



## Future-focused ITE proposals - Summary of consultation findings

We released our consultation document 'Educating Teachers for Our Changing World', setting out our proposals for future-focused initial teacher education (ITE) in June 2017. Our consultation period ran for four weeks and we received around 200 submissions. We also met with a number of organisations and providers to discuss our proposals.

We received:

- 90 responses to a short online survey for people with a general interest in ITE
- 70 responses to a detailed online survey for ITE stakeholders, and
- 40 written and verbal submissions.

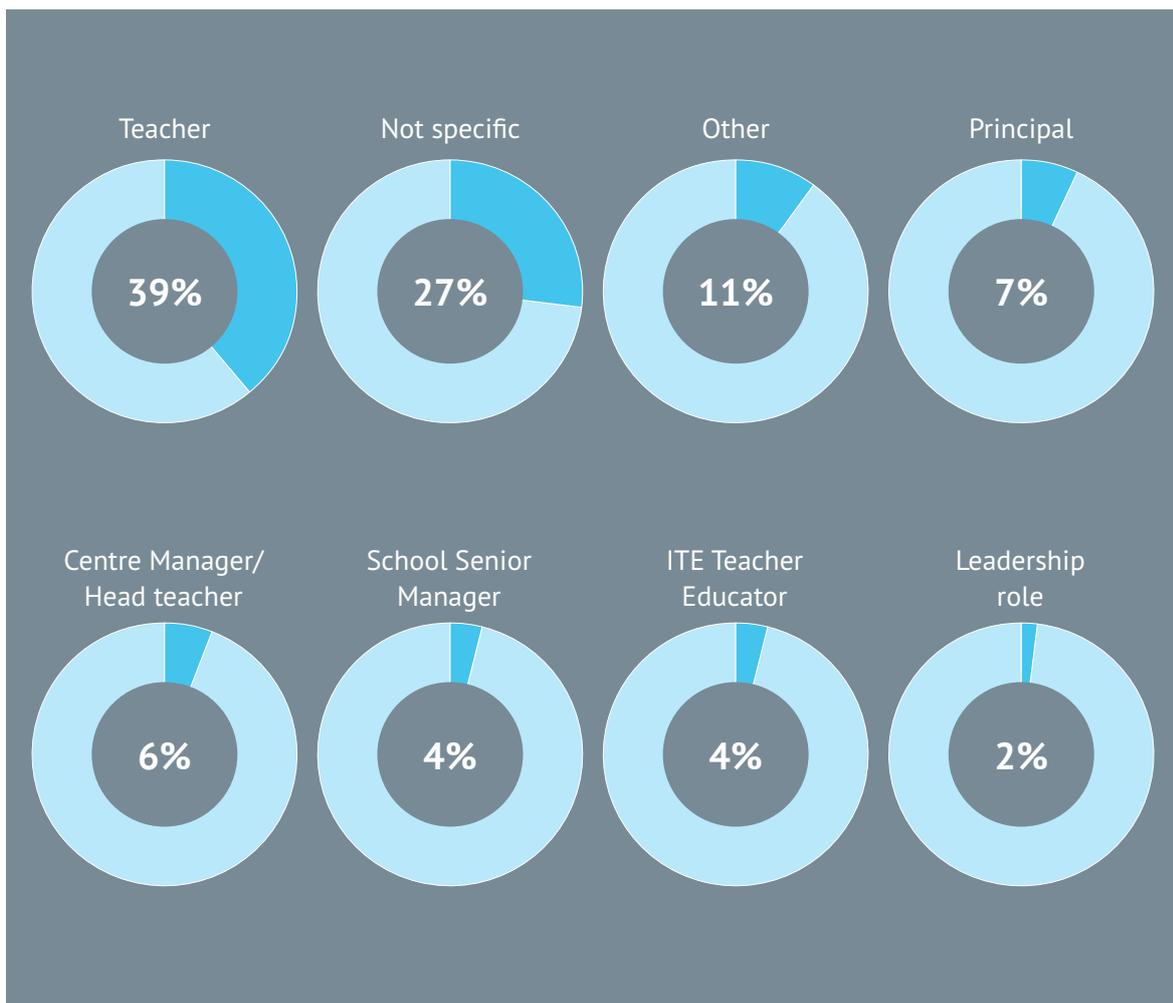
The majority of online survey responses were from individual people, while most written submissions were from organisations. We received submissions from a range of organisations including the New Zealand Council of Education Deans, Tertiary Education Forum of Aotearoa New Zealand, PPTA Te Wehengarua, NZEI Te Riu Rua, New Zealand Principals' Federation, New Zealand Kindergartens, Normal and Model Schools Association, and the New Zealand School Trustees Association. We received written submissions from 19 ITE providers and met with several more.

Our proposals for future-focused ITE followed over a year of discussion with ITE sector stakeholders and providers. This included releasing our discussion document 'Strategic options for developing future-orientated initial teacher education' in July 2016, workshops with providers in November 2016, and a hui with Māori medium providers in February 2017. All of this engagement shaped our proposals.

### Who responded to our online surveys?

By educational role, the largest group of people who responded to our online surveys were teachers (39%). Around a quarter of respondents didn't state their role (27%). The survey was also completed by principals (7%), centre managers (6%), senior managers in schools (4%) and ITE educators (4%). Roles making up the 'other' category accounted for 11% of respondents, includes ITE programme co-ordinators, registrars and managers.





### Survey analysis

Our online surveys asked respondents to say how much they agreed with a proposal on a scale of one (strongly disagree) to five (strongly agree). In this summary, we report the combined total of those people who agree/strongly agree with a proposal or disagree/strongly disagree with a proposal.

### What did respondents think about our proposals?

Overall feedback strongly supported proposals to lift and strengthen ITE. The majority of general survey respondents (88%) and ITE stakeholder survey respondents (82%) agreed. Only 10 percent of ITE stakeholder respondents disagreed with strengthening ITE programmes from 2020.

We also heard that we need to carefully consider how each proposal will impact on Māori medium provision.



## Support for raising entry requirements

Our proposal to raise entry requirements, including higher literacy and numeracy, was strongly supported by respondents. Seventy eight percent of general survey respondents agreed with this proposal. More ITE stakeholder survey respondents preferred setting entry requirements (79%) rather than graduation requirements (70%). A potential issue raised about setting graduation (rather than entry) requirements was the risk that a provider would be unable to graduate a student who had inadequate literacy and/or numeracy capability even though the student had completed up to three years of ITE study.

Some respondents said that raising entry requirements may exclude some students who would otherwise make excellent teachers. Another concern was that higher entry requirements might disproportionately exclude students from disadvantaged backgrounds and over time, this may lead to a less diverse teaching workforce.

Almost two thirds of ITE stakeholder respondents (63%) supported using the Literacy and Numeracy for Adults Assessment Tool (Assessment Tool) as a nationally consistent way to assess literacy capability. Some submissions did not think the Assessment Tool was suitable to use in ITE. Several providers said they would like more information about how to access and use the Assessment Tool.

The majority of survey respondents supported using National Certificate of Educational Achievement (NCEA) Level 2 mathematics credits as a way to evaluate numeracy capability. However, some argued that NCEA was not an appropriate way to evaluate the data literacy and mathematics knowledge teachers require. Feedback also noted that an alternative assessment method would be needed for applicants without NCEA results.

Some submissions asked the Education Council to also consider other characteristics that applicants need to be an effective teacher including communication and collaboration skills, disposition to teach, te reo Māori and cultural competence.

## Strengthening the quality of practica arrangements

There was strong support for strengthening practica arrangements. Eighty eight percent of general survey respondents and 84 percent of ITE stakeholder survey respondents agreed with this proposal. Feedback said raising the quality of practica might make it harder for ITE providers to find suitable placements in some contexts, subjects, locations and in Māori medium settings.

Some respondents suggested the Education Council could support providers and partner organisations to deliver quality practica by providing resources to support professional learning for associate teachers. Feedback also suggested using 'external' associate teachers



employed by providers or Kāhui Ako to reduce the demands on teaching staff in partner schools, kura and centres.

Overall, there was not a strong view about replacing the term 'practica' with a plain English alternative. The most common suggestions were 'professional experience', 'professional practice experience' and 'teaching practice'.

### **Programmes that prepare teachers to teach across different groups of learner age ranges**

More than half of all ITE stakeholder survey respondents (60%) and general survey respondents (61%) agreed there should be more flexibility to develop some programmes that prepare teachers to teach different age ranges than present. Some respondents could see the benefits of teaching wider age ranges while others saw advantages in more specialised roles.

Several submissions said that employer perceptions have been the biggest barrier to the success of these types of programmes in the past. Others said that programmes of this type may need to be longer to ensure they adequately cover the depth and breadth of knowledge necessary to prepare teachers to teach a wider age range.

### **Setting clear standards and greater confidence that every graduate meets those standards (with support)**

Submissions strongly supported replacing the current Graduating Teacher Standards (GTS) with the Standards for the Teaching Profession (the Standards). Eighty five percent of general survey respondents and 75% of ITE stakeholder survey respondents agreed with this proposal. Submissions saw potential benefits in aligning the standards that graduates must meet with the Standards used by the teaching profession. Submissions also asked for more guidance to help them understand what meeting the Standards 'with support' looks like, so that the new Standards could be used consistently and robustly across ITE programmes.

The majority of submissions also agreed with giving the profession a greater say in making sure that every graduate meets the Standards (with support) prior to graduation. However, respondents were worried that this proposal would place additional demands on teachers and leaders.

### **Expanding the availability of postgraduate programmes**

Two thirds of ITE stakeholder survey respondents (67%) and half of all general survey respondents (52%) agreed with the proposal to expand the availability of postgraduate ITE programmes. Some respondents thought that postgraduate programmes would provide aspirational pathways, particularly for students wishing to undertake advanced study or seeking a career pathway into specialist or leadership roles.



## Making teaching a postgraduate profession over time

Submissions were less certain about the proposal to make teaching a postgraduate profession. Forty percent of ITE stakeholder survey respondents agreed with this proposal. Submissions raised concerns about the affordability of postgraduate programmes including longer study time and lack of eligibility for student allowances. Feedback also suggested that should ITE become a postgraduate profession, fewer people would choose a teaching career as teacher salaries, particularly in early childhood education, would not be enough to make postgraduate study attractive to students. Another concern, raised in several submissions, was the limited evidence base about how postgraduate ITE qualifications improve the effectiveness of teaching and ultimately lead to higher learner achievement.

## Future programme models

Several submissions thought there was merit in limiting the range of qualifications leading to teacher registration to improve the efficiency in the ITE system. Other submissions thought it important to maintain a range of graduate and undergraduate pathways into the teaching profession so there are options available that cater for the different types of students attracted to a teaching career.

The pathway into the profession most favoured by ITE stakeholder survey respondents was a redesigned Bachelor Degree in Education/Teaching (75% support). The next most supported pathway was a postgraduate ITE qualification (56% support). The least supported pathway was a non-ITE bachelor's degree that pathways students into a postgraduate ITE qualification (25% support).

Feedback suggested that the Education Council consider a four-year degree model, potentially a degree with an honours year, designed to provide students with both in-depth teaching knowledge and expertise in curriculum learning areas.

## Other themes

The importance of preparing teachers to practice inclusive education was raised in several submissions. Feedback suggested that ITE should have greater focus on providing teachers with more knowledge about how to teach and support learners who learn differently, including learners with dyslexia, autism spectrum disorders and dyspraxia, and children who speak other languages.

We also received feedback that ITE should give more consideration to the cultural competencies graduates need to work with Māori and Pasifika learners, along with their family and whānau. Feedback asked that the Education Council consider the level of te reo Māori and tikanga Māori knowledge beginning teachers require.

