



GUIDELINES FOR DOCUMENTATION

FOR

INITIAL TEACHER EDUCATION PROGRAMMES

Amended March 2017

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INTRODUCTION

This document is a set of guidelines as to the scope and detail expected by the Education Council of Aotearoa New Zealand (the Council) for applications from teacher education providers for the approval, review or monitoring of initial teacher education (ITE) programmes. The Council will provide advice to applicants who wish to have the assurance that their draft documentation for approval/review has sufficient detail in it, prior to sending it to the Council for consideration by an approval or review panel.

This document should be read in conjunction with Approval, Review and Monitoring Processes and Requirements for Initial Teacher Education Programmes, October 2010.

APPROVAL OF NEW PROGRAMMES

Definition of a new programme

At the time of writing this document there is a moratorium in place on all new programmes of ITE. To be able to offer a new programme an ITE provider must apply to the Minister of Education for an exemption from the moratorium. The template for that process is in Appendix G.

The moratorium covers

- new providers of ITE
- new qualifications of ITE
- existing qualifications that change significantly in scope or level offered by ITE providers
- proposed new modes of delivery for existing programmes
- proposed new sites of delivery for existing programmes
- a new language of delivery e.g. a change from English medium to Māori medium.

Queries regarding the moratorium:

- Queries regarding the moratorium should be directed to the Manager, Teacher Education at the Council in the first instance
- Queries regarding ECE programmes should be directed to Early Childhood Education Policy at the Ministry of Education
- Queries regarding the schooling sector should be directed to Operations Policy, Schooling Group, Education Workforce in the Ministry of Education.

Until a programme that is new has been granted an exemption by the Minister of Education the Council will not normally engage in the panel process with the institution.

In determining if an application is for approval or review, the Council regards a new programme as one:

- that is completely new, i.e. all the papers/courses are new and the qualification is new
- which is a major rewrite of an existing named programme. in which case it would be one for approval.

PANEL APPLICATIONS FOR NEW PROGRAMMES

The Council appreciates being notified as far in advance as is possible that a new programme is to be offered. This enables the Council to plan its panel schedule and to hold a panel at a time that is preferable to all parties.

There is assistance available from the Council in guiding an institution/organisation through the application requirements. This assistance may be accessed at any stage in the development process. Applicants are welcome to make an appointment to meet Council staff in Wellington to discuss and view examples of the possible layout and presentation of applications.

Application Process

University sector

Application (documentation) for approval of a new programme must first be sent to the Council. If the Council approves the programme, the approval letter will be forwarded by the ITE provider to accompany the university's documentation to the next round of CUAP for consideration by its members.

Non-university sector

Forward the institution/organisation's application to the Council, and notify NZQA of this application at the same time. The Council works in conjunction with NZQA in a parallel and collaborative process.

The documentation headings for your application are listed in **Appendix A**.

Application planning

Factor into your timeline, the time for organising the panel and for taking the panel recommendation to a meeting of the Education Council (the governing body).

It normally takes eight weeks for a panel to be organised and held; then following the panel it normally takes eight weeks for the panel report to be finalised and for the panel recommendations to go to the Council. This latter part of the process may be longer if there are requirements to be met before the recommendation goes to a Council meeting. Until all requirements have been met, a panel will not normally recommend the approval of a programme to the Council.

Panel Composition

University sector

For programmes in the university sector the panel will be Council-only.

The Council will make the arrangements for the panel in conjunction with the university ITE provider.

Non-university sector

For programmes in the non-university sector the panel will be composed of both Council and NZQA staff. The Council will make the arrangements for the panel in conjunction with NZQA.

In all sectors the Approval Panel membership will consist of

- an independent Chair
- up to two ITE teacher educators; one from the university sector
- up to two teachers from the teaching sector/s in which the programme is focused
- an institutional representative not directly involved with the programme
- a Māori representative
- a Council representative.

In the case of joint panels with NZQA there will also be an NZQA representative on the panel. The Council will select membership for the panel from the Council's national core group of

- independent Chairs
- ITE teacher educators
- teachers/professional leaders from the relevant teaching sector.

The Council will ask the ITE provider if there are any conflicts of interest with the particular nominees. If so, a negotiation and additional nomination from the relevant national core group will be made.

The ITE provider will send to the Council several nominations for an institutional representative who is not involved in the delivery of the programme, and a Māori representative. The latter will bring an understanding of ITE and/or the relevant teaching sector.

Arrangements

Approval panels are held over a 2.5 day period.

An approval panel will generally commence in the latter part of a day, approx. 5pm, with a panel meeting. The meeting time is determined based on the institution's/organisation's greeting protocols. The panel will continue over the next two full days finishing at around 4pm on the final day.

The institution/organisation will arrange the panel's accommodation, catering and venue. When the panel membership is confirmed, the institution will send the panel documentation directly to each panel member.

The participation costs of the approval process for panel members will be charged back to the ITE provider. This includes travel, the daily rate and reimbursements for each of the panelists including the independent Chairperson. Every effort will be made to travel economically.

Documentation

When the documentation arrives at the Council a check will be made to ensure that all the required information is present. If there are aspects of the documentation missing then an institution/organisation will be asked to provide what is required before the panel arrangements are made. If the omissions are significant the provider will be required to resubmit the application.

The panel will be convened only when the Council and (where appropriate) NZQA are satisfied that the documentation is sufficient in scope and depth for an evaluation to be made by the panel.

Documentation required

The headings and contents of the documentation are in **Appendix A**.

Paper Outline/ Course Outline

The requirements for a paper/course outline are in **Appendix B**.

For a new programme the panel requires all the proposed courses for

- the first year of a three or four year programme
- all the papers in a one year programme

to be fully developed. In the case of longer programmes then the indicative outlines for Year Two and subsequent years is acceptable. For any programme, all the practicum papers or papers where practicum is located are to be fully developed.

Panel Agenda

University Sector

The Council, in conjunction with the ITE provider will draw up a draft panel agenda.

Non-University Sector

NZQA, in conjunction with the Council and the ITE provider will draw up a draft panel agenda. A draft approval panel agenda is in Appendix C.

Panel Report

The panel will write a report which may contain requirements to be met prior to approval of the programme and/or recommendations. The report is drafted by the Council member (University sector), or the NZQA member (Non-University sector) in conjunction with the Council member. It is then forwarded to the panel members for their consideration and comment. When the panel report has the final agreement of the panel members it is then forwarded to the ITE provider for factual checking.

Any requirements set by the panel will must be met before the (governing) Council receives the final panel report.

When all requirements have been met, the report and the panel's recommendation will be presented to the Council (and in the non-university sector to NZQA) for consideration and decision. If there are outstanding requirements to be met then the recommendation to the Council may be for non-approval of the programme.

Recommendations in a panel report may cover areas of the proposed programme the panel believes will strengthen the programme's content or delivery. The Council expects that an ITE provider will take each of the panel's recommendations seriously and will act upon them in the

early stages of the delivery of the programme. The programme monitor will report annually on the provider's progress in responding to these recommendations in the monitor's report.

Approval of a new programme

Once approved by the Council, a programme will usually hold ongoing approval. This is dependent upon satisfactory annual reports from the ITE provider and the programme monitor. Should there be concerns about delivery or graduate quality the Council will investigate these concerns.

The Council may in certain circumstances impose conditions upon the approval of a programme or withdraw its approval. If the Council withdraws the programme approval, then the Council will not grant a practising certificate to any graduate from the programme who is admitted from the date of the withdrawal of the programme approval.

In both university and non-university sectors the Council will inform NZQA of its decision to place conditions upon a programme or to remove approval of a programme. In the university sector the Council will inform CUAP of any such decisions.

MAJOR CHANGES TO AN EXISTING PROGRAMME

If major changes are made to a programme the institution/organisation must apply to the Council to decide whether it requires a

- paper application for approval or review
 - small panel for approval or review – which may be via phone conference or a face-to-face panel
 - full panel approval or review – held face-to-face. This panel may require up to two days to consider the changed programme.
-
- A programme may require a review
 - where four or more (60 points/credits or 16% of the programme) of the papers/courses in the qualification are rewritten or new
 - where the majority of the papers in the qualification have changed their credits/points values

ITE providers are advised to check with the Manager Teacher Education at the Council to determine the level of review required.

All major changes to programmes require the involvement of the other quality assurance bodies in teacher education. In the university sector, this means that the major change proposal comes first to the Council and following approval, it is passed to CUAP, if it falls within the CUAP regulations. In the non-university sector, this involves consulting with both the Council and NZQA.

REVIEW OF AN EXISTING PROGRAMME

Programmes are reviewed every six years, and have a set date for a review. Prior to 2011 this was termed the date for reapproval. From 2011 onwards all approved programmes have ongoing approval.

Until 2011 programmes were granted approval for a five year period. From 2011 onwards reviews of programmes will be held every six years.

University sector

Application (documentation) for the review of an existing programme should be sent to the Council. The review of a programme is a Council-only process and the Council will send a copy of the final report to CUAP, as agreed in the MOU with CUAP (2011).

Non-university sector

Application (documentation) for the review of an existing programme should be sent to the Council. The review of a programme is a Council-only process and the Council will send a copy of the final report to NZQA, as agreed in the MOU with NZQA (2011).

The documentation headings and contents are listed in **Appendix D**.

Application Planning

Factor into your timeline, the time for organising the panel and for taking the panel recommendations to a meeting of the Education Council (the governing body).

It normally takes eight weeks for a panel to be organised and held; then following the panel it normally takes eight weeks for the panel report to be finalised and for the panel recommendations to go to the Council. This latter part of the process may be longer if there are requirements to be met before the recommendation goes to a Council meeting.

PANEL COMPOSITION

University and non-university sectors

For programmes in both sectors this will be a Council only panel.

The Council will make the arrangements for the panel in conjunction with the ITE provider. In all sectors the Review Panel membership will consist of

- an independent Chair
- an ITE teacher educator
- a teacher from the teaching sector/s in which the programme is focused
- a Council representative
- an institutional representative not directly involved with the programme

The Council will select membership for the panel from the Council's national core group of

- independent Chairs

- ITE teacher educators
- teachers/professional leaders from the relevant teaching sector and will ask the ITE provider if there are any conflicts of interest with the particular nominees. A conflict will result in negotiation around another nominee being sought from the relevant national core group.

The ITE provider will send to the Council several nominations for an institutional representative who will not be involved in the delivery of the programme.

Arrangements

Review panels are held over a 1.5 day period.

A review panel usually commences their first meeting around 5pm, continues over the next full day and finishes at around 4pm. Meeting times are determined in line with the institution/organisation's greeting protocols.

The institution/organisation will arrange the venue, panel accommodation and catering. When the panel membership is confirmed, the institution will send the panel documentation directly to each member.

The full costs of the review process for panel members will be charged back to the ITE provider. This includes travel, the daily rate and reimbursements for each of the panelists including the independent Chairperson. Every effort will be made to travel economically.

Documentation

There is assistance available from the Council in guiding an institution/organisation through the application process. Applicants are welcome to make an appointment to meet Council staff in Wellington to discuss and view examples of the possible layout and presentation of applications for review.

When documentation arrives at the Council a check will be made to ensure that all the required information is present. If there are aspects of the documentation missing then the applicant will be asked to provide what is required before the panel arrangements are commenced.

The panel will be convened only when the Council is satisfied that the documentation is sufficient in scope and depth for an evaluation to be made by the panel.

Documentation required

The contents of the documentation are in **Appendix D**.

Panel Agenda

The Council in conjunction with the ITE provider will draw up a draft panel agenda. A draft review panel agenda is in Appendix E.

Panel Report

The panel will write a report for the (governing) Council to consider, which may contain requirements

(to be met prior to it being submitted to the Council) and/or recommendations.

The Council member on the review panel writes the draft of the panel report. It is then forwarded to the panel members for their consideration and comment. The panel report is then forwarded to the ITE provider for factual checking.

Any requirements set by the panel will normally have to be met before the (governing) Council receives the panel report. When all requirements have been met, the report will be presented to the Council for consideration. If there are outstanding requirements to be met then the recommendation to the Council may be for conditions to be placed upon the ongoing delivery of the programme.

Recommendations are aspects which the panel considers will strengthen the programme content or delivery. The Council expects that an ITE provider will take each of the recommendations seriously and will act upon them in the year of or the year following of the review of the programme. The programme monitor will report annually on the provider's progress in responding to these in the monitor's report.

ANNUAL PROGRAMME REPORT

This annual report will reach the Education Council each year. It will report on the programme for the previous calendar year. A copy will also be sent by the provider to the appointed monitor as well as the Council, eight weeks prior to the monitor's scheduled visit.

Where there is more than one intake per year the data provided in the annual report will be provided separately for each intake cohort. Where there are different sites for delivery and different modes of delivery (e.g. campus based and distance delivery) the programme data will be presented separately.

The annual programme report requirements are described in **Appendix H**.

APPENDICES

APPENDIX A: Documentation for Programme Approval

Documentation should be sent to the Council at least six weeks prior to a panel meeting. It will be provided to all members of the panel. It will be organised with clear headings and an index of sections. Preferably it will be spiral bound, stapled or in a folder/s with dividers. If you make it easy for the panel members to navigate your application then the panel process is likely to proceed more smoothly and fewer requests for additional information are likely to be necessary. It is helpful if it is organised under the following headings.

1. Moratorium exemption

Evidence of an exemption from the Moratorium on new programmes of teacher education from the Minister of Education.

2. Title of qualification

This is in full and the intended abbreviated format.

3. MOE code

This is the code given to the programme by the Ministry of Education for the qualification.

4. Delivery sites

These are the sites where the programme will be physically delivered face to face. Addresses will be provided and if these are new sites for the institution/organisation to deliver teacher education from then evidence of the site holding local Council consent for this purpose will be provided.

5. Delivery modes

This outlines the mode/s of delivery. If some papers have mixed delivery modes then the proportionality in delivered hours would normally be provided.

6. Programme focus

This is the description of the target group of learners/students that the graduates of the programme will teach. It may describe a range of students e.g.

- teaching in full immersion te reo Maori settings and for teaching in bilingual settings in mainstream schools
- teaching children from birth to 8 years of age.

7. Conceptual framework

The conceptual framework for a teacher education programme should begin with a clearly identified philosophical base. The philosophy should then be consistently visible in all programme components such as the selection of content, teaching and learning strategies, assessment processes, and the intended effect of the programme on the teaching and learning of children and young people.

The conceptual framework should include principles, beliefs and values about teacher education, teaching, and learning in the particular sector (e.g. Māori medium, ECE, primary or secondary). It should be clear how these principles, beliefs and values were informed by relevant research. The conceptual framework should also be inclusive of the political, historical and

socio-cultural

contexts in which the philosophy is situated, such as issues relating to the special character of an institution or the themes that permeate the programme. The conceptual framework will reference relevant research. It may include diagrams that draw aspects of the programme together to illustrate connectedness between courses/papers and strands or themes.

8. Programme aims

The aims of the programme should be explicitly stated. They must refer to the conceptual framework. The aims should be reflected in the learning outcomes of the courses/papers within the programme.

9. Graduate profile

This will be programme-specific, and will reflect the conceptual framework and the aims of the programme. It will be based upon *the Graduating Teacher Standards Aotearoa New Zealand* and will have the Education Council *Code of Ethics* embodied within it. The good character and fit to be a teacher policy of the Council will be visible in the graduate profile.

10. Graduate status

All approved programmes will meet the standards for a bachelor's degree, a graduate diploma or higher qualification as defined by NZQA for the New Zealand Qualifications Framework. Further information on the framework is available [here](#).

11. Alignment to the *Graduating Teacher Standards*

All programmes will demonstrate how graduates will have met the *Graduating Teacher Standards Aotearoa New Zealand*. Documentation should demonstrate such linkages in courses/papers between the learning outcomes and the course/paper assessments.

12. Programme content, design, structure and progression

The models of learning and teaching that underpin the programme will be described. The research base for these will be in the conceptual framework. There may be themes or strands built into the programme design and structure.

The structure will also include the delivery of the programme semester by semester across the length of the programme. The interconnectedness of courses/papers should be presented in the documentation, distinguishing between the compulsory and elective courses/papers of the qualification.

Documentation should also include:

- diagrams to illustrate the programme design and structure
- diagrams to illustrate the semester and yearly patterns of programme delivery
- diagrams to link the courses/papers learning outcomes and the assessments to the *Graduating Teacher Standards Aotearoa New Zealand*
- progression between courses/papers
- themes or trends in the programme
- and illustration of coherence in terms of theory and practice and the ways in which they interact
- expectations of the school/centre teachers/professional leader/s, student teacher and the ITE provider and ITE lecturing staff when the student teacher is placed in a school/centre for observation and practicum.
- all the proposed courses/paper outlines for the first year of a three or four year programme

or all the papers in a one year programme. These outlines should be fully developed. In the case of longer programmes the indicative outlines for Year Two and subsequent years are acceptable. See Appendix B for details of the information panel members would expect to see in a course/paper outline. A set of these proposed and indicative outlines should be sent to each panel member.

- all practicum handbooks or course/paper outlines where practicum is located.
- The handbooks or courses/papers must be fully developed. A set of handbooks should be sent to each panel member.

13. Practicum information

The documentation will describe the practicum requirements in relation to research. The expectations for each practicum block/experience will be fully documented and linked to the assessment requirements. The links to the *Graduating Teacher Standards Aotearoa New Zealand* will also be described.

How s t u d e n t s a n r e supported to integrate theory and practice when on the practicum will be outlined. Expectations of students in terms of planning, teaching, assessing, evaluating and reflecting when on practicum will be fully described in the documentation. The processes of developing personal and professional goals will be outlined.

There will be a full description of practicum blocks/patterns and length of time and its distribution across the practicum weeks. The relationship between the visiting lecturer/s and the associate teacher/s will be described and the expectations of the role and contribution of the associate teacher/s will be detailed.

Professional development provided for associate teachers will be detailed as will the mechanisms by which the ITE provider will build and maintain an effective dialogue and relationship with the placement schools/centres.

14. Visiting arrangements

The pattern of visiting for each practicum will be described and the expectations of each visit to an individual student teacher and the associated formative and summative focus of assessment. The template(s) to be used for the associate teacher and visiting lecturer assessment reports will be shown.

15. Assessment policies and procedures

These will be described, including the achievement levels and criteria, reporting to students, appeal processes and assessment methodology in the programme or in particular courses/papers.

The standard required to graduate must be expressed clearly. How each student will be assessed against the *Graduating Teacher Standards Aotearoa New Zealand* will be described.

It is expected that the staff responsible for assessment in any part of the programme will have qualifications and experience appropriate to the task. This includes staff engaged in the assessment of practicum.

16. Internal consultation

Programmes should take account of the views of internal interest groups. Documentation will demonstrate the active participation by staff in the programme development process. It will include agendas and minutes of meetings across the consultation period of the development of the programme. It should include submissions made by staff groups throughout the development process and the contributions made by any externally invited academics or teachers to add to the professional knowledge and learning of the staff.

17. External consultation

Programmes should take account of the views of external interest groups. Documentation will provide evidence of consultation with external interest groups such as professional leaders, teachers, professional bodies, employers, teacher educators from external institutions/organisations, Iwi groups and the wider community with an interest in initial teacher education. Documentation will include agendas and minutes of meetings across the consultation period of the development of the programme. It should include submissions made by the various groups to the programme development.

18. Entry standards

The academic and character standards for entry will be described in the documentation. These will follow the Council's requirements for ITE programmes. Documentation will fully outline the selection processes for the programme.

19. Programme regulations

These will include regulations on the following:

- academic entry
- literacy (English language competency) entry levels
- numeracy entry levels
- information technology entry competency
- Te reo Māori competency
- English language competency for EAL students
- practicum requirements
- Police vetting of candidates
- candidates of 'Good Character' and 'Fit to be a Teacher'
- recognition of prior learning (RPL) processes
- cross crediting processed
- full-time and part-time study
- assessment policies and procedures
- maximum repeats for a course/paper
- maximum time for completion.

20. Recognition of prior learning

The parameters and processes for recognition of prior learning will be documented.

21. Learning and teaching resources

The resources for teaching and learning for both the students and staff will be described. These include the tertiary level library 'shelf' and online academic and research resources. The necessary teaching and equipment including specialist facilities will also be described.

22. Internal moderation plan

This plan will demonstrate how the institution is assured that course/paper design, delivery and assessment practices are appropriate. All assessments are normally pre-moderated along with marking schedules to check for relevance to the learning outcomes, validity and fairness. Internal moderation will also include cross-class/group moderation to ensure assessment consistency and reliability.

23. External moderation plan

This plan will outline the institution/organisation's plan for external moderation. This should provide external verification of reliability, validity and fairness of assessment. Ideally it will provide collegial advice on the quality of the assessments and the marking of them. Each course/paper is usually moderated at least once in each six year cycle of programme review. Moderation will be reported on annually in the programme report.

24. Staff members

The documentation will include each staff member's Curriculum Vitae, including teaching qualifications and teacher registration status (if they are visiting lecturers for practicum).

Lecturing staff should be suitably qualified academically and experienced in teacher education and in teaching in the relevant sector. The majority of lecturing staff will hold a relevant qualification in advance of what is being delivered to the student teachers. The staff yet to attain such a qualification will be actively engaged in doing so and evidence of support for this will be provided.

Appropriately qualified and experienced staff should lead programmes.

25. Staff professional development

There will be evidence of formal and informal academic learning. The frequency and methods by which the staff engages with ITE colleagues in other institutions/organisations to discuss their teaching and learning of their students will be described.

26. Financial and administrative infrastructure

Documentation will outline the institution's/organisation's infrastructure to provide ongoing administrative and financial support for the delivery of the programme.

27. Student Support and Guidance Systems

The documentation will report on how the student teachers requiring support are identified and provided with specialist support. The documentation will include the published/online information for students about the systems for guidance and support available for the following (but not restricted to):

- learning skills
- library resources – including interloan
- internet access
- computer support – technical services
- counselling services
- liaison services
- career services
- international student support.

28. Research

Documentation will include evidence of a solid research base for the programme identified in the conceptual framework and followed through in its aims. In addition, evidence must be provided that shows that the research has informed the various programme elements, such as socio-cultural, historical, political, philosophical, curriculum and pedagogical perspectives.

There must be evidence that teaching staff are encouraged and supported to be research active.

A quality teacher education programme must be informed by sound research and should promote research as an important component of student teachers' developing professional skills. Evidence of research should also be supported by appended references.

The documentation will provide evidence of research through references appended to each course/paper, ethical principles and guidelines for staff and students undertaking research, and reference to teacher education literature that underpins beliefs about teaching and learning.

29. Staff Research

Documentation should include evidence of staff who are actively engaged in research and publishing. This will include the details of how the research has informed the practice of the ITE lecturing/visiting staff and the profession in the relevant sector. It will include a description of how the research has been disseminated to the wider ECE and schooling teaching profession.

APPENDIX B: Full Course/Paper Outline

Documentation will include the following details for each course/paper in the qualification;

- Aim/short course description
- Points/credits - proportion of EFT
- Duration of delivery - total course/paper hours and taught hours.
- Delivery mode
- Learning Outcomes
- Content
- Assessment
 - full descriptor of assignments (including length of any examinations)
 - each assignment specifically linked to the course/paper learning outcomes
 - the % weighting/contribution to the final grade for the course/paper
 - linking student assessment to each of the *Graduating Teacher Standards Aotearoa New Zealand*.
- Compulsory Texts
- Additional References

The provider will send to each of the panel members a full set of course/paper outlines for each of the first year courses/papers, and the full set of practicum handbooks for each year of the qualification. It is recognised that in the case of approvals, these course/paper outlines may still be in draft format for years 2 and 3 of longer programmes.

APPENDIX C: Approval of a Programme - Sample approval panel agenda

Day 1

Beginning around 5pm: Panel meets for approx. 90 minutes. Full panel meets for dinner in the evening. In some institutions/organisations this time may also include a welcome ceremony.

Day 2 and 3

In some institutions/organisations this day may commence with a welcome ceremony. The following table is a guideline for planning an agenda across the two days. It is most likely that meetings with teachers, advisory committee members and potential employers will be held towards the end of Day 1 to accommodate those teachers working day. **

Group to meet with the panel	Time guideline for session
Overview of the ITE programme and its place in the institution/organisation's overall offerings; Dean or Teacher Education leader	20 minutes
Programme development and proposal; Meeting with programme leader/s/developers	60 - 90 minutes
Individual courses/papers; Meeting with Heads of Departments/Year Group Co-ordinators.	30 minutes
Individual courses/papers; Meeting with education studies staff	45 minutes
Individual courses/papers; Meeting with subject studies staff (if there are such courses/papers in the programme)	45 minutes
Individual courses/papers; Meeting with curriculum staff	50 minutes

Group to meet with the panel	Time guideline for session
Individual courses/papers; Meeting with professional studies staff	50 minutes
Individual courses/papers; Meeting with practicum visiting staff	40 minutes
Meeting with practicum placement staff	30 minutes
Individual courses/papers; Meeting with distance or on-line delivery and co-ordination staff	30 minutes
Meeting with potential students of the programme or current students of existing programme (may be enrolled in the present diploma, which will be replaced with a degree)	30 minutes
Meeting with possible associate teachers**	40 minutes
Meeting with Advisory Committee members**	40 minutes
Meeting with potential employers of programme graduates**	30 minutes
Visit to view any specialist facilities, the library and student support facilities – meet with those staff	30 minutes
End of Day 2: Interim report to staff (around 3.30/4pm)	30 minutes

Throughout each of these days the panel requires blocks of 'panel-only time' of usually 15 minutes mid-morning, with 30 minutes at the end of a morning and mid-afternoon – these may be co-ordinated to coincide with a coffee/tea break.

Please allow 60 minutes for lunch breaks, as the panel members need time to attend to other messages and to take a walk if they wish to.

Staff located at other campuses may need to meet with the panel via video or phone conference. Time must be allowed in case the link is not functional on the first attempt to connect with all the staff involved. Where a programme is to be offered across different sites and they are new sites then normally a site visit will be made by a panel member/s prior to the panel meeting. If they are existing delivery sites then the capacity for any new requirements for delivery will need to be checked by the Council panel member.

APPENDIX D: Documentation for Programme Review

The documentation should be sent to the Council at least six weeks prior to a panel meeting. It will be provided to all members of the panel. It will be organised with clear headings and an index of sections. Preferably it will be spiral bound, stapled or in folders with dividers. If you make it easy for the panel members to navigate your application then the panel process is likely to proceed more smoothly and fewer requests for additional information are likely to be necessary.

It is important that your documentation informs the panel about **all changes** that are being made to the programme that will be put in place after the review. If there have been changes to papers/courses since it was approved or last reapproved then these should be included in the documentation.

The contents will include;

1. Title of qualification

This is in full and in the abbreviated format.

2. MOE code

This is the code given by the Ministry of Education for the qualification.

3. Delivery sites

These are the sites where the programme is physically delivered face to face. Addresses must be provided.

If there is a new site for delivery then that is a site extension application and you should check with the Teacher Education staff at the Council as to the requirements for such an application. In such an application evidence of the site holding local Council consent for this purpose will be provided.

4. Delivery modes

This outlines the mode/s of delivery. If some papers have mixed delivery modes then the proportionality in delivered hours would normally be provided.

If the application involves a new delivery mode then you should check with the Teacher Education staff at the Council as to the requirements for such an application.

5. Conceptual Framework

It may be that since the programme was approved the subsequent programme review has brought about changes to the conceptual framework of the programme. This may involve a major change to the philosophical base of the programme. These changes should be consistently visible in all programme components such as the selection of content, teaching and learning strategies, assessment processes, and the intended effect of the programme on the teaching and learning of children and young people.

Changes made to the conceptual framework may include a change to the research underpinning the programme and the referenced relevant research. It may include diagrams that draw aspects of the programme together to illustrate connectedness between courses/papers and strands or themes.

The conceptual framework should include principles, beliefs and values about teacher education, teaching, and learning in the particular sector (e.g. Māori medium, ECE, primary or secondary). It should be clear how these principles, beliefs and values are informed by relevant research. The conceptual framework should also be inclusive of the political, historical and socio-cultural contexts within which the philosophy is situated, such as issues relating to the special character of an institution or the themes that permeate the programme.

6. Programme focus

This is the description of the target group of learners/students that the graduates of the programme will teach. It may describe a range of student's e.g.

- for teaching in full immersion te reo Māori settings and for teaching in bilingual settings in mainstream schools
- for teaching children from birth to 8 years of age.

7. Programme aims

The aims of the programme are normally explicitly stated and they refer to the conceptual framework. The aims should be reflected in the learning outcomes of the courses/papers within the programme.

8. Graduate profile

This should be programme specific, and reflect the conceptual framework and aims of the programme. It will be based upon the *Graduating Teacher Standards Aotearoa New Zealand* and will have the Education Council Code of Ethics embodied within it. The good character and fit to be a teacher policy of the Council will be visible in the graduate profile.

9. Graduate status

All approved programmes will meet the standards for a bachelor's degree, a graduate diploma or higher qualification as defined by NZQA for the New Zealand Qualifications Framework. This standard must continue to be met. <http://www.nzqa.govt.nz/>

10. Alignment to the *Graduating Teacher Standards Aotearoa New Zealand*

All programmes will demonstrate how graduates will have met the *Graduating Teacher Standards Aotearoa New Zealand*. Documentation should demonstrate such linkages in courses/papers between the learning outcomes and the course/paper assessments.

11. Summary of proposed programme changes

This is a summary of all the proposed programme changes which will take effect following the review and/or those which have taken place since the programme was last approved or reviewed.

12. Programme content, design, structure and progression

The models of learning and teaching that underpin the programme will be described. The research base for these will be in the conceptual framework. There may be themes or strands built into the programme design and structure.

The structure will also include the delivery of the programme semester by semester across the length of the programme. The interconnectedness of courses/papers should be presented in the documentation, distinguishing between the compulsory and elective courses/papers of the qualification.

Documentation should include:

- diagrams to illustrate the programme design and structure
- diagrams to illustrate the semester and yearly patterns of programme delivery
- diagrams to link the courses/papers learning outcomes and the assessments to the *Graduating Teacher Standards Aotearoa New Zealand*
- progression between courses/papers
- themes or trends in the programme
- and illustration of coherence in terms of theory and practice and the ways in which they interact
- expectations of the school/centre teachers/professional leader/s, student teacher and the ITE provider and ITE lecturing staff when the student teacher is placed in a school/centre for observation and practicum.
- a full set of **course/paper outlines** for each panel member, including the full set of practicum handbooks for each year of the qualification. See **Appendix B** for details of the information panel members would expect to see in a course/paper outline.

Ensure that you document changes to the programme since it was approved and any changes that are proposed for implementation since it was last reviewed.

13. Practicum information

The documentation will describe the practicum requirements as they relate to research. The expectations for each practicum block/experience will be fully documented and linked to the assessment requirements. The links to the *Graduating Teacher Standards Aotearoa New Zealand* will also be described.

How students are supported to integrate theory and practice when on the practicum will be outlined. Expectations of students in terms of planning, teaching, assessing, evaluating and reflecting when on practicum will be fully described in the documentation. The processes of developing personal and professional goals will be outlined.

There will be a full description of practicum blocks/patterns and length of time and its distribution across the practicum weeks. The relationship between the visiting lecturer/s and the associate teacher/s will be described and the expectations of the role and contribution of the associate teacher/s will be detailed.

Professional development provided for associate teachers will be detailed as will the mechanisms by which the ITE provider will build and maintain an effective dialogue and relationship with the placements schools/centres.

14. Visiting arrangements

The pattern of visiting for each practicum will be described and the expectations of each visit to an individual student teacher and the associated formative and summative focus of assessment. There will be the template/s to be used for the associate teacher and visiting lecturer assessment reports.

15. Assessment policies and procedures

These will be described, including the achievement levels and criteria, reporting to students, appeal processes and assessment methodology in the programme or in particular courses/papers.

The standard required to graduate must be expressed clearly. How each student will be assessed against the *Graduating Teacher Standards Aotearoa New Zealand* will be described.

It is expected that the staff responsible for assessment in any part of the programme will have qualifications and experience appropriate to the task. This includes staff engaged in the assessment of practicum.

16. Internal consultation

Programmes should take account of the views of internal interest groups. Documentation will demonstrate the active participation by staff in the programme review process. It will include agendas and minutes of meetings across the consultation period of the review of the programme. It should include submissions made by staff groups throughout the review process and the contribution/s made by any externally invited academics/teachers to add to the professional knowledge and learning of the staff.

17. External consultation

Programmes should take account of the views of external interest groups. Documentation will provide evidence of consultation with external interest groups such as professional leaders, teachers, professional bodies, employers, teacher educators from external institutions or organisations, Iwi groups and the wider community with an interest in initial teacher education. Documentation will include agendas and minutes of meetings across the review period of the development of the programme. It should include submissions made by various groups to the programme review.

18. Entry standards

The academic and character standards for entry will be described in the documentation. These will follow the Council's requirements for ITE programmes (2010). Documentation will fully outline the selection processes for the programme.

19. Programme regulations

These will include regulations on the following:

- academic entry
- literacy (English language competency) entry levels
- numeracy entry levels
- information technology entry competency
- Te reo Māori competency
- English language competency for EAL students
- practicum requirements
- Police vetting of candidates
- candidates of 'Good Character' and 'Fit to be a Teacher'
- recognition of prior learning (RPL) processes
- cross crediting processed
- full-time and part-time study
- assessment policies and procedures
- maximum repeats for a course/paper
- maximum time for completion.

20. Recognition of Prior Learning

The parameters and processes for recognition of prior learning will be documented.

21. Learning and teaching resources

The resources for teaching and learning for both the students and staff will be described. These include the tertiary level library 'shelf' and online academic and research resources. The necessary teaching and equipment (including specialist) facilities will be described also.

22. Internal moderation plan

This plan will demonstrate how the institution is assured that course/paper design, delivery and assessment practices are appropriate. All assessments would be pre-moderated along with marking schedules to check for relevance to the learning outcomes, validity and fairness. Internal moderation will also include cross-class/group moderation to ensure assessment consistency and reliability.

23. External moderation plan

This plan will outline the institution/organisation's plan for external moderation. This should provide external verification of reliability, validity and fairness of assessment. Ideally it will provide collegial advice on the quality of the assessments and the marking of them. Each course/paper should be moderated at least once in each six year cycle of programme review. This will be reported on annually in the programme report.

24. Staff members

The documentation will include each staff member's Curriculum Vitae, including teaching qualifications and teacher registration status (if they are visiting lecturers for practicum).

Lecturing staff should be suitably qualified academically and experienced in teacher education and in teaching in the relevant sector. Normally the majority of lecturing staff will hold a relevant qualification in advance of what is being delivered to the student teachers. The staff who are yet to attain such a qualification will be actively engaged in doing so and evidence of support for this will be provided.

Appropriately qualified and experienced staff should lead programmes.

25. Staff professional development

There will be evidence of formal and informal academic learning. The frequency and methods by which the staff engages with ITE colleagues in other institutions/organisations to discuss their teaching and learning of their students will be described.

26. Financial and administrative infrastructure

Documentation will outline the institution's/organisation's infrastructure to provide ongoing administrative and financial support for the delivery of the programme.

27. Student Support and Guidance Systems

The documentation will report on how student teachers requiring support are identified and provided with specialist support when it is required or when it is sought. The documentation will include the published/online information for students about the systems for guidance and support available for the following (but not restricted to):

- learning skills
- library resources – including inter-loan
- internet access
- computer support – technical services
- counselling services
- liaison services
- career services
- international student support

28. Research

Documentation will include evidence of a solid research base for the programme identified in the conceptual framework and followed through in its aims. In addition, evidence must be provided that shows that the research has informed the various programme elements, such as socio-cultural, historical, political, philosophical, curriculum and pedagogical perspectives.

There must be evidence that teaching staff are encouraged and supported to be research active.

A quality teacher education programme must be informed by sound research and should promote research as an important component of student teachers' developing professional skills. In the documentation, evidence of research should also be indicated by appended references.

The documentation will provide evidence of research through references appended to each course/paper, ethical principles and guidelines for staff and students undertaking research, and reference to teacher education literature that underpins beliefs about teaching and learning.

29. Staff Research

Documentation will normally include evidence of staff who are actively engaged in research and publishing. This will include the details of how the research has informed the practice of the ITE lecturing/visiting staff and the profession in the relevant sector. It will include a description of how the research has been disseminated to the profession.

APPENDIX E: Review of a Programme– sample review panel agenda

Day 1

Late afternoon – early evening: Panel meeting, normally 90 minutes long. In some institutions/organisations this time may include a welcome ceremony

Across Day 2

In some institutions/organisations this day may commence with a welcome ceremony. The following table is a guideline for planning an agenda across the day.

It is most likely that meetings with teachers, advisory committee members and potential employers will be held around or with lunch to accommodate those teachers' working day **. Some of these groups may need to be combined in the interests of a workable agenda and teacher's time constraints.

Group to meet with the panel	Time guideline for session
Overview of the ITE programme and its place in the institution/organisation's overall offerings; Dean or Teacher Education leader	10 minutes
Programme overview Meeting with programme leader/s	30 minutes
Individual courses/papers; Meeting with Heads of Departments/Year Group co-ordinators	15 minutes
Individual courses/papers; Meeting with education studies staff and subject studies staff	30 minutes
Individual courses/papers; Meeting with curriculum staff	30 minutes
Individual courses/papers; Meeting with professional studies staff	30 minutes
Individual courses/papers; Meeting with practicum visiting staff	30 minutes

Group to meet with the panel	Time guideline for session
Meeting with practicum placement staff	20 minutes
Individual courses/papers; Meeting with distance or on-line deliver and co-ordination staff	15 minutes
Meeting with present students of the programme	20 minutes
Meeting with recent graduates of the programme	20 minutes
Meeting with associate teachers**	30 minutes
Meeting with Advisory Committee members**	25 minutes
Meeting with employers of recent graduates**	20 minutes
Visit to view any specialist facilities, the library and student support facilities – meet with those staff if the Monitor’s reports or annual reports indicate this is desirable	10 minutes
End of Day: Interim report to staff	30 minutes

Throughout each of these days the panel requires blocks of ‘panel only time’ of usually 15 minutes mid-morning, at the end of a morning and mid-afternoon – these may be co-ordinated to coincide with a coffee/tea break.

Please allow 60 minutes for lunch breaks, as the panel members need time to attend to other messages and to take a walk if they wish to.

Staff located at distant campuses may need to meet with the panel via video or phone conference. Time must be allowed in case the link is not functional on the first attempt to connect with all the staff involved.

APPENDIX F: Documentation Requirements for Major Changes

Major changes are defined, as with NZQA Type 2 changes, as those changes which have an impact on the programme as a whole.

This documentation will outline what each major change is and its:

- extent within the programme and the programme papers/courses
- impact upon practicum
- impact on the student teachers' workload
- impact on the order of papers or the programme academic year or weekly timetable
- impact on any programme regulations.

The documentation will also include any consultation which has occurred with stakeholder groups.

APPENDIX G: Application for Exemption from the Initial Teacher Education Moratorium

In this application, you will be asked to provide evidence for each of the five moratorium exemption criteria.

Name of proposed qualification	
Date of proposed commencement	
Brief overview of qualification In this section, you should explain the intended outcomes of offering the qualification.	

Evidence for criterion 1

Where the qualification is to be offered:

i. contributes to key outcomes the Government has indicated that it wants to achieve
Please explain how the qualification contributes to such outcomes as the Tertiary Education Strategy, the Māori Education Strategy, the ECE Strategic Plan, the Pasifika Education Plan and the Schooling Strategy

ii. is critical to the achievement of those outcomes

Evidence for criterion 2

Where waiting until the end of the moratorium would seriously compromise the achievement of those outcomes.

Please detail why it is essential the qualification must begin soon.

Evidence for criterion 3

Where no other recognised provider is able to offer, or has the capacity to offer, the qualification to the same target group in a similar timeframe.

Please explain how the qualification differs from currently offered qualifications

Evidence for criterion 4

Where the demand for the qualification has been established

Evidence for criterion 5

Where providers demonstrate that they have the capacity and capability to develop and implement quality programmes, including:

- i. that the institution offers or has capacity and capability to offer initial teacher education degree programmes

APPENDIX H: Annual Programme Report

The annual report will report on the programme for the previous academic year. It must reach the Education Council and the appointed monitor eight weeks before the monitor's scheduled visit.

Please note that where an ITE provider is being monitored on a two year cycle, their report is still submitted before that monitoring visit. They means will miss a year's reporting.

Where there are different sites for delivery and different modes of delivery (for example: campus based and distance delivery, the programme data will be presented separately within the programme report.

Secondary providers have a separate section of the report to complete regarding the subject specialisation of their graduates.

The Headings are:

A. Programme Details

1. Name of ITE provider
2. Title of the programme
3. Length of the programme
4. Sites at which the programme is delivered
5. Modes of programme delivery
6. Programme leader: Name, title and email address
7. Academic year covered in this report

B. Programme Report

1. Positive aspects/outcomes/successes of the programme
2. Challenges experienced with the programme
3. If you have identified or implemented any adjustments to your programme as an outcome of your own internal review, please indicate these
4. Practicum
5. Graduate survey findings
6. Employer survey findings
7. External moderation
8. Issues raised in the most recent Education Council (or NZTC) approval or review panel report
9. Issues identified in the most recent monitor's report
10. List any identified challenges ahead for the programme
11. Note any other aspects of the programme that you wish to highlight

C. for Secondary Teacher Education only

Details about the curriculum areas studied by Secondary Teacher Education graduates must be sent to the Council by 31 March each year, and again in September if there is a mid-year cohort of graduates.

[Contact the Teacher Education team](#) for a template of this report.

ABBREVIATIONS and ACRONYMS

The Council Education Council

CUAP Committee on University Academic Programmes

ITE Initial Teacher Education

NZQA New Zealand Qualifications Authority