Initial Teacher Education Programme Approval Requirements

Te tutukitanga o ngā paerewa mā te tautoko

Stage One - Design
## Contents

Programme Approval Framework: Strengthening Our System........2

Stage One Approval Environment .........................................................4

1. Entry into the Profession ..................................................................5

2. Outcomes-Focused Design and Delivery.........................................10

3. Authentic Partnerships in design and delivery ..............................14

4. Alignment with NZQF Criterion.......................................................17
Programme Approval Framework: Strengthening Our System

Teachers work in a rapidly changing context

The increased level of expectations for all teachers to make a difference, the growing understanding of what effective practice looks like, the changing nature of what student teachers should learn and how they learn, the increased recognition of the importance of culture and family/whānau relationships to learning, the diversity of learners, the impact of technology, and the wider changes in work and society, have raised the requirements of teachers as practising professionals.

A shift in how we prepare teacher is needed to meet these increased expectations

A significant shift in the education and preparation of teachers will be required to meet these increased expectations. Future programmes will need to enable graduates to demonstrate:

- a sound theoretical understanding of pedagogy and curriculum content knowledge
- sufficient practical experience to be able to demonstrate and justify the everyday choices, judgements and decisions that teachers make
- cultural competence, an attitude of respect, and inclusive practice
- strong relationship and collaboration skills
- a sound understanding of their professional responsibilities and duty of care as expressed in Our Code Our Standards, and an ability to navigate the associated behavioural judgements and decisions
- the ability to reflect, continually review and adapt their practice with changes in context, learner needs and the evolving understanding of learning processes, along with a desire for their own ongoing learning

ITE programmes need to position a new graduate to work effectively as a teacher immediately. Each learner is entitled to teaching of the quality indicated by the Code and Standards for the Teaching Profession, regardless of whether they are taught by a new graduate or an experienced teacher.

ITE programmes also need to provide new graduates with the tools to continue to adapt and improve their practice. We want teaching to be a journey of lifelong learning, reflection and growth for all teachers.

The Code and Standards Te tutukitanga o ngā paerewa mā te tautoko are critical to the desired shift

The Code sets out the high standards for ethical behaviour that are expected of every teacher; the Standards describe the expectations of effective teaching practice. Together they set out what it is, and what it means, to be a teacher in Aotearoa New Zealand. ITE programmes approved under these requirements will prepare all students to meet the standards for the teaching profession, with support. The graduating teaching standards will be withdrawn.

Meeting the Standards (with support) is explained in detail in the ‘Assessment System and Moderation Process’ section but essentially it means that the student meets the Standards under certain conditions, including with guidance and mentoring from an experienced teacher.

The standards are designed to be holistic, and to be contextualised to particular settings. All teachers are expected to demonstrate a commitment to tangata whenua and Te Tiriti o Waitangi partnership, in every educational setting. The standards require teachers to actively
use their knowledge (about curriculum, pedagogy and their students etc), critical attributes such as reflection, and values to make defendable judgements and decisions about what they teach and how, that then informs the actions they take. Understanding and reflecting on the adequacy of the impact on learning then informs what their future actions will be and their own professional learning.

Changes in Expectations

The standards are action and outcome focussed in a way that the graduating teacher standards and the practising teacher criteria were not. This shift is significant for the design of teacher education programmes and the nature of the preparation. The expectation is that student teachers are learning how to consider what they know and how to make judgements and decisions about what is the best for a particular situation. This changes the expectation of the kind of practical experience they need, the nature of the coaching and support they need and the kind of assessments they need to demonstrate they meet the Standards (with support).

The Education Council is responsible for approving ITE programmes in conjunction with the quality assurance agencies, and for setting and maintaining standards for entry to the profession and ongoing certification. Fundamental to each of these steps in a teacher's pathway is meeting the code and the standards. Therefore, one of the most significant changes to the Council's approval of ITE programmes will be introducing a focus on the evidence of the quality of assessments used in the programme to determine graduates' achievement of the standards.

To support providers and the profession to understand what meeting the standards with support looks like, and to ensure there is a consistent expectation of what a graduate can do, the Council has commissioned the development of a detailed framework of the expected assessment evidence for graduates.

About these programme requirements

These programme requirements elevate the expectations of graduates to meet the Code and Standards, and the expectations of providers and the profession to have stronger and more specific partnerships in place. The requirements also signal areas where the Council is doing further work, that is likely to result in future changes to the requirements.

At the point of initial programme approval, judgements are being made about the design of programmes and the nature of the partnerships that will result in graduate teachers meeting the standards with support.

As the programme is delivered, the Council appointed monitor will be seeking assurance that the programme is being delivered as designed and any issues that become apparent during implementation are managed and are transparent.

Currently, the Council reviews its programme approval after six years of delivery.

The Council will develop and consult later in 2018 on changes to the timing and focus of the first review. The proposed focus of the first review would be on the extent to which the programme is delivering the desired impacts in terms of graduate outcomes. The Council would expect multiple sources of data to inform this review, including from the provider, graduates, professional partnerships and employers.
## Stage One Approval Environment

<table>
<thead>
<tr>
<th>Approval Process</th>
<th>Education Council</th>
<th>Delivery Process</th>
<th>Results</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NZQA and CUAP</td>
<td>Responsible for accrediting provider and programme to meet quality expectations</td>
<td>Responsible for establishing and maintaining standards for qualifications that lead to teacher registration, and conducting (in conjunction with NZQA and CUAP) approvals of teacher education programmes. Such approvals will be on the basis of evidence about the quality of the design, content and process about of ITE assessment.</td>
<td>Responsible for: designing, administering and reporting on assessments that give the Education Council, NZQA and CUAP confidence in judgements about graduates meeting the teaching standards (with support), establishing collaborative relationships with the Profession to help develop the conditions that enable graduates to demonstrate their capabilities in relation to the practice-based assessments.</td>
<td>Expected to meet the standards (with support) to graduate</td>
</tr>
<tr>
<td>Education Council</td>
<td></td>
<td>Initial Teacher Education Providers</td>
<td>Kura, Schools, and Centres</td>
<td>Graduates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responsible for participation in institutional level collaborative partnership to create the conditions that enable reliable judgements to be made about graduates’ capabilities in relation to the practice-based assessments.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Funding and Regulatory Authorities

Responsible for ensuring that ITE providers and the profession operate in conditions conducive to enabling trustworthy judgements to be made about graduates’ capabilities in relation to the Standards.

### Review of these Requirements

These requirements will be reviewed in 2023, although parts may be updated earlier than this date.
1. Entry into the Profession

NZQF Level

1.1. The programme is a Bachelor’s degree or above on the New Zealand Qualifications Framework

Evidence to meet requirements

• Evidence that the programme is a Bachelor’s degree or above on the New Zealand Qualifications Framework

Guidance

Teachers need the right mix of competencies to enable all young people to develop the knowledge, skills and values to be successful in an increasingly complex world. The Education Council considers this to be the minimum qualification level that our future teaching graduates need to meet the Standards for the Teaching Profession (the Standards), with support.

Programme Documentation reflecting the Code and Standards

1.2. The supplied programme documentation (in particular the associated graduate profile outcomes), strongly reflect the Code of Professional Responsibility (the Code) and the Standards

Evidence to meet requirements

• A copy of the programme documentation that clearly reflects the Code and Standards

Guidance

The graduate profile should describe the knowledge, skills, and attributes that the graduate will be able to demonstrate upon achieving the qualification. This includes being able to meet the Standards (with support), understanding what it means to be a teacher, and the high standards for ethical behaviour that are expected as outlined in the Code.

Refer to the Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession.

Admission

1.3. Entry to undergraduate programmes:
   a. University Entrance (UE) or a recognised equivalent
   b. For candidates over 20 years of age without UE, a determination of their ability to study at a tertiary level

1.4. Entry to post graduate programmes (Postgraduate Diploma and Masters programmes):
   a. A Bachelor’s degree (L7)
   b. Secondary teaching programmes candidates must have completed study that provides a body of knowledge at Level 7 or higher in a subject area relevant to the secondary school curriculum

1.5. All candidates must complete and pass a literacy competency assessment and a numeracy competency assessment prior to entry (NOTE: the Education Council is looking at how it might strengthen this requirement in 2019)
1.6. For Māori medium immersion programmes and bilingual programmes:
   a. A te reo Māori competency assessment guided by TātaiReo or an equivalent framework
   b. UE literacy requirements in te reo Māori or equivalent

1.7. All English as an Additional Language (EAL) and all candidates where a provider has concerns, must achieve a minimum of IELTS (Academic) overall score of 7.0 with no less than 7.0 in each component for entry. Any exemption requests must be made in writing by the ITE provider to the Education Council to make a determination.

1.8. All candidates must undergo confidential referee checks and a visual interview or other face to face selection process in partnership with the profession, to determine:
   a. Disposition to teach, integrity and potential to meet expectations outlined in Our Code Our Standards
   b. Commitment to developing te reo me ngā tikanga Māori (language and culture)
   c. Academic and non-academic traits (such as ability to communicate, and sense of presence)
   d. Any other matters identified in consultation with local schools/kura or centres/services

1.9. All candidates must undergo police vetting and sign a declaration of convictions, pending charges or matters which may impact on the ability to register as a teacher, including mental and physical fitness. The declaration will include a commitment to immediately disclose any such matters that arise while enrolled in the programme.

1.10. Any matters arising from 1.9 must be made in writing by the ITE provider to the Education Council to make a determination.

Evidence to meet requirements
- The programme admission criteria (as will be published upon programme approval)
- An overview of mechanisms/tests and criteria used to determine requirements 1.3(b), 1.5 and 1.8. This will include the rationale for any set pass/fail levels
- Evidence of how the profession has been involved as a genuine and authentic partner in undertaking the assessments outlined in 1.8

Guidance
Teaching is a complex process and requires the ongoing adoption of new expertise. As a result, the cognitive abilities of teachers need to be high.

The admission process is an opportunity to ensure high-quality applicants are selected based on their academic capability generally, literacy and numeracy, language, and content knowledge that supports their ability to work with the relevant curriculum. The best and most suitable candidates are attracted to teaching as a career, and understand what it means to be a teacher as described in Our Code Our Standards.

Key requirements such as a passion for student learning, relevant curriculum content knowledge, good relationship skills, the ability to function at a high cognitive level, and an interest in continuing to learn can only in part be developed within an ITE programme. Student teachers must come to their programmes already possessing strengths in these areas if the ITE system is going to ensure that government, provider, student, and partner investment in initial teacher education results in graduates who can become registered teachers and thrive in the profession. For more information on teacher registration criteria please refer to the Education Council website.
University Entrance
In relation to 1.3 (b), the Council is mindful that providers already have policies outlining the discretion they have around determining the ability to study at a tertiary level for candidates aged over 20 years of age who don’t have UE.

Subject Area Depth
When making judgements about whether secondary candidates have sufficient depth and breadth of relevant subject knowledge at Level 7, providers are expected to seek advice from those subject/curriculum specialists teaching in their programmes or those teaching in the secondary school sector.

Setting Higher Admission Standards
The admission requirements in 1.3 – 1.8 are minimum requirements. You may wish to set additional or higher requirements that will lead to the graduate outcomes, for example:

- Grade point average (GPA) level minimum
- Subject specialisation in appropriate curriculum for all candidates in Primary and ECE
- A minimum of IELTS (academic) overall score of 7.5 for entry to post-graduate programmes

Disposition to teach
The Council places a high value on the qualities — the professional attributes, the dispositions required of a beginning teacher. There is a need for them to have a strong sense of responsibility and accountability, an appreciation of the positive impact education can have on individuals and society and a belief that as a teacher they can make a difference.

They need to be collaborative and open in communication and able to build and sustain productive relationships with students, colleagues, parents/whānau, other professionals and the community. Graduates need to be increasingly aware of maintaining appropriate professional boundaries— particularly with the prevalence of social media use. Importantly, they need to be a learner; able to seek and accept feedback and interested in engaging with other professionals to expand knowledge and practice in a rapidly changing education environment.

Programmes need to be designed and delivered to allow these qualities to develop and be demonstrated through quality assessment processes.

Reference check and interview
The Education Council recommends:

- providers undertake Vulnerable Children Act safety checks on behalf of the organisations where professional experience placements occur. The safety check interview and referee checks can occur concurrently with requirement 1.8 and 1.9 listed above. Refer to the Vulnerable Children (Requirements for Safety Checks of Children’s Workers) Regulations 2015
- selection processes are designed with the profession, employers of graduates and partner organisations where students have professional experience placements. Ideally, there is collective responsibility for selecting students for ITE and future employment in the profession. This could involve the profession in identifying potential candidates, pre-application experiences in local schools/kura and ECE settings, candidate selection criteria (including current and emerging employment opportunities for graduates), interview design, and interview panels
• visual interviews or other face to face selection processes will need to limit the potential for selector bias
• supplying candidates with a link to (or copy of) Our Code Our Standards to read it in advance of their interview
• speaking directly to referees rather than solely relying on written referee reports

IELTS
The Education Council considers that teaching at any level is a linguistically demanding profession. An EAL student should be able to demonstrate their ability to fully understand and use the language of instruction in a New Zealand setting (the two official spoken languages of New Zealand are English and te reo Māori), as demanded by a minimum score of 7.0 in the IELTS (Academic) test. More information about IELTS can be found here. IELTS is used by more than 3000 academic institutions worldwide as well as professional organisations and for immigration in New Zealand, Australia, UK, Canada and the United States. In addition to being widely accepted, it has sufficient identity requirements to limit the potential for fraud.

Recognition of prior learning (RPL), credit recognition and transfer (CRT)
1.11. Details on how, and the process by which, RPL and CRT are determined is clearly documented. Consideration is given to how a graduate will meet the Standards (with support)
1.12. No RPL is given for professional experience placements in one-year programmes or the final year of a programme

Evidence to meet requirements
• RPL and CRT policies that ensure:
  • the level 5 qualifications intended to be recognised for RPL/CRT purpose have learning outcomes that match those approved in the degree programme
  • students have a range of professional experience placements (as described in the professional experience placements requirements)
  • the currency of prior learning is considered
  • the coherence of the programme is not compromised

Guidance
Flexible pathways to ITE
The Education Council is open to exploring flexible pathways into ITE where students do not fully meet the academic entry requirements for a three-year degree.

In such case, the Council will be looking for the provider to outline how it will support such students to ultimately meet the entry requirements.

When a degree (3 year) is approved and accredited, the qualification and programme are integrated and approved/accredited at the same time. In this approval, the graduate profile, learning outcomes, assessment approach, content and delivery method is part of this evaluation. NZQA and the Education Council go through a rigorous panel process to get to the approval and accreditation stage.
When a learner presents with a level 5 qualification it is up to the provider to assess whether the learning outcomes from the level 5 meet the first year of the degree. If they are an exact match the learner would be awarded credit recognition and transfer – if not the provider will need to look at the content and may award recognition of prior learning. Many providers develop their degrees with this in mind and therefore the level 5 is a stepping stone into the degree.

This process also means that NZQA and Education Council have approved and accredited the first year when looking at the degree application.

**Maximum Programme Completion Period**

1.13. Maximum programme completion policies (for both full and part time study) are clearly documented, and reflect the need for students graduating to have up to date knowledge of current thinking/developments.

**Evidence to meet requirements**

- Programme completion policy

**Guidance**

The Council expects graduates to have currency of knowledge and the ability to engage in sustained practice when they graduate.
2. Outcomes-Focused Design and Delivery

Coherence

2.1. The programme design and structure has a logical progression towards the outcome statement. An evidence informed rationale will show how the design, including the integration of theory and practice, will ensure graduates understand the Code and can demonstrate that they meet the Standards (with support).

2.2. All bilingual and immersion Māori medium programmes have TātaiReo or an equivalent framework incorporated into their structure, delivery and assessment processes.

Evidence to meet requirements

- A diagram and description of the programme showing the delivery of each course/paper, semester by semester, across the length of the programme. Include this for both full-time and part-time options where applicable. This will show
  a. the interconnectedness of courses/papers, distinguishing between the compulsory and elective courses/papers of the qualification,
  b. how students will be exposed to sufficient curriculum depth, assessment practice and a range of assessment tools, the needs of learners (including diverse learners), and a sound theoretical understanding of pedagogy, in order to meet the Standards (with support).

- A description of how the design, structure, delivery and assessments of the programme will enable students to build up sufficient theory and professional experience through the programme to be able to demonstrate that they meet the Standards (with support).

- Hard or soft copies of available documentation (e.g. course outlines, handbooks or online material) for each part of the programme including those used for professional experience placements. These will include learning outcomes, an overview of content, assessment tasks and required texts and readings.

Guidance

The outcome the Education Council is seeking from having these requirements is a logical and well-structured programme that will prepare graduates to meet the Standards (with support). Such programmes will enable graduates to enter learning environments as effective teachers.

At a minimum, the Council requires finalised course outlines (title, learning outcomes, assessment and delivery method and credit value) for the first year of the programme. It also requires indicative outlines for following years. Where indicative outlines are produced, it requires final course/paper outlines within one year of programme approval.

Meeting the needs of diverse learners

The Council will look for evidence that the programme will prepare graduates with the knowledge and skills to identify and access appropriate support for learners with diverse and additional learning needs and students for whom English is an additional language.
In particular, how graduates identify and respond to the additional learning needs of learners with dyslexia, dyspraxia, and autism spectrum disorder. This will involve assessment evidence that graduates can (among other things):

- challenge beliefs, mindframes, values and ethics that may be impacting negatively on diverse learners’ progress and achievement, and build a shared language for these learners and their learning
- know diverse learners’ in ways that understand their learning experience and specific diverse needs
- use a critical inquiry methodology to apply responsive curriculum practices for specific diverse learners’ (including assessment)

**Delivery Methods**

2.3. Delivery methods, including the quality of learning opportunities, are sufficient for graduates to meet the Standards (with support)

2.4. Programme content must be delivered in te reo Māori for a **minimum** of 80% of the programme for Māori medium immersion programmes and a **minimum** of 50% in te reo Māori for bilingual programmes

2.5. Māori medium programmes are designed to support, and monitor, progression of learning that increases proficiency and competency in te reo Māori during the programme in accordance with TātaiReo or an equivalent framework

**Evidence to meet requirements**

- An outline of how each of course/paper will be delivered and why those decisions have been made (linking evidence about quality learning opportunities and graduate outcomes). Include all the following information that is relevant to each course/paper:
  - the mode/s of delivery (e.g. face to face, online/distance, blended, field/work based) and the hours for each mode of delivery
  - how courses/papers will incorporate modelling of effective pedagogy in the context in which the student teacher will be teaching
  - the nature and timing of professional experience placements (also refer to requirements 3.2 to 3.9)

**Guidance**

The Council is seeking evidence that supports the selected delivery methods and enables students to experience quality learning opportunities. Programmes should explicitly model the principles and practices of adaptive teaching in a range of contexts. An adaptive teaching approach is one where the suitability of the routine response is constantly evaluated and not just assumed to be appropriate unless proven otherwise.

The Council is also looking for assessments of the critical elements of teaching practice, in particular, reflection, knowledge, judgements, and decision-making. Māori medium ITE programmes prepare graduating teachers to teach in Level 1 and Level 2 Māori medium settings. The Ministry of Education defines:

- Level 1 as where 81-100% of the programme is delivered in te reo Māori (immersion)
- Level 2 as where 51 to 80 % of the programme is delivered in te reo Māori (bilingual).
Assessment System and Moderation Process

2.6. Assessment system policies and procedures are described, including the achievement levels and criteria, reporting to students, re-submission/re-sitting policies, appeal processes and assessment methodology in the programme or courses/papers

2.7. The assessment system (task design, assessment process and assessment judgements) will provide valid and reliable evidence about the degree to which students meet the Standards (with support)

2.8. Internal and external moderation plans will detail how such moderation will occur. This includes external moderation of assessments to ensure that quality assessments are being used to determine that students meet the Standards (with support)

2.9. Māori medium immersion programmes and bilingual programmes must assess students te reo Māori competency guided by TātaiReo or an equivalent framework prior to graduation, in order for them to meet the Standards (with support)

Evidence to meet requirements

• Assessment system policies, procedures and any associated documentation (including an effective moderation system with both internal and external moderation processes) that can provide confidence and consistency that the outcomes will be both valid and robust

• Documentation that shows how assessment system processes will gather valid and reliable evidence about students’ achievement of the programme’s learning outcomes and the Standards (with support)

• Course/paper outlines that contain learning outcomes, the assessment tasks which have been designed to assess the learning outcomes, the marking criteria, and any additional information students would need to enable them to complete the assessment tasks

Guidance

Students must be able to demonstrate that they meet the Standards (with support) prior to graduation from an ITE programme. Meeting the Standards ‘with support’ means that the student meets the Standards under certain conditions, including with guidance and mentoring from an experienced teacher.

The framework is based on the following underlying assumptions:

• **Entitlement** – that each learner has an entitlement to teaching of the quality indicated by the Standards, regardless of whether they are taught by a new graduate or an experienced teacher

• **Integration** – that the values of whakamana, manaakitanga, pono and whanaungatanga, and the commitments to the profession, learners, families and whanau and society are embedded within the Standards

• **Capabilities** – that decisions about the approval of programmes are best made with reference to evidence about the quality of assessments used to determine graduates’ achievement of the Standards, rather than the content of programmes.

The focus for providers therefore needs to be on the quality of the evidence of assessment, based on the following principles:

• **Professionalism** – assessments give confidence that students have achieved sufficient autonomy, in a collaborative context, in the design and enactment of teaching to take full responsibility for learners and their learning

• **Diversity** – Assessments demonstrate capability with diverse learners, multiple settings, and multiple curriculum contexts
• **Rigour** – Assessments require students to demonstrate thoughtful and informed decision-making about practice

• **Authenticity** – Assessments foreground practice

• **Trustworthiness** – assessment processes seek agreement among stakeholders about judgements of student capabilities

• **Coverage** – assessments require students to show that they meet each and every Standard with support

More guidance around meeting the standards (with support) Te tutukitanga o ngā paerewa mā te tautoko, with exemplars will be developed by the end of 2018.

The Council recommends graduates are provided with information to inform their induction and mentoring programme as provisionally certified teachers. This should enable their journey from meeting the Standards (with support) at graduation to meeting the Standards at full certification.

The Education Council can support providers to ensure graduates receive information about teacher registration and certification requirements, including guidance on induction and mentoring programmes for provisionally certified teachers.

The moderation process is different from the programme monitoring undertaken by external monitors. Moderation involves three elements:

• **Internal** – within a faculty

• **Internal** – across different faculties within the same provider both focusing on consistency and validity of assessments within a programme

• **External** to the provider – focusing more on consistency across similar programmes across the country.

Monitoring (involving Council/NZQA, as applicable, appointed monitors) focuses on whether the programme still meets the programme requirements and is delivering in accordance with these.

**Professional Knowledge**

2.10. ITE teaching staff delivering the programme will model inquiry and effective practice expected of graduates

2.11. The programme is evidence informed

2.12. ITE teaching staff research is contributing to the body of knowledge about initial teacher education

**Evidence to meet requirements**

• A list of recent research outputs, areas of research interest, and professional memberships for each ITE teaching staff member

• Links to research are threaded throughout programme documentation

**Guidance**

Inquiry as outlined in *Our Code our Standards* means to inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. As per the registration and certification requirements, ITE teaching staff will need participate in an inquiry based appraisal system to enable them to maintain their teacher certification.

Section 162 of the Education Act 1989 requires (among other things) that research and teaching need to be closely interdependent and that most of the teaching is done by people who are active in advancing knowledge.
3. Authentic Partnerships in design and delivery

Consultation and Partnerships for Programme Design

3.1. The breadth and depth of authentic consultation with key stakeholders including:
   a. whānau, hapū, iwi, and where appropriate hāpori Māori and other relevant industries and communities, and
   b. the teaching profession demonstrates ongoing partnerships and is reflected in the programme design

Evidence to meet requirements

• The range of relevant partnerships and stakeholders and the development processes
• Evidence that the roles and responsibilities of the partners are clear and understood. For example, as set out in a memorandum of understanding.
• Evidence of how partnerships and both internal and external stakeholder feedback is reflected in programme design
• Evidence that the programme is supported by key stakeholders, including whānau, hapū, iwi, and where appropriate hāpori Māori and other relevant industries and communities, and the profession
• Evidence learning outcomes have been designed with members of the profession

Guidance

The Council expects consultation by ITE providers with key partners and stakeholders to reflect an enduring relationship that takes account of the aspirations for the wellbeing and success of all learners.

Decision-making within consultation and design processes needs to be evidenced, particularly in relation to Te Tiriti o Waitangi, and how all aspects of culturally responsive teaching are integrated into programme design and delivery.

Programme design and delivery should also reflect ongoing feedback from internal stakeholders and organisations, such as early childhood centres, kura, schools, Kāhui Ako and/or community groups. The notion of partnership is different from a consultation model, where in partnership mutual benefits are explicit and interdependent, structured, with a shared responsibility for success.

Professional Experience Placements

3.2. Features of high quality professional experience are present in programme design (as outlined in the Guidance below)

3.3. How professional experience placements are designed and structured is clearly documented. This includes evidence of how the structure (as a coherent part of the programme) will enable graduates to meet the Standards (with support)

3.4. Professional experience placement interactions/observations are conducted by registered teachers who currently hold, or have previously held, a full practising certificate

3.5. The majority of professional experience placement interactions/observations are conducted by ITE staff who teach in the ITE programme in which the student teachers are enrolled
3.6. A student teacher will only have two opportunities to pass each professional experience placement

3.7. There must be a minimum of 70 days of professional experience placements for:
   a. 1-year programmes
   b. Field-based programmes
   c. Limited Authority to Teach (LATs) on programmes

3.8. There must be a minimum of 100 days of professional experience placements for 3-year programmes

3.9. There must be a minimum of 40 days away from the home centre or school (or chain of centres) for LATs and field-based programmes

Evidence to meet requirements

- Evidence to justify any professional experience placement length less than minimum specified in requirement 3.7-3.9. This will be sufficient for the provider to defend how the professional experience placement design will enable graduates will meet the Standards (with support)
- Details of, and evidence informed rationale for, the timing and length of professional experience placements considering:
  - professional experience placements across a range of socioeconomic, cultural, learner age group settings and, where practical inclusive education settings and community based settings.
  - ensuring blocks are of sufficient length and build to towards enabling sustained practice prior to graduation (e.g. a 0.8 FTE workload for x weeks)
  - at least one block away from home school/centre (or chain of centres) for Limited Authority to Teach (LAT) and field based programmes
  - A sufficient number of quality interactions/observations will be conducted by ITE staff to enable students to receive timely feedback to support their ongoing development.
  - The documentation provided to students and associate teachers in advance of professional experience placements occurring.

Guidance

Features of high quality professional experience include (but are not limited to):

- the purpose is fully understood, negotiated and enacted by all participants
- there is genuine/authentic partnership between organisations (the ITE provider and the school or ECE setting)
- roles and responsibilities are clearly defined and understood (especially those of the visiting lecturer, the associate teacher and the student teacher)
- associate teacher (and visiting lecturer) professional learning opportunities fully prepare those involved for their roles
- the student teachers are appropriately prepared to, and willing and able to take agency and to develop effective practice with support
- the whole school or ECE setting takes responsibility for the practicum (not one associate teacher) and is a site of learning (a community of learning/practice) for all involved
- every aspect of the ITE programme is integrated and there is not a sense of “theory” and “practice” being enacted separately in different organisations
- formative and summative assessment of student teachers is a negotiated, transparent and agreed process between the ITE provider, the school/ECE setting and the student teacher
Programme Assessment and Review

3.10. Providers document procedures used to ensure the programme remains effective through regular stakeholder feedback

3.11. Providers document procedures used to ensure the programme remains current through engagement with relevant research findings and new educational initiatives, pedagogy advancements and curriculum developments

Evidence to meet requirements

- Plans and mechanisms for authentic partnerships which enable formative feedback loops for ongoing programme improvement
- Identification of learning outcomes in the programme that focus on current or future (at time of approval) educational initiatives or research developments

Guidance

Programme assessment and review may result in the need for type 1 or type 2 changes to the programme. To ensure timely approval of changes it is important to signal these changes as early as possible.
4. Alignment with NZQF Criterion

The diagram below shows how our programme approval requirements align with the New Zealand Qualifications Framework (NZQF) Programme Approval and Accreditation Rules which set out eight criterion for approval of all programmes listed on the NZQF.