programmes/ qualifications		6090 #		4160 #	

Source of data: Initial Teacher Education statistics at education.counts.govt.nz/statistics/initial-teacher-education:statistics - domestic students completing an ITE qualification for the first time in 2005 and 2020

Appendix 2

The ITE programme requirements...what are they?

Part One of the ITE Requirements outlines the 27 individual requirements that all ITE programmes need to meet through documentary and professional critique by an ITE Programme Approval Panel (see A2.12) before an ITE programme can be approved.

The rest of this section provides more information about some of these individual requirements. All 27 requirements are listed below but only some are discussed further in this appendix.

Please access the full [*ITE Programme Approval, Monitoring and Review Requirements*](#) to see for each of the 27 ITE Requirements:

- a description of the Requirement
- 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
- guidance to assist the ITE provider with meeting the Requirement.

Individual ITE Requirements

Outcomes

- 1.1 Meeting the *Standards* | *Ngā Paerewa* (in a supported environment) (See A2.1)
- 1.2 Upholding the expectations of the Code | *Ngā Tikanga Matatika* and the underpinning values
- 1.3 Design and delivery based on Authentic Partnerships (See A2.2)

Programme development, design, and structure

- 2.1 NZQF level for Programmes
- 2.2 Unpacking of the *Standards* | *Ngā Paerewa*
- 2.3 Programme coherence
- 2.4 Programme structure and content
- 2.5 Graduand information to be provided to the Teaching Council

Delivery methods

- 3.1 Delivery methods for graduates to meet the *Standards* | *Ngā Paerewa* (in a supported environment)
- 3.2 High-quality features of professional experience placements (See A2.3)
- 3.3 Support during professional experience placements
- 3.4 Number of opportunities to pass each professional experience placement
- 3.5 Minimum professional experience placements
- 3.6 Staff contributing to knowledge of teaching

Assessment

4.1 Assessment Framework for meeting the *Standards | Ngā Paerewa* (in a supported environment) (See A2.4)

4.2 Culminating Integrative Assessment (CIA) (See A2.6)

4.3 Key Teaching Tasks (KTTs) (See A2.5)

Additional requirements for Māori Medium Programmes

5.1 Programme content in te reo Māori

5.2 Incorporation of TātaiReo (or equivalent) into programme

Entry into Programme

6.1 Academic requirements for admission

6.2 Competency in English language, te reo Māori, literacy, and numeracy (English Medium programmes) (See A2.7 and A2.8)

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

6.4 Values, disposition, and fitness to teach

6.5 Police vetting

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

6.7 Maximum programme completion period

Moderation and review

7.1 Internal and external moderation

A2.1 Why is there a link to the *Standards | Ngā Paerewa*?

What are the *Standards | Ngā Paerewa*?

The *Standards | Ngā Paerewa* were introduced in 2017 along with the Code of Professional Responsibility | Ngā Tikanga Matatika, following extensive consultation with the profession. The Code | Ngā Tikanga Matatika sets out the high standards for ethical behaviour that are expected of every teacher. The *Standards | Ngā Paerewa* are made up of six standards that provide holistic descriptions of what high-quality teaching practice looks like and what it means to be a teacher in Aotearoa New Zealand. The Council believes that every child in Aotearoa deserves to have a teacher that meets the *Standards | Ngā Paerewa*.

The *Standards | Ngā Paerewa* apply to all teachers throughout their career. Whilst undertaking their ITE study, a student teacher is expected to meet the *Standards | Ngā Paerewa* “(in a supported environment)” – this recognises a student teacher has not yet had the opportunity to independently demonstrate using and meeting the *Standards | Ngā Paerewa*.

At the completion of their programme, each student teacher will have demonstrated adequately through their practical experience placements and through their varied assessment tasks that they meet the *Standards | Ngā Paerewa* (with support) as they enter an induction and mentoring programme when they are first employed.

Why are the *Standards | Ngā Paerewa* relevant to ITE?

The *Standards | Ngā Paerewa* were selected to underpin the ITE approval framework because they form the basis of every teacher’s practice in any sector, whether they work in a Māori medium or English medium setting.

Therefore the focus of ITE programmes is on ensuring that teacher graduates can demonstrate they meet the *Standards | Ngā Paerewa* (in a supported environment) from their first day in their first teaching role. This requires ITE providers to unpack the *Standards | Ngā Paerewa* in both in their organisation and with their authentic partners in schools and centres, in a comprehensive and rigorous way when designing their ITE programme/s.

What do the *Standards | Ngā Paerewa* look like?

There are elaborations for each of the six *Standards | Ngā Paerewa* designed to provide depth and context to the *Standards | Ngā Paerewa* themselves and to support teachers to identify and develop high-quality practices in their settings. ITE providers are expected to be able to demonstrate how these are woven throughout the ITE programmes they develop and deliver.

Table 10: Examples of elaborations of the six *Standards | Ngā Paerewa*

Standard	Description	Examples of elaborations
Te Tiriti o Waitangi partnerships	Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi.
Professional learning	Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.
Professional relationships	Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> • learners, families and whānau • teaching colleagues, support staff and other professionals • agencies, groups and individuals in the community.
Learning-focused culture	Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.
Design for learning	Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
Teaching	Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.

Further information

See 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](#), 2017.

A2.2 Why the emphasis on authentic partnerships?

Authentic partnerships ensure that ITE programmes are well integrated into their communities, reflect the aspirations for learners of the communities they serve, and also are a means to help avoid the “theory/practice divide”. Authentic partnerships can include, but are not limited to, partnerships between ITE providers and ECE centres/schools/kura, community groups, local iwi and/or hapū.

Authentic partnerships also create the commitment or ‘buy in’ by professional partners that can otherwise be lacking. Authenticity in partnerships occurs over time as the partners develop a shared understanding of their respective roles and responsibilities.

For the first cycle of programme approvals under the new ITE requirements, the Council expects to see evidence of partnerships beginning to be formed, or existing partnerships further strengthened. The Council wants to see partners having a role in the assessments such as the Cumulative Integrative Assessment (CIA), development of Key Teaching Tasks (KTT) within the programme, plans for the development and expansion of the partnership, and programme development that ensures theory and practice go hand in hand.

At initial approval, the Council would also expect to see partners involved in the planning and design of professional experience placements, including expectations, roles and responsibilities of those involved. In addition, the Council would expect to see partners having input into the design of assessments within the programme and involved in the selection and entry processes of students, as well the development of professional learning and development for associate/mentor teachers. The Council would also expect that local iwi would be meaningfully involved in programme design and to see evidence of this in programme development and design and delivery where appropriate.

Example of an Authentic Partnership

The need and opportunity have been identified by schools and communities, for example two regions, who find it difficult to staff schools and supports reducing a shortage nationwide of qualified primary teachers. Region X has the highest youth NEET (Not Employment, Education or Training) rate in New Zealand of 17.2% compared to 12.2% nationally. This programme will ensure that young people can continue their education and training after secondary school into a pathway for employment locally. This programme also targets second chance learners, those over the age of 25 and older. Around 60% of people enrolled in tertiary education in Region X are 25 years or older. Many school leavers are holding off tertiary education until they are older, potentially because many are unable to leave home to study, either because of commitments to family, or being unable to afford to relocate. This programme would alleviate these issues.

ITE provider A partnered with and have strong support from Partner B. We have a Memorandum of Understanding with them where they currently support our cohort of 25 early childhood teachers. They indicated that there is a demand for a primary teaching programme in the region and they are keen to collaborate with us and deliver this alongside their existing programmes. Their facilities would be available for block courses, and they facilitate student learning support evenings every week. Their tutors are enrolled in the online learning platforms with the students and can assist with any learning support. They are also out and about in the regions and often call in to centres and schools and would provide another layer of pastoral support for the students on our behalf.

In our discussions with a business development partner, they expressed the need for the programme. They are very supportive of initiatives that Partner B have and will fully support such a programme that is aligned with regional Partner B. We also discussed this programme with the region’s Principals Association, and they consider that this would benefit many in their community who are already working or assisting in schools but are unable to move away due to family and finances. They feel that this will begin to address a need for growing teachers who can learn, contribute, and work locally. They are particularly keen to work with the developers of the qualification in designing programmes that address the unique curriculum focus of the area, one that is adaptable and flexible and able to reflect their regional kaupapa.

Example of an Authentic Partnership with Iwi

As part of the initial design phase of their new programme ITE Provider C started with identification of key local partners and relationships. They carried out significant research through their advisory groups and contacts and made a connection with the hapū who holds mana whenua for the site their campus sits on. This initial contact led to a wider conversation being opened up with the regional iwi Education Research team.

This meeting was instrumental in the development of the programmes conceptual framework as well as the direction that the new degree took. Enabling graduates to be culturally located and able to take that knowledge and understanding and apply it in different contexts across Aotearoa New Zealand. Regional iwi shared their aspirations for the future of their tamariki mokopuna and challenged ITE Provider C to provide the very best teachers to put in front of their next generation. ITE Provider C worked alongside the education team from the regional iwi Endowment College to develop not only the conceptual framework but also to consider the content of their programmes and the supports provided to ensure all graduates would be fit for the roles they would be going into and confident in their knowledge and understanding of the local area, histories, knowledge and tikanga in order to work in ways to honour that relationship.

The final documentation was written in conjunction with regional iwi at a writers' retreat held at the regional iwi College for Research and Development, which regional iwi generously provided. This collaboration provides evidence of the authentic partnership model that was used in the development of the new programme and one that will continue to grow over time.

Further information

See [Authentic Partnerships](#).

A2.3 What is the importance of professional experience placements?

Literature suggests that practical experience enables student teachers to function with confidence and competence on their first day of teaching¹⁶. Further, early support, such as mentoring and professional learning is pivotal for teacher retention¹⁷.

A high quality ITE system enables student teachers to gain subject and pedagogical knowledge and also ensure that they have the practical skills to effective teaching and learning to a diverse range of learners.

Recognising the importance of the professional experience placement, the Council requires that ITE programmes must demonstrate high-quality features such as:

- every aspect of the ITE programme is integrated, so there is not a sense of 'theory' and 'practice' being enacted separately in different settings
- student teachers are suitably prepared for their professional experience placements, and willing and able to take agency and develop expertise with support
- formative and summative assessment of student teachers being a transparent and agreed process, with shared expectations between the ITE Provider, the student teacher, and the centre/school | kura.

These high-quality features were identified in Whatman, J. and MacDonald, J. (2017) High Quality Practices and the Integration of Theory and Practice in Initial Teacher Education: A Literature Review prepared for the Education Council, Wellington, NZCER report.

¹⁶ Education Council (2016), Strategic options for developing future oriented Initial Teacher Education, p. 7

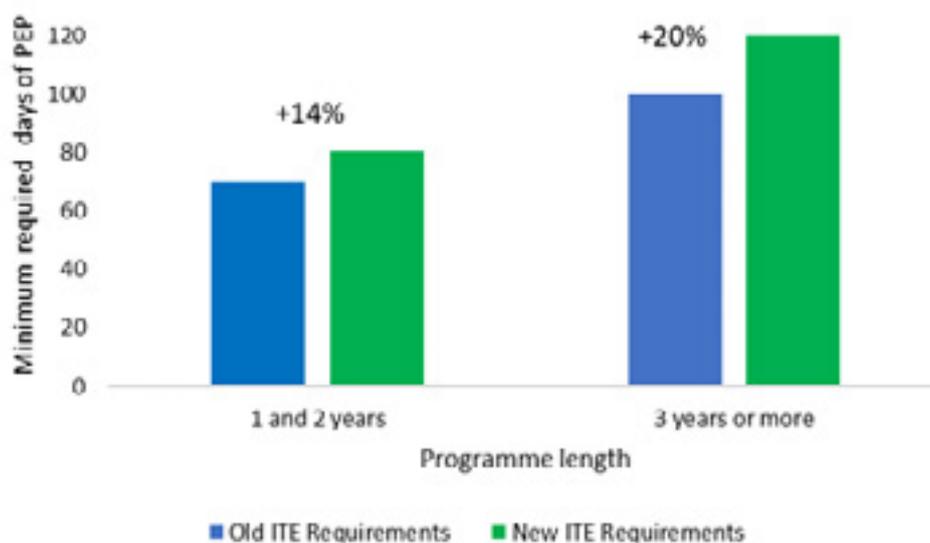
¹⁷ Reitman, Galit, C & Dunnik Karge, Belina (2019), Investing in teacher support leads to teacher retention: Six supports school administrators should consider for new teachers, *Multicultural Education*, 27(1), p. 17

Increase in duration of professional experience placements

The new ITE Requirements introduced an increase to the minimum required period of professional experience placements:

- an increase of 10 days, from 70 to 80 days, for one- and two-year programmes
- an increase of 20 days, from 100 to a minimum of 120 days, for three-year or longer programmes.

Graph 1: Increase in the minimum required days of professional experience placements under old 2010 and new 2019 ITE requirements



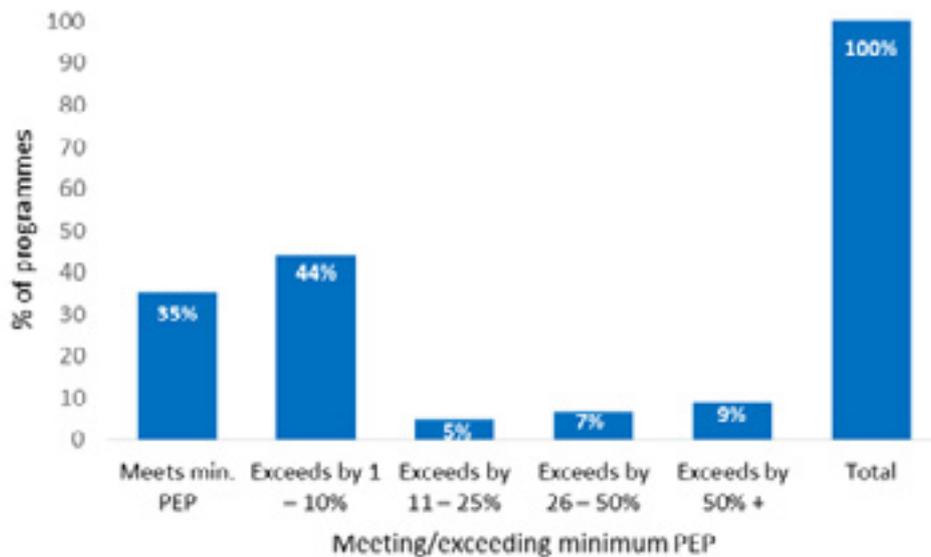
The increase is intended to provide more opportunities for students to develop practice and have teaching experience with a diverse range of learners.

It is of interest to note how many programmes meet the minimum required period of professional experience placements under the new ITE Requirements and how many programmes exceed it and to which extent.

Graph 2 shows that out of the 57 approved programmes as of 12 October 2021:

- 35% (20) programmes exactly meet the minimum required period
- 44% (25) programmes exceed the minimum required period by 1 - 10%
- 5% (3) programmes exceed the minimum required period by 11 - 25%
- 7% (4) programmes exceed the minimum required period by 26 - 50%
- 9% (5) programmes exceed the minimum required period by 50% or more.

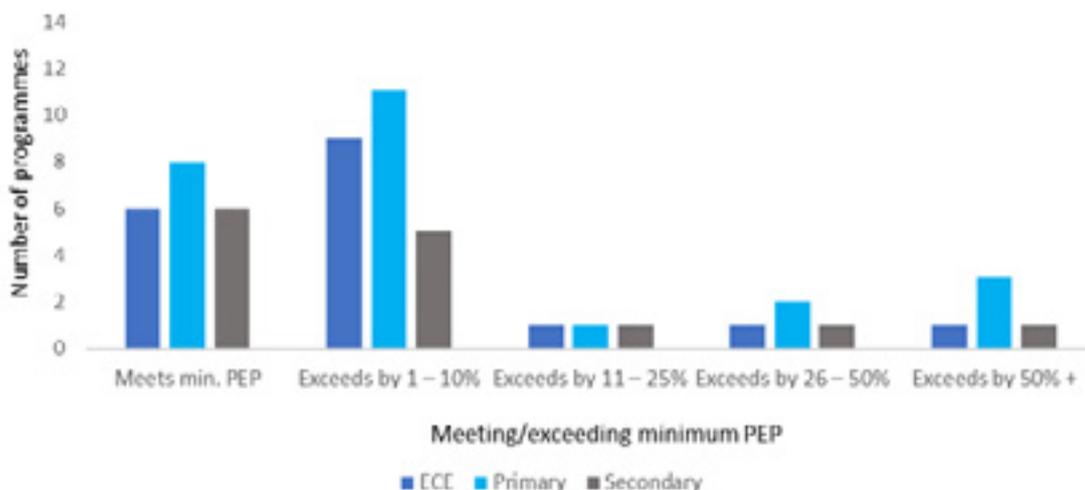
Graph 2: Percentage of programmes meeting / exceeding the minimum required period of professional experience placements under the new 2019 ITE Requirements



Broken down by sector, Graph 3 shows that:

- 6 programmes in ECE, 8 programmes in primary and 6 programmes in secondary education exactly meet the minimum required period
- 9 programmes in ECE, 11 programmes in primary, and 5 programmes in secondary education exceed the minimum required period by 1 - 10%
- 1 programme in ECE, 1 programme in primary, and 1 programme in secondary education exceed the minimum required period by 11 - 25%
- 1 programme in ECE, 2 programmes in primary, and 1 programme in secondary education exceed the minimum required period by 26 - 50%
- 1 programme in ECE, 3 programmes in primary, and 1 programme in secondary education exceed the minimum required period by 50% or more.

Graph 3: Number of programmes meeting / exceeding the minimum required period of professional experience placements under the new 2019 ITE Requirements, by sector



Support during professional experience placements

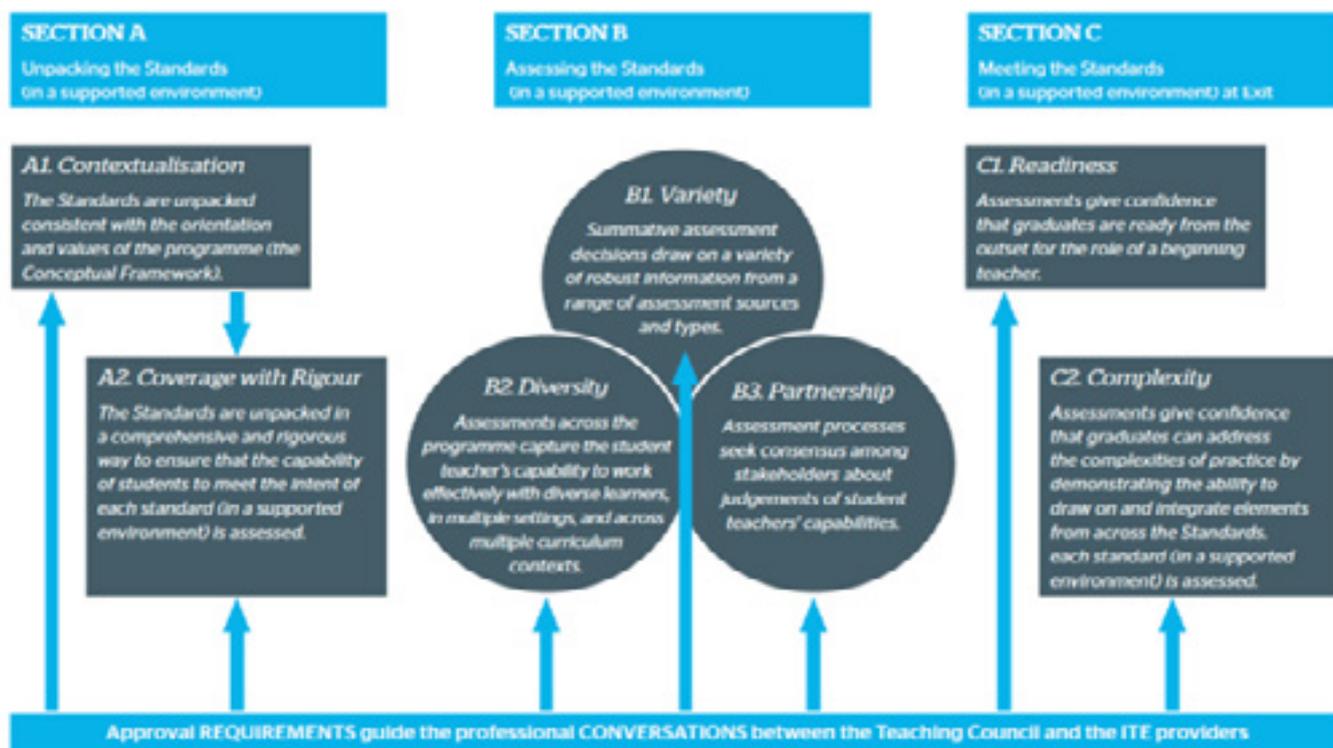
Supervision of student teachers during professional experience placements is supported by Associate Teachers. Associate Teachers must be teachers with a current Tūturu | Full Practising Certificate (Category One) or Pūmau | Full Practising Certificate (Category Two).

Professional experience placement interactions/observations are conducted by ITE staff who are registered teachers, also holding a current Tūturu | Full Practising Certificate (Category One) or Pūmau | Full Practising Certificate (Category Two). 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.

A2.4 What assessment framework is used?

Professor Graeme Aitken and Associate Professor Claire Sinnema from the University of Auckland in 2018, assisted by an assessment working group designed this assessment framework based on the central design principles for assessment within the unique context of each programme. ITE providers are required to develop a framework they will use to assess the extent to which student teachers meet the *Standards | Ngā Paerewa* (in a supported environment).

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



Principle	Requirement
A1 Contextualisation	A description of the conceptual framework and the relationship of this to the <i>Standards Ngā Paerewa</i>
A2 Coverage with rigour	A completed template to show how each Standard Ngā Paerewa is unpacked to identify the assessment foci consistent with the full intent of the wording of the Standard Ngā Paerewa.
B1 Variety	A description of the variety of assessment opportunities, approaches and modes used across the programme.
B2 Diversity	An explanation of how the different contexts of teaching are reflected in the assessment programme.
B3 Partnership	An explanation of how practitioners are involved in assessment design and assessment processes.
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.
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

A2.5 What are Key Teaching Tasks (KTTs)?

Key Teaching Tasks (KTT) are a set of 10 - 15 key tasks that graduates from the programme must be capable of carrying out as a beginning teacher on day one of the job. They are intended to be clearly defined discrete tasks, aligned to the *Standards | Ngā Paerewa*. They should be observable and measurable and describe actions that derive from the integration of knowledge, understanding and behaviour. The development of KTTs is done in collaboration with the ITE providers' partners and is another opportunity to develop and foster the authentic partnerships which are integral to the success of the programmes.

Examples of Key Teaching Tasks from approved ITE programmes

- To be able to support learners with additional learning (special) needs and be able to work collaboratively with internal and external support personnel
- Have learning focused conversations with ākonga to assist them to grasp an idea or skill, such as by checking understanding, eliciting student thinking, or providing feedback/feed forward
- Designs learning in ways that builds in sufficient flexibility to make adjustments in response to observation of ākonga engagement and success
- Flexibly adapt lessons or learning sequences to respond to assessment information that emerges within learning and teaching
- Interprets assessment data from a range of sources (e.g. relevant norm referenced testing, recent formative information, observations) to identify ākonga learning needs/strengths in current Literacy and Maths learning foci.
- Design a series of differentiated learning experiences for children/young people with wide ranging competencies
- To access (Student Management System) and use assessment data to inform effective planning.

Throughout an ITE programme, student teachers are required to receive ongoing feedback about their progress against the KTTs. ITE providers are required to demonstrate (usually in their practical experience booklets, and the information provided to associate and mentor teachers) how the progress of a student is to be measured during their placement.

Example of assessing student teacher 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
4. Independent – the student teacher can effectively carry out the task independently without any need for supervision.

A2.6 What is a Culminating Integrated Assessment (CIA)?

While the integration of elements of the *Standards | Ngā Paerewa* will be a feature of assessments across an ITE programme, the full integration of the student teachers' learning can only be comprehensively assessed towards the end of the programme. This is the unique contribution of the Culminating Integrative Assessment (CIA).

A CIA assesses whether a student teacher can effectively integrate theory and practice and synthesise their learning across the *Standards | Ngā Paerewa*.

The CIA is placed near the end of a programme as a student nears the point of graduation and transitions to the profession.

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 | Ngā Paerewa.

The CIA requires student teachers to apply the knowledge, capabilities, and skills they've learned during their programme to an authentic situation(s) that relates closely to the professional work of teachers in the sector for which they're being prepared.

As part of this process, student teachers are also expected to be able to explain the connections between their actions and decisions and the *Standards | Ngā Paerewa*.

This assessment is intended to give the profession confidence that graduates have proven capacity to negotiate the complexities, contradictions and dilemmas faced in daily teaching practice. The specific assessment will vary between providers but must contain opportunities to draw on an authentic practice situation and must be assessed primarily orally. There may be an additional written component.

Even if not directly involved with the assessment of the CIA, partners may have a voice in the different assessments that cumulatively prepare a student for the CIA near the end of the programme.

Examples of authentic practice situations may include:

- 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.

Example of a CIA from an approved ITE programme

Assessment

Written assessment: 2000 words with references to academic literature

Oral presentation: Presented and discussed in Graduate Professional Learning Groups during a class session (peer feedback provided)

Describe what happened

Identify an instance from your professional practice placement when you were engaged with ākonga and experienced a practice challenge/ teaching dilemma. Describe the context for the dilemma took. Concisely describe the school and learning environment you were working in, the ākonga (age, number of), NZ curriculum context and proposed learning goals/ intentions, teaching strategies and intended ākonga participation/ engagement at the time. Present your account of the dilemma. For example, what you were expecting to happen, what happened that was unexpected or challenging, and how you responded (your actions, reactions, and decision-making) in the moment. Provide supporting details such as paraphrases of dialogue, emotional reactions you might have had, and internal dialogue you may have had with yourself.

Draw upon understandings of theory and practice to examine the dilemma in relation to possible causes, and evaluate responses and decision-making

Examine what happened by first revisiting your underlying assumptions about what you thought would happen, and why you think the situation unfolded differently from your expectations. Then examine your dilemma in relation to the following:

- what you knew, and didn't know, at that time about ākonga in terms of their identities, prior knowledge, skills and understanding, dispositions and development (e.g., social, emotional, cognitive)
- the appropriateness of the learning goals/intentions, learning content, learning design (including student engagement) and your teaching practices/pedagogy
- factors that potentially impacted motivation, engagement, meaningfulness, and worthiness from the perspectives of ākonga
- the quality of the relationships you established with ākonga or to what degree the values represented in Ako Waitaha, Tātaiako, the Code of Professional Responsibility and Standards, and/or the school were evident within your practices
- the impact of contextual factors (e.g., people, objects, environments, time)

Identify at least two factors that possibly impacted your dilemma. Explain how and why you believe they impacted, making explicit reference to what you learned theoretically (with cited references) about learning, learning design, professional relationships, and inclusive and culturally responsive and sustaining practices, including tangata whenuatanga and Te Tiriti o Waitangi principles. Evaluate your teacher responses and decision-making at the time, in light of these factors

Describe what you might do differently in another similar situation and identify what you learned from examining this dilemma

Describe at least two things you would possibly do differently, and why, if a similar dilemma happened again. State any ongoing and unanswered questions that this dilemma has raised for you. Identify at least two things you have learned about the complexity of teaching and teacher decision-making by examining this dilemma.

A2.7 What literacy and numeracy requirements are there?

Under the new ITE requirements, instead of assessing students' literacy and numeracy competency prior to graduation, all candidates are now required to pass a literacy and numeracy competency assessment prior to entry into an ITE programme.

The requirement allows ITE providers to use their own assessment method(s) and set their own pass/fail levels aligned with their organisational assessment practices; however, the pass level in literacy and numeracy must be no lower than the equivalent to UE in literacy and numeracy.

ITE providers are required to show what literacy and numeracy assessments and pass/fail levels will be used.

The new ITE requirements include exemption provisions that allow for flexible entry for certain individuals or cohorts.

While candidates for English medium programmes must demonstrate English language competency by providing one of the Council's approved evidence of the language competency prior to entry, the Council considers exceptional cases to accommodate high-quality applicants, on a case-by-case basis. The exemption requests must refer to cases where none of the approved evidence of English language competency can be provided but show enough evidence of a very high standard of English language competency.

The other exemption provision refers to the requirement that candidates must hold a Bachelor degree at Level 7 on the NZQF, or a recognised equivalent to enter Graduate Diploma, Postgraduate Diploma or Master's programmes.

The Council considers exemption requests from this requirement 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.
- an individual candidate - with a set of qualifications gained overseas that assures the Council they will be able to study at this qualification level

Examples of Key Teaching Tasks related to literacy and numeracy from approved ITE programmes

- to be able to facilitate literacy (guided reading, shared reading, writing) programmes effectively.
- interprets assessment data from a range of sources (eg relevant norm referenced testing, recent formative information, observations) to identify ākonga learning needs / strengths in current Literacy and Maths learning foci
- to be able to measure achievement and progress in relation to the New Zealand curriculum
- to be able to facilitate guided learning (Mathematics and STEAM (Science, Technology, Engineering, Arts, Maths)).

A2.8 What are the expectations for development of te reo Māori competency?

ITE providers are required to assess candidates on their te reo Māori competency soon after entry.

All ITE programmes must also be designed to support and monitor progression of learning that increases proficiency and competency in te reo Māori throughout the programme; in addition, they must also incorporate good practices in second language acquisition.

This proved to be a significant shift for many providers and conditions related to this requirement have been common. There is now a shared understanding that ITE providers, in partnership with the profession, have responsibility for starting teachers on their lifetime journey in relation to the continual improvement in understanding and use of te reo me ngā tikanga Māori.

Regarding reo Māori competency in Māori medium programmes, the requirement remains the same. Students in Māori medium programmes must be assessed on their te reo Māori competency prior to graduation, but the standards of this assessment must now be defined.

When renewing their practicing certificates, all teachers are required to demonstrate their commitment to improve their reo Māori competency. As part of the teacher endorsement process, a teacher's professional leader answers several questions, including one question with reference to the teacher's continued commitment to develop and practise te reo Māori - "The teacher has continued to develop and practice te reo me ngā tikanga Māori while practicing as a teacher." The professional leader can answer yes or no to this statement and needs to include comments if answering 'no'.

A practising certificate is valid for 3 years which means that a teacher is required to demonstrate their commitment to improve their reo Māori competency on an ongoing basis.

Examples of Key Teaching Tasks related to te reo Māori

- model the use of te reo and tikanga Māori in all aspects of the learning and teaching programme
- models regular and consistent use of te reo Māori and tikanga principles (eg Manaakitanga)
- demonstrate a daily integration of te reo and tikanga Māori evidenced in planning and practice
- to use te reo Māori competently (oral and written) within classroom practices and demonstrated respect of tikanga Māori in everyday practice.

A2.9 How are Māori medium ITE programmes approved?

A Māori medium programme is defined as a programme that prepares student teachers to deliver learning programmes 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 is delivered in at least 51% te reo Māori.

Ohu Kaupapa Māori, an advisory group, was established by Matatū Aotearoa to provide advice, guidance and undertake a range of activities to support the implementation of the new ITE requirements across the Māori medium sector. Key tasks included co-designing with the Council a new assessment framework to support implementation of the new ITE Requirements across the Māori medium education sector.

Ohu Kaupapa Māori developed Te Whare o Rongotauira – Māori medium Initial Teacher Education Programme Approval, Monitoring and Review Requirements, which was published by the Council in April 2021.

It is important that Māori medium ITE providers have the opportunity to describe their approach to their programme design and development through narratives that express their own distinct ways of knowing, being and doing thereby informing the approval process with relevant, succinct kōrero. ITE providers bring their own uniqueness and essence to the *Standards | Ngā Paerewa* and reflect these in their programme outcomes and their graduate profile.

The ability of Māori medium approval panels to understand and value the conceptual and philosophical foundations of Māori medium programmes is critical. This process is about embracing and elevating high level conversations that emphasise and highlight what the Māori medium teaching profession wants and believes in and how the ITE provider expects to meet these expectations for their graduates to ensure that graduates can demonstrate that they can meet Ngā Paerewa in a supported environment.

The development of a te ao Māori approach that recognises kaupapa in the approval process for Māori medium ITE programmes highlights a necessary shift from current settings and frameworks that exist. The newly developed programme approval is flexible allowing providers to demonstrate their responsiveness to their own contexts, communities, whānau, hapū and iwi.

Te Whare o Rongotauira, the whare tipuna provides a conceptual framework and pathway for how the provider and the panel will engage and undertake the approval of Māori medium ITE programmes. The whare is a holistic concept embedded in te ao Māori and gives priority to te reo, tikanga and mātauranga Māori throughout the entirety of this approach.

The roles and responsibilities of the provider, the panel and Matatū Aotearoa are discussed within the conceptual construct of the whareniui. It is important that ITE providers ensure the approval panel, including the Council, understand the design and significance of the conceptual framework before engaging in relevant and robust discussion.

Further information

[Te Whare o Rongotauira – Māori medium Initial Teacher Education Programme Approval, Monitoring and Review Requirements](#)

A2.10 How is an inclusive approach to teaching practice provided for?

To promote learners meeting their full potential, they need to feel accepted, be able to develop positive relationships with other learners and teachers, and feel their individual needs are addressed.

To achieve this, teachers need to be equipped with knowledge and skills to engage learners in a learning environment which is adaptive and personalised, and that respects diverse views and critical thinking.

Ensuring teachers use inclusive approaches in their teaching practice is woven throughout the *Standards | Ngā Paerewa* and the Code | Ngā Tikanga Matatika. Examples include:

Standard	Description	Examples of elaborations focused on inclusiveness
Te Tiriti o Waitangi partnerships	Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
Professional learning	Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures
Professional relationships	Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> • learners, families and whānau • teaching colleagues, support staff and other professionals • agencies, groups and individuals in the community.
Learning-focused culture	Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	Develop an environment where the diversity and uniqueness of all learners are accepted and valued.
Design for learning	Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
Teaching	Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.

Example of an Authentic Partnership with a focus on inclusion and diversity

“Early in March this year, one of our 2012 graduates of the Bachelor of Education programme contacted ITE Provider M about her work with Disability Charity P. Our partnership formed as she was very keen to contribute to our initial teacher education programmes and we believed that the Q project aligns well with our conceptual frame on diversity and inclusion. The Q team presented a workshop to our 3rd year BEd students in June this year. The team, made up of young adults with disabilities, bravely and openly talked about their schooling experiences and answered questions from our student-teachers. The workshop/presentations not only provided an opportunity for our students to listen to/interact with those with lived experience of being a school student with a disability, but also offered authentic pedagogical consideration for empowering children with disabilities in leading their own journeys. Located in suburb, they are very much part of the regional community that we serve as well. This partnership also extends to our students being offered part time jobs to work with children with disabilities. ITE Provider N is committed to continue with the partnership and extend it to all the ITE programmes by 2022. “

Examples of Key Teaching Tasks related to inclusive teaching from approved ITE programmes

- Employ a range of effective and inclusive teaching strategies to support learning.
- In designing learning finds ways to integrate as much as possible content and contexts that are relevant to the cultures, backgrounds and experiences of ākonga
- Use all available resources, expertise and professional learning opportunities to respond appropriately to a child/young person's additional learning needs
- Develops learning experiences using thoughtfully selected teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga in learning

A2.11 How are Tapasā and Tātaiako reflected in the ITE Requirements?

Tātaiako - Cultural competencies framework for teachers of Māori learners - was published in 2011. It provides a guide for teachers, their employers, ITE providers and providers of on-going teacher professional learning, to think about what it takes to successfully teach Māori learners.

Tātaiako helps teachers to understand and value what is important when taking a Māori world view in relation to teaching Māori learners. It is a framework that highlights five competencies that are essential values that need to be present when engaging Māori learners - wānanga, whanaungatanga, manaatikanga, tangata whenuatangata, and ako.

Tapasā - Cultural competencies framework for teachers of Pacific learners - was published in 2018. The Tapasā framework brings Pacific perspectives to effective and quality teaching practice at different stages of a teachers' journey in key areas and transition points for Pacific learners in early learning, primary and secondary education. Ngā turu within Tapasā describes behaviours and understandings at different stages of the teaching journey - 1. identities, languages, and cultures; 2. collaborative and respectful relationships and professional behaviours; and 3. effective pedagogies for Pacific learners.

Tapasā and Tātaiako are directly referenced throughout the new ITE requirements. They are most notably used by ITE providers in their unpacking of the *Standards | Ngā Paerewa*. Many providers have taken their original unpacking documents and overlaid the turu from Tāpasā or the competencies from Tātaiako.

These have then been shared with members of their advisory groups or their authentic partners. Many ITE providers have Pacific advisors who have supported them to ensure that content adequately reflects the needs, aspirations and critical pedagogies of the Pacific. Assessment procedures and processes have been viewed through a Pacific lens to support those Pacific people studying in ITE.

ITE Provider R have had their Bachelor of Education (Primary Pasifika) approved under the new ITE requirements, which has been written in response to their community need and in partnership with the community. It is fully focussed on meeting the *Standards | Ngā Paerewa* in ways that demonstrate the turu of Tāpasā.

Tātaiako competencies are demonstrated strongly in the content of programmes. Almost all programmes have specific localised content related to te ao Māori, and opportunities to learn, use and teach te reo Māori. They nearly all have courses related specifically to the history of Aotearoa and the role of education in that history, along with an associated exploration of social justice and equity issues. Every programme has understanding the impact and ongoing importance of upholding te Tiriti o Waitangi as part of their programme content. All are designed and many are delivered in partnership with local whānau, hapū and iwi.

Further information

[Tātaiako - Cultural competencies framework for teachers of Māori learners](#)

[Tapasā - Cultural competencies framework for teachers of Pacific learners](#)

A2.12 What and who are ITE Programme Approval Panels?

What is the purpose of the ITE Programme Approval Panels?

Panels are established to obtain feedback on the proposed programme from panellists that represent perspectives across the profession. Panels provide an independent judgment and recommendations that ensures the programme meets the new ITE Requirements. Their focus is on whether the programme enables graduating teachers to meet the *Standards | Ngā Paerewa* (in a supported environment) and the expectations of the Code of Professional Responsibility | *Ngā Tikanga Matatika*.

Who are on ITE Programme Approval Panels?

The approval panel process is managed by the Council and one of two partners, depending on the ITE programme setting:

- NZQA for private training establishments, wānanga and polytechnics
- CUAP (Committee on University Academic Programmes) for universities.

Council panels vary in size, dependent on the nature of the application. At every panel there will be sector representation, ITE representation, Māori and Pacific representation, curriculum and assessment expertise - sometimes one person is able to represent more than one area. They are led by an independent chairperson and supported by a Teaching Council Lead Advisor. Panellists receive training, with an emphasis in evaluative questioning styles that promote expansive professional discussion.

From a pool of nationwide panellists, the Council and ITE provider select panel members based on the match between their skills/experience/background and the representation required for the programmes being assessed. Applications that involve NZQA approval also include NZQA Senior Evaluators.

What do ITE Programme Approval Panels look for?

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) has 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
- 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.

How does the panel process work?

The process begins with a peer-reviewed desktop evaluation of the submitted documentation. This may result in Requests for Information (RFIs) which will signal to an ITE Provider the areas of the programme where key questions may exist and where there may be gaps in documentation.

The desktop evaluation and RFI process are the mechanism by which the Council (and partners) are able to make a decision if it is warranted to convene a panel.

Panel discussions will then be held. The length of the panel assessment will vary depending on the number of programmes being reviewed and the nature and settings of the programmes. On average a single programme usually takes two days. If an ITE Provider submits two programmes for approval, a panel will typically have two to three days of discussions. There was one example of nine programmes being submitted by an ITE provider, which saw the panel in discussions for five days.

What are possible outcomes of an approval panel?

The approval panel provides the Council with a recommendation of whether an ITE provider's programme application should be:

- *approved without conditions*
- *approved with conditions*

Conditions impose a mandatory improvement that is needed for the programme to meet the expectations of the ITE Requirements. The Condition with a timeframe must be met either:

- before the programme begins operation
- by a specific date while the programme is in operation

- *approved with recommendations*

A Recommendation is a suggestion from the panel on how the programme can be further strengthened. It is not mandatory to address.

If partnering with NZQA, the Panel also must report on their regulations.

Further interaction between the ITE Provider and some of the panel occurs where Conditions have been set.

For more information about the types of Conditions set by an approval panel, see Part 2.2.

Open-learning systems approach

Collaborative partnership between ITE Providers and the profession in programme design is a central premise of the new ITE Requirements. Likewise, ITE Programme Approval Panels are collaboratively staffed by a partnership between the profession and ITE Providers.

An 'open-learning systems' approach is being adopted by panels during 2019 and 2022. In this broad approach, information is routinely and transparently collected by the Council from the greater ITE 'system' and evaluated/disseminated back to the same system with the overall goal of building overall system capability.

ITE Provider comment on the ITE Programme Panel Process

Feedback is sought from ITE Providers following each panel to help identify improvements. Comments from panels held during 2019-2020 include:

- capacity of the panel to identify issues for programme improvement which the provider had sometimes overlooked themselves
- confidence in the skills/experiences of the panellists and Lead Advisor to enable quality panel decisions to be made
- the 'mana-enhancing' approach intentionally used in panels, and the protection which is thereby provided to panellists and providers alike
- the collaborative approach adopted wherever possible, such as in the shared construction of the panel agenda
- the 'no-surprises' approach during panel, which alerts providers to potential problems early in the panel, rather than being delayed to the panel outcome on the last day
- the opportunity that the new Requirements have given for increased connection with professional partners
- Conditions arising out of panel were generally regarded as useful triggers towards improvements of the programme(s), despite the extra work they incurred.

Panellists' comments on the ITE Programme Approval Process

Feedback is sought from ITE Providers following each panel to help identify improvements. Comments from panels held during 2019 - 2020 include:

- confidence in the independent Chairs to simultaneously manage the agenda, co-ordinate the work of the panel, attend to the needs of the provider and reach objective outcomes
- confidence in the ITE Requirements as a document which well represents the interests and the needs of the profession
- having a mixture of experienced and new panellists within a panel - this gave confidence to panellists/provider and permitted new panellists to be inducted into the panel work.

Further information

Panel costs are paid for by the ITE provider seeking approval of their programme.

[See Panel Information for ITE Providers, June 2021.](#)



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