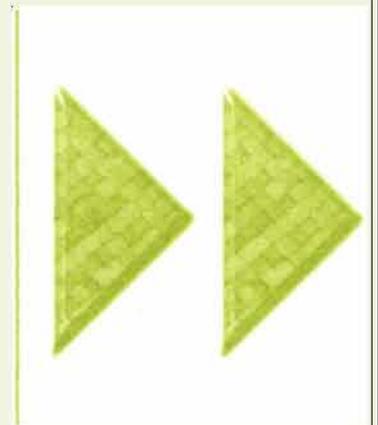


# Initial Teacher Education Research Programme

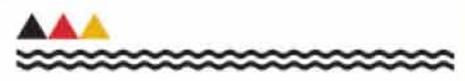
## A Summary of Four Studies

Edited by Janet Rivers



New Zealand  
Teachers Council

*Te Pouherenga Kaiako o Aotearoa*



MINISTRY OF EDUCATION

*Te Tihuku o te Mātauranga*



**Initial Teacher Education Research  
Programme  
A Summary of Four Studies**

**Edited by Janet Rivers**

**ISBN 0-478-13514-9**  
**(Web Copy) ISBN 0-478-13515-7**

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The opinions expressed in this report are those of the authors and do not necessarily reflect those of the Ministry of Education.

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# Preface

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As part of a common focus on teaching quality, the Ministry of Education and the New Zealand Teachers Council wanted to find out more about the quality of Māori-medium and general stream early childhood, primary and secondary initial teacher education in New Zealand, and the quality of graduates from these programmes. A number of pieces of research into initial teacher education were undertaken in 2004 and 2005 to inform future policy and practice.

Initial teacher education has undergone a number of reviews, and anecdote and assertion has suggested that the quality of programmes and graduates is not assured. The research findings would help provide a credible evidence base on initial teacher education to examine previous critiques.

This report provides a summary of the four research projects that constituted the initial teacher education research programme.

The projects are:

- an analysis of a sample of documentation on initial teacher education programmes held by the Teachers Council
- a literature review and annotated bibliography of New Zealand research in initial teacher education and induction from 1993-2004 completed by NZCER
- a systematic description of policy and practice, across programmes of initial teacher education

- an analysis of what people involved in teacher education, excluding providers (for example, employers, principals, head teachers, people with responsibility for teachers who have just completed teacher education qualifications), understand as quality initial teacher education practice.

The four projects were expected to identify commonly expressed understandings among teacher education providers, and others involved in initial teacher education, of policies and practices that are likely to engender quality initial teacher education in New Zealand.

The literature review and the report on provider policy and practice have been published and are also available on the Ministry and New Zealand Teachers Council websites. The other two reports will not be published but are available as working papers on request. Some members of the Initial Teacher Education Research Reference Group expressed concern about the methodology of these two reports and cautioned against the validity of generalisability in relation to them.

This summary is intended to synthesise some of the key findings of the four reports to provide a 'snapshot in time' of initial teacher education in New Zealand and provide a credible evidence base from which to consider future directions.



# Overview of the project

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Until the 1990s, New Zealand teachers completed their initial teacher education in one of a small number of specialist colleges of education. The deregulation of teacher education, the introduction of a competitive market, and changes in funding policies in the 1990s saw significant growth in the number of new providers and qualifications. By 2005, there were 27 providers offering 85 different qualifications.

Since 1996, there has been a series of reviews of initial teacher education, such as the Education and Science Parliamentary Select Committee inquiry, which indicated disquiet about the quality of initial teacher education in New Zealand. But there has been no clear evidence for the concerns, and, in particular, no national review of initial teacher education that takes into account the diversity of qualifications being offered.

National and international research shows the significant impact teachers have on the quality of teaching and learning and the correlation between initial teacher education and quality of teaching and learner achievement.<sup>1</sup>

Government policies focusing on teaching quality and anecdotal evidence about quality and variability of initial teacher education have reinforced the need for systematic research to inform future policy and practice.

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<sup>1</sup> See, for example, Cochran-Smith, M. & Zeichner, K. (Eds.). (2005). *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*. AERA Washington D.C. New Jersey: Lawrence Erlbaum Associates.

To meet this need, the Ministry of Education and the New Zealand Teachers Council, in 2004 and 2005, commissioned a research programme comprising four studies. With the exception of the first study, which focused on primary and secondary, the studies are of early childhood, primary and secondary initial teacher education. Together, the studies provide a comprehensive overview of the characteristics of initial teacher education in New Zealand.

*For more background information on research on initial teacher education in New Zealand, refer to Cameron and Baker, pp. 13–24.*

## The four studies

The four studies commissioned by the Ministry of Education and the Teachers Council are:

- *Quality of Initial Teacher Education: Analysis of New Zealand Teachers Council Documentation.* This small study of a sample of archived initial teacher education programme approval documents and monitoring reports held by the New Zealand Teachers Council was conducted by Marie Cameron in February 2004.
- *Research on Initial Teacher Education in New Zealand: 1993–2004. Literature Review and Annotated Bibliography.* This literature review and annotated bibliography was completed by Marie Cameron and Robyn Baker, of the New Zealand Council for Educational Research.
- *Initial Teacher Education Policy and Practice.* This is a systematic description of initial teacher

education in the early childhood, primary and secondary sectors in New Zealand. The lead researcher was Professor Ruth Kane, College of Education, Massey University.

- *Perspectives of People outside Tertiary Institutions Involved in Initial Teacher Education: Working Paper.* This paper explores what those involved in teacher education, excluding providers, understand as quality initial teacher

education. The lead researcher was Dr Janinka Greenwood of the Christchurch College of Education.

## Summary of the four studies

This report provides an overview of the four studies in the research programme, and the key themes they identify. It is hoped it will provide a useful summary for all those individuals and groups with an interest in initial teacher education in New Zealand.

# How the research was done

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Each study in the research programme had a different focus and used different, but complementary, methods. These are outlined below.

## ***Quality of Initial Teacher Education: Analysis of New Zealand Teachers Council Documentation (the Cameron report)***

The Cameron report analysed documents held by the Teachers Council relating to programme approval, monitoring and moderation, entry standards, graduation standards and quality assurance mechanisms of primary and secondary teacher education programmes.

The study looked at a sample of programmes from 12 different providers and the sample reflected the different types of qualifications offered from a range of providers.

The study was intended as a preliminary information gathering exercise for the Teachers Council and the Ministry of Education. The study did not include early childhood education provision. The researcher was unable to locate some appropriate data for the provider sample chosen, within the time allocated for the project.

Many of the findings from the Cameron report informed the subsequent studies in the research programme.

## ***Research on Initial Teacher Education in New Zealand: 1993–2004. Literature Review and Annotated Bibliography (the Cameron and Baker literature review)***

The Cameron and Baker literature review included New Zealand research conducted since 1993 which could be categorised as research, as defined by the Tertiary Education Commission; thus it excluded reports, commentaries and submissions on initial teacher education.

Cameron and Baker searched for research held on library databases and by tertiary education institutions that offer initial teacher education programmes. The researchers also wrote to all initial teacher education providers asking them to submit appropriate research. Research did not have to be published or peer-reviewed to be included, as that would have limited the number of projects that could be included. Of the studies in the literature review, 127 were included in the annotated bibliography.

## ***Initial Teacher Education Policy and Practice (the Kane report)***

The Kane report, the substantive study in the research programme, was a national survey of initial teacher education qualifications in New Zealand. The information was obtained from documents provided by the initial teacher education providers and interviews with key staff from the providers.

The study looked at providers' qualifications in terms of the philosophy and content of the qualifications, the standards for entry, the standards for graduating and the quality assurance processes in place.

It covered 27 providers and 85 qualifications. The researchers were unable to look at the differences in modes of delivery, for example, between campus based, distance or flexible delivery.

***Perspectives of People outside Tertiary Institutions Involved in Initial Teacher Education: Working Paper (the Greenwood paper)***

The Greenwood paper investigated the perspectives of people outside the provider institutions but who were involved in initial teacher education – that is, stakeholders such as employers, principals, lead teachers and associate teachers.

The project was a qualitative study using interviews with open-ended and semi-structured questions at a range of sites to provide a “snapshot in time”. It

included the perspectives of stakeholders in all sectors, including Māori-medium and Pasifika settings, with more than 80 participants interviewed at 21 sites.

The study was confined to what the participants told the researchers and it provided a stakeholder voice to the debate. It focused, in particular, on stakeholder perceptions of the qualities desirable in beginning teachers, stakeholder perceptions of the nature and value of the practicum and how stakeholders view their relationships with tertiary providers. The sample of schools and early childhood services was representative but very small in number. Thus, responses should not be seen as generalisable.

# Key findings from across the studies

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The key findings from across the four studies are summarised under the following headings:

- the structure and organisation of initial teacher education
- student teachers, including selection criteria and exit or graduating standards, and newly qualified teachers
- initial teacher education programmes: content and curriculum, the practicum, and teacher educators
- quality assurance policy and processes.

## Structure and organisation of initial teacher education

The studies show the provision of initial teacher education in New Zealand is complex and diverse.

The number of providers has increased significantly from the six colleges of education who were the sole providers of teacher education until the 1990s to 27 providers in 2005 – nine private training establishments, seven polytechnics, six universities, three wānanga and two colleges of education.

New Zealand also provides a variety of sites and modes of study, including multi-site delivery through main and satellite campuses; face-to-face, distance-based and web-based learning; flexible, part-time courses; and, early childhood education, also offers centre-based programmes. The distance, web-based and flexible delivery models make the qualifications available to rural communities and students who are unable to attend a course at a main centre. Web-based

courses are increasingly used to supplement campus-based courses.

Kane found universities and colleges of education dominated primary and secondary provision, accounting for more than 90 per cent of primary and 96 per cent of secondary student teacher enrolments in 2005. Private training establishments and institutes of technology/polytechnics offered mostly early childhood qualifications, and together these two groups accounted for more than 50 per cent of the student intake for qualifications in this sector in 2005<sup>2</sup>. Wānanga offer only early childhood and primary qualifications, and accounted for less than three per cent of the student intake in 2005 (see Table 1).

The teacher education programmes offered by wānanga were mostly Māori-centred and Māori medium qualifications, although most immersion and bilingual teachers were prepared within the university sector.

There was a large number of qualifications, with a total of 85 different qualifications offered through 131 programmes.<sup>3</sup>

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<sup>2</sup> Kane identified Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association as a PTE. It is in fact an OTEP (Other Tertiary Education Provider)

<sup>3</sup> Kane defined a programme as a different pathway to a particular qualification; for example, studying for a qualification from a site other than the main campus, or through distance, web-based or field-based learning. She examined only base qualifications, not separate programmes.

Just under half of providers of initial teacher education offered only one qualification, and this was typically an early childhood qualification.

In all, 20 providers offered early childhood education qualifications, 17 offered primary qualifications and 10 offered secondary qualifications.

In the early childhood sector, the main qualifications were three-year undergraduate diploma and degree qualifications. The predominant qualification in the primary sector was the three-year undergraduate degree, while the main qualification in the secondary sector was a one-year graduate diploma.

However, there were also one-year graduate diplomas for early childhood and primary teaching and a small number of three or four-year degree combined qualifications that prepared for teaching across the early childhood and early primary years, or across the primary and secondary years. There were also specialist two-year qualifications, and four-year double degree qualifications (for example, a bachelor of arts or science with teaching).

Despite the wide range of qualifications, the nature of the qualifications in primary and secondary was similar, which Kane suggests was a reflection of the historical structure and a competitive climate which discouraged risk-taking. There was more innovation, however, in the early childhood education sector (Kane, 219).

New providers (post-1990) contributed only a small proportion of primary and secondary student teachers but they accounted for more than half the early childhood education student teacher intake. In general, the more recently established primary and secondary teacher education providers offered qualifications with particular commitments, such as Māori-centred, Pasifika, Christian, Steiner, or Montessori (Kane, 217).

Thus there is diversity in the types of providers offering initial teacher education qualifications and diversity in the types of qualifications offered – although the diversity in the latter comes from a relatively few institutions.

**Table 1: Student intake 2005 by sector at each type of institution**

	Number of institutions	Early Childhood		Primary		Secondary		Total students	% of Total
		Number of students	% of EC students	Number of students	% of Primary students	Number of students	% of Secondary students		
Private training establishment	9	549	26.3	52	2.4	46	3.1	<b>647</b>	<b>11.3</b>
Polytechnic	7	566	27.1	24	1.1	0	0.0	<b>590</b>	<b>10.3</b>
University	6	678	32.4	1314	61.5	1059	70.9	<b>3051</b>	<b>53.3</b>
Wānanga	3	22	1.1	109	5.1	0	0.0	<b>131</b>	<b>2.3</b>
College of education	2	276	13.2	638	29.9	389	26.0	<b>1303</b>	<b>22.8</b>
<b>TOTAL</b>	<b>27</b>	<b>2091</b>	<b>100.0</b>	<b>2137</b>	<b>100.0</b>	<b>1494</b>	<b>100.0</b>	<b>5722</b>	<b>100.0</b>

Source: From Kane, Table 1, p.13 and Table 3, p.14

\*Student intake data are missing for three private training establishment primary qualifications and one wānanga primary qualification.

*For more information, see Kane, pp. 12–23 and pp.216–19.*

# Student teachers

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## Entry criteria

The Select Committee found no empirical evidence to confirm a common perception that in New Zealand entry standards are low and selection processes are less than rigorous, as shown, for example, by submissions to the Select Committee inquiry into teacher education.

Cameron and Baker, in their literature review, likewise found little research in the past decade on criteria for entry to initial teacher education programmes to confirm or disconfirm the general belief that people entering teaching are academically weak. There was also little information about the other attributes that might contribute to a “quality” student teacher (Cameron & Baker, p.25).

Cameron, in her analysis of a small sample of historic documents, found providers’ entry standards appeared to meet Teachers Council expectations for entry to tertiary study. There were, however, clauses such as special discretionary admission criteria that were unclear. And several monitors’ reports indicated that student teachers are being accepted into some programmes and that some teachers who work with them on practicum believe they are not suitable for teaching. (15)

To obtain more definitive information on entry standards, Kane examined providers’ criteria for selecting their students. She found selection typically

involved some combination of assessment of academic record, interview, literacy or numeracy tests, biographical data, and evaluation of a written statement, and some Māori-centred programmes also required iwi attestation (Kane, 231). She found that the evidence from her study that both academic entry criteria and selection processes were similar and consistent across programmes (Kane, 28).

## Academic entry criteria

Kane found that the academic criteria for entry to initial teacher education were equal to those for similar level qualifications in other disciplines (for example, for a bachelor of arts or science degree) (Kane, 24).

She found the criteria for those under 20 was consistent across providers, with all requiring the generic university entrance gained through NCEA credits or Bursary results. Mature students (those over 20) can enter without achieving university entrance and Kane found there was more variability and potentially less rigour in selection

of these applicants. She notes, however, that this situation is similar to that for many qualifications in other disciplines (Kane 25, 28).

## Subject knowledge

Students applying for graduate diploma programmes must have an appropriate first degree or equivalent. Kane found that for secondary teacher education, the first degree had to include papers in appropriate

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“While there is a general belief that many people entering teaching are academically weak, there is little data to confirm or disconfirm this belief. There is also little information about student teachers’ possession of other attributes that might contribute to a ‘quality’ student teacher.” (Cameron & Baker, 25)

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teaching subjects to stage three and stage two (300 and 200 level) but the primary graduate diplomas did not require specific subject requirements in the initial degree (Kane 25, 231-232).

Primary teachers are required to teach across all subjects and it is generally agreed that strong subject knowledge is essential, especially in mathematics and science (Kane 232). This raises the issue of whether students enter initial teacher education with appropriate knowledge of subject matter (Kane 232). New Zealand research, however, indicates some student teachers entering initial teacher education do not, in fact, have the kinds of subject knowledge that would support effective teaching (Cameron and Baker, 29). For primary, concerns are raised about literacy and numeracy knowledge, and for secondary, some undergraduate subject degrees do not seem to provide teachers with the content knowledge needed to teach the secondary curriculum.

Greenwood, in her interviews, found stakeholders considered graduates should come with strong knowledge in specific areas. For example, they were concerned that the multiple paths available in undergraduate degree courses meant student teachers might not have the basic subject knowledge needed as background to a one-year postgraduate diploma in teaching, with science a particular area of concern. Several secondary schools talked about the difficulty of getting specialist teachers in certain subjects. (87)

Kane found limited evidence that providers assessed the subject knowledge of those applying for a primary graduate qualification. She suggests there is a need for further investigation into whether students enter graduate qualifications with sufficient subject knowledge to support effective teaching (Kane 231)

### **Literacy and numeracy**

All providers required student teachers to be competent in literacy and numeracy, with most making it part of their entry criteria and some

expecting student teachers to meet the provider's required standard by the time they graduate. (Kane, 26) There was variation, however, in the ways providers ensured applicants' standards of literacy and numeracy. A number of providers used tests but they were not standardised, and allowed for significant variation across providers. Kane calls for further investigation of numeracy and literacy requirements and how they are applied to ensure that student teachers have adequate knowledge and skills in these critical areas. (231)

In Greenwood's survey, a number of primary school stakeholders said some students had poor literacy and or numeracy skills, and suggested more rigorous literacy and numeracy tests for acceptance into an initial teacher education programme (87).

Cameron and Baker state that anecdotal evidence suggested that many student teachers required assistance in developing literacy skills to enable them to study successfully at tertiary level, and to act as effective literacy models for children and young people. A number of providers offered literacy programmes for student teachers (and other students), but there was little research identifying their literacy needs. (29)

### **Personal qualities**

In addition to meeting academic entry criteria, potential student teachers have to show they have abilities and qualities beyond academic competence, such as suitability to teach, experience with young people and children, and a commitment to teaching.

The personal and professional qualities are based on the Teachers Council criteria and are assessed mainly through interviews and referee reports (Kane, 27). Almost all providers interview as part of the selection process, although Cameron and Baker note there is disagreement in the literature about whether interviews provided greater reliability than selecting on referees' reports and academic transcripts

(Cameron & Baker, 26). Kane cites research that indicated interviews did not predict whether a person would be a successful teacher, and that there was a strong argument for the use of essays as a critical part of the admissions process (Kane, 231).

Kane notes that international and national research identifies personal qualities such as interpersonal skills, organisational skills, enthusiasm, humour and life experience as important qualities for student teachers (Kane, 230).

Cameron found she could not ascertain the calibre of student teachers in relation to non-academic characteristics from the documentation she reviewed, and suggests providers should be required to make this information explicit (16).

### **Beliefs and attitudes**

International research indicates individuals also bring strong beliefs to teaching that are difficult to change. (Cameron & Baker, 30) The New Zealand research reported in the Cameron and Baker literature review, for example, indicates some student teachers hold negative beliefs and attitudes about science and mathematics that may prevent them from creating positive learning opportunities for students within these subject areas. There is also research showing initial beliefs and preconceptions are tenacious, and could potentially limit student teachers' acquisition of new knowledge and understandings, unless their programme of initial teacher education, including their experiences in classrooms, successfully challenges and changes these limiting beliefs (Cameron & Baker, 30).

### **Special selection criteria**

Some providers set special selection criteria over and above their academic and personal attributes entry

criteria; for example, fluency in te reo, or prior or current work experience in an early childhood centre (Kane, 28).

### **Research on selection criteria**

Cameron and Baker conclude that more research is needed on selection processes and the ways selection criteria are related, if at all, to eventual effectiveness as a beginning teacher.

Kane cites international research that says admission to initial teacher education on academic criteria alone has been shown to be a relatively poor indicator of success as a teacher (232, Kane). She suggests New

Zealand initial teacher education selection could be informed by the relevant national and international research, in an effort to identify and make explicit the criteria used for selection over and above academic requirements of university entrance or entry to degree level qualifications.

*For more information, see Cameron and Baker, pp. 25–31; Kane, pp. 24–29 and pp. 230–233; Cameron, pp. 15–16; and Greenwood, 87–89*

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“Contrary to the perception of low entry standards, the entry requirements and selection processes applied to applicants for [initial teacher education] qualifications are consistently demanding...In addition, applicants to Māori-medium qualifications have to satisfy added criteria related to fluency in te reo Māori and experience in Māori contexts.” (Kane, p.27)

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## **Graduating standards**

This section looks at how providers articulate their graduate profiles, and their policies and procedures for assessing student teachers.

### **Graduate profiles**

Kane found graduate profiles were mostly presented as outcome statements of what graduates will know, understand and be able to do, and the dispositions they will display, on completing a qualification (Kane, 82, 86, 226).

A number of providers submitted one profile to cover all or most of their qualifications. Kane says by submitting generic profiles, institutions were missing an opportunity to articulate the distinctive qualities of graduates from particular programmes (86–87). Cameron also found little evidence of the extent to which the different programmes articulated graduate profiles that reflected their particular approaches to teacher preparation (Cameron 22). The exception was early childhood, where profiles tended to reflect the distinctive focus of the work in that sector. A feature of many early childhood graduate profiles is a focus on relationships and working in teams, as well as regular inclusion of statements about government policy and initiatives (Kane 83).

In some cases providers have based their graduate profiles on the Teachers Council satisfactory teacher dimensions without relating them to the theoretical and conceptual base of the qualification, and without showing how the profiles relate to the various parts of the programme. Again, this was seen as a missed opportunity to set out the particular qualities of student teachers from specific programmes of study (Kane, 226).

Most of the providers referred to student teachers being able to teach diverse students, usually expressed as the ability to “work with all students”, but there was little reference to working with students for whom English was a second language, or with gifted and talented students (Kane, 82–97).

About half of the providers made explicit statements about student teachers having an understanding of education history, philosophy, and sociology, although most referred to the Treaty of Waitangi and working in the bicultural context of New Zealand (Kane 82–

97). Many profiles also explicitly focus on critical reflection.

Māori-centred or Māori-medium qualifications expect graduates to be bilingual and to teacher in a range of language contexts from English medium through to bilingual and total immersion Māori (Kane, 202).

### Assessment

Providers used a range of approaches for student teachers who were not achieving the required standards. In general, student teachers were closely

monitored and supported as they progressed through their qualification. If students failed a course or assignment, they were generally allowed to re-submit at least once, but if a student teacher repeatedly failed papers or course components, there was, in most cases, a series of formal steps to decide if the student teacher should continue (Kane 125–126).

Kane found all the providers had assessment policies, and most included statements of the philosophy or principles underpinning the assessment policy and practice. However, the data provided on assessment practice was variable across providers. Some providers identified a broad approach such as a commitment to standards-based, competency-based practices (123–124).

*For more information, refer to Kane, pp. 82–87, pp. 123–127, and p.226; and Cameron, p 22.*

### Newly qualified teachers

The New Zealand research on teachers in the first two years of teaching indicates the teachers generally begin their professional careers feeling confident about their capabilities (Cameron & Baker, 63). But as most of the research is on primary teachers graduating

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“Graduation standards therefore are in the hands of individual providers. Given the variability of programmes and assessment practices, there can be no surety that graduates reach a common standard of knowledge and competence, especially where national systems of moderation are not in place.” (Cameron, 22)

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from colleges of education or universities, it cannot be assumed that all beginning teachers feel so well-prepared. Cameron and Baker could find no research on beginning teachers in the early childhood sector and limited information on secondary beginning teachers (Cameron & Baker, 63). Nor was there any direct evidence that beginning teachers' confidence was well-founded, although in some evaluations of practicum, principals and tutor teachers reported they were satisfied with the students they employed (Cameron & Baker, 63).

The research also gives a strong message that the quality of school learning communities in which beginning teachers work is central to their professional satisfaction and ongoing learning (Cameron & Baker, 63).

Greenwood, in her interviews with stakeholders, found that all sectors placed high value on beginning teachers demonstrating personal qualities such as having presence and the 'X' factor, enthusiasm, and personal confidence. Life experience was also seen as valuable (Greenwood, 79–80).

Personal qualities such as a liking for children or teenagers were important, and while the stakeholders felt many graduates had these qualities, some of the stakeholders told the researchers that some student teachers were perceived as “not up to scratch” (Greenwood, 81).

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“Programmes of initial teacher education are the first step in a professional journey that requires the right conditions to support teacher development....A match between beliefs and values, and commitment on the part of the school to ensure the success of ‘their’ beginning teachers/s appear to be critical success factors.”  
(Cameron & Baker, 63)

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Stakeholders considered personal organisational skills and a professional attitude were important for beginning teachers, but they also felt these skills could be learned. Classroom organisational skills and relationship and communication skills were also seen as important (Greenwood, 82–86).

Stakeholders from early childhood centres put a great deal of importance on beginning teachers being able to build relationships with parents as well as with children, and this was also the case in schools with a strong Māori focus (85).

*For more information, refer to Greenwood, pp. 79–101; Cameron and Baker, pp. 57–63.*



# Initial teacher education programmes

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The key findings and discussion from the four studies in relation to initial teacher education programmes are summarised below under the headings of conceptual frameworks, programme content, the practicum and teacher educators.

## Conceptual frameworks

The New Zealand Teachers Council Guidelines require providers to set out the conceptual framework for their qualifications. The conceptual framework guides the design and implementation of the qualification. It helps identify what each provider believes is most important in the preparation of teachers for New Zealand schools, and should identify the qualification's philosophical base and show how that fits with each component that makes up the programme. It should include principles, beliefs and values about teacher education and teaching and learning in the particular sector, and it should be clear how these are informed by research.

Kane found that, the conceptual frameworks generally lacked coherence and were not well considered. She notes, however, that her comments on the conceptual frameworks cannot be taken as general statements about the nature of initial teacher education or the quality of its implementation. She also notes that most, either explicitly or implicitly, demonstrated that initial teacher education in New Zealand is grounded in relevant research on teaching, learning, and learning to teach (Kane, 80).

Generally, she found the conceptual frameworks were presented as outcome statements rather than as the philosophical and theoretical base for a qualification,

and did not articulate the theory and values underpinning the design and implementation of the qualifications.

Some conceptual frameworks demonstrated particular philosophies, such as the Māori-centred, Pasifika, or Christian-based qualifications. But there was little evidence from the documentation that others were underpinned by themes or ethics such as a commitment to inclusion or social justice.

*For more information, refer to Kane, pp. 51–82 and pp. 220–222.*

## Programme content

Kane classified the core content of programmes into four broad categories: curriculum studies (study of the curriculum documents and curriculum requirements, pedagogy, and assessment); subject studies (student teachers' own knowledge of specific subjects or disciplines); education studies (the purposes of education, how children learn, human development, inclusive education, the sociology, philosophy and history of education, the role of the Treaty of Waitangi); and professional practice (the role of the professional, critical reflection on the practicum, development as a teacher, ethics, legal responsibilities) (88).

Kane says her findings must be treated with caution as she had access only to titles of papers and brief descriptors. There were also difficulties posed by the lack of a common language, or terminology, for describing and comparing the various component parts of a qualification.

She found that similar types of qualifications had programmes of study that were organised in a similar way – most diploma, degree and graduate diplomas were organised into papers, most had some form of conceptual framework or philosophy, and most had outcome statements or graduate profiles. Where there was variation, it was in the breadth, depth, and length of each of the components, and how the components were brought together into a coherent programme of study. (220).

The qualifications generally lacked coherence across components, apart from early childhood studies, which Kane found were characterised by an integrated approach that reflected the holistic and integrated philosophy of *Te Whāriki*, (121).

Primary and secondary qualifications all put a lot of emphasis on curriculum studies, with primary qualifications giving extra attention to mathematics and literacy. There was not a lot of attention paid to subject areas in the graduate qualifications, whatever the sector, with providers assuming the specialist subject knowledge was gained in the undergraduate degree (Kane, 101, 115, 121).

As noted earlier, this is potentially a problem for primary teachers as they have to teach across all subject areas.

Kane also found some qualifications were entirely prescribed, offering student teachers no choice of study or the chance to specialise in particular areas (122) and others had only limited scope to pursue elective study in specific curriculum areas. She suggests this would make it difficult to achieve the Select Committee’s recommendation that primary

teachers be given the opportunity to specialise in at least one subject beyond the core curriculum (223).

Education studies were included in all undergraduate degree and diploma qualifications, but within that, there did not seem to be a great focus on “foundational studies” – that is, on the history, philosophy and sociology of education. The graduate diplomas did not give as much attention to education studies as do the longer, undergraduate courses.

Some qualifications were fragmented into numerous papers of various weightings, raising questions over the coherence of the programmes and also the assessment load for students and teachers (122). Kane notes that research shows that fragmentation leads to course work being separated from practicum; curriculum studies being taught separately from studies of educational contexts, goals and purposes; professional skills being taught in isolation; and student teachers left to make sense of the connections that teacher educators fail to make explicit (222).

Kane suggests that the New Zealand three-year degree qualifications may be ambitious in their goals of preparing quality teachers in what is

a significantly shorter length of qualification compared with teacher education qualifications elsewhere in the world (223).

She found that early childhood initial teacher education qualifications reflected a commitment to an integrated curriculum grounded in a well-articulated theoretical perspective, especially that of sociocultural theory with its principles of collaboration and advocacy for children, and she suggests other sectors

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“Determining appropriate and relevant content of [initial teacher education] and organising this into meaningful learning experiences for student teachers is a challenging and complex endeavour, especially within the time constraints imposed by the length of current diploma and degree qualifications....The limited time available in the three-year degree and one-year graduate entry programmes result in teacher educators making choices as to what content is to be included and to what depth.”  
(Kane, p. 223)

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would benefit from discussion with the early childhood sector (227).

Cameron, in her earlier study, found programmes lacked a common core of courses such as the study of educational foundations, teaching methods, learning theory and classroom management. Some programmes required student teachers to study literacy and numeracy in increasing depth across the three years while others did not develop this knowledge beyond an introductory level (Cameron 19).

Cameron also concludes that while a number of programmes were well-constructed, there were no grounds for complacency regarding the content, structure and teaching of all programmes of initial teacher education. She felt some programmes were poorly designed and disjointed, with a divide between “theory” and “practice”, and which assumed student teachers would make the links between the two rather than the links being built in to the programme (19).<sup>4</sup>

Greenwood found stakeholders from all sectors expected student teachers to have a basic knowledge of the curriculum (88). They also valued good communication skills, and stakeholders from several primary schools and early childhood centres stated concerns at the English language skills of some students and beginning teachers for whom English was a second language.<sup>5</sup>

Cameron and Baker, in their literature review, found the New Zealand research on teacher education courses was characterised by one-off studies, with significant gaps in the knowledge base (Cameron & Baker, 41).

They say that research is needed on the strengths and drawbacks of the numerous new approaches to becoming a teacher, such as external, web-based programmes, those based on satellite campuses with minimal teacher educator visits, and those that are predominantly school or centre-based). More research is also needed on Māori medium teacher education and outcomes of these approaches (69); on the contribution of subject knowledge to effective teaching; and on what and how student teachers learn about pedagogies that engage all school students in learning (Cameron & Baker, 68–60).

*For more information, refer to Kane, pp. 88–122 and pp. 222–227; Cameron, pp. 17–20; Greenwood, pp. 87–92; and Cameron and Baker, pp. 68–69.*

### **Treaty of Waitangi**

Kane found policy statements varied, from simple to comprehensive, on how providers were meeting their obligations under the Treaty of Waitangi. The longer, degree qualifications usually required student teachers to complete at least one paper that focused on aspects related to the Treaty, whereas one-year graduate programmes typically integrated issues related to the Treaty throughout papers (Kane, 135).

Most initial teacher education qualifications refer to the Treaty, and to working within bicultural contexts and meeting the needs of all children, in their graduate profiles, but Kane found insufficient evidence in the course descriptions to determine how their qualifications would meet these outcomes (Kane, 87, 135).

She also found limited evidence on the degree to which, and how, initial teacher education qualifications responded to the literature on barriers to

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<sup>4</sup> Note caution in preface re ITE Research Review Group. Note however, that the Kane research endorses these findings.

<sup>5</sup> Note caution in preface re ITE Research Review Group

educational achievement, such as that by Bishop et al., 2003<sup>6</sup> (Kane, 135).

She suggests qualifications may be continuing to use a “taha Māori” approach, which Māori educationalists have described as “added on” and tokenistic, instead of a pedagogy described by Bishop et al. (2003) in which teachers care, have high expectations, engage in power-sharing and co-construction of the curriculum, and are culturally responsive to their students. Add-on courses are considered problematic if the ideas, skills and dispositions advocated in them are not reinforced in the rest of the “regular” curriculum papers (Kane, 129–130).

Kane notes that projected population figures show in 20 years’ time, 40% of primary and 35% of secondary students will be Māori and/or Pacific Island descent (131, 224). Kane says that, given the Alton-Lee best evidence synthesis<sup>7</sup> on the importance of preparing student teachers for effective teaching of all learners, and of Bishop et al. (2003) on the importance for Māori students in particular, teacher educators need to consider whether they need a more explicit policy to guide practice in this area of their curriculum (Kane, 224).

Kane says teacher education qualifications need to be engaging student teachers now in developing critical understandings, personal, professional and pedagogical skills that enable them to respond effectively to the cultural and curricular needs of Māori and Pasifika children and young people. If

providers did not do this, they were not preparing quality teachers (224).

Cameron and Baker, in their literature review, found there was a lack of research on how initial teacher education programmes were exploring ways to develop pedagogies that were inclusive of Māori and Pacific students or on whether such pedagogies had any impact on student teacher understanding and use of these pedagogies (Cameron & Baker, 53).

*For more information, refer to Kane, pp. 128–135 and pp. 224–225; Cameron and Baker, pp. 52–53*

### **Māori-medium, Māori-centred qualifications**

Kane identified 14 qualifications that are Māori-centred, Māori-medium or bilingual, offered by 10 providers. The qualifications included three-year undergraduate degrees and diplomas for both early childhood and primary teachers (200).

They provided coherent programmes of study which were offered in Māori-centred contexts with the view to meeting particular needs of Māori tertiary students and, ultimately, the needs of Māori children in schools (200).

The providers offered a culturally comfortable environment for their student teachers; Māori values such as whanaungatanga, manaakitanga, tautoko, ako and wairua featured strongly in most of the conceptual frameworks; and the qualifications were seen as an opportunity for revitalising te reo Māori (201)

Graduates were expected to be bilingual and to teach in a range of language contexts from English medium to bilingual and to immersion Māori. This meant student teachers had to understand both Māori and English curriculum documents, which increased the workload and time needed for both staff and student teachers (202).

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<sup>6</sup> R. Bishop, M. Berryman, S. Tiakiwai, and C. Richardson (2003). *Te Kotahitanga: The Experiences of Year 9 and 10 Māori Students in Mainstream Classes*. Ministry of Education Research Division, Wellington, as cited in Kane, p.135.

<sup>7</sup> A. Alton-Lee (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Ministry of Education, Wellington, as cited in Kane, p.224.

Some programmes expected their graduates would become a resource in the wider community for te reo and tikanga and some emphasised the importance of working with families and whānau to support their children’s learning (202).

Staff were expected to do research and have established community, iwi and hapū links, as well as having expertise in te reo and tikanga Māori and continuing to improve their skills in these. These requirements placed an extra burden on Māori that mainstream teacher educators did not have (202–203).

Greenwood, in her interviews with stakeholders, found that the value placed on knowledge of te reo and tikanga varied considerably across the sites visited. This knowledge was seen as essential by schools and centres that by character or by location dealt regularly with te ao Māori; others saw it as desirable but not essential while yet others saw it as largely irrelevant (94).

### **Information and communications technologies**

Kane found limited evidence of explicit attention across initial teacher education programmes of study to developing knowledge, understanding or practical application of information and communication technologies to support children and young people’s learning.

The available New Zealand research reports that there is little use of information and communications technologies in initial teacher education programmes or in schools, and there is a need for more research into this area (Cameron & Baker, 53).

### **Inclusion**

Kane notes that inclusion is often linked to the teaching of children with special needs or disabilities, or to those with emotional or behaviour disorders, but that more recently it also refers to those children who are considered gifted and talented, to those from culturally diverse backgrounds, and to those who are at risk of failing in education (136).

Kane cites research which suggests that teacher education programmes typically responded to growing diversity in classrooms by adding courses to address the issue and leaving the rest of the curriculum largely intact. These courses were often optional, so not all

student teachers would take them.

She notes that if the ideas of inclusion are not reinforced by the regular curriculum, there is a risk they will be disregarded. There is also the risk of competing philosophies between mainstream curriculum and the ‘added-on’ inclusion course. An alternative to the add-on approach is “infusion” whereby issues of diversity are

addressed throughout the entire teacher education programme and not only in specialised courses (Kane, 137).

From the data available, Kane was not able to make any authoritative claims about the level of commitment to inclusion across initial teacher education, but says the findings do give an indication of how inclusion is positioned in initial teacher education programmes (140).

She found that most providers did not have clearly articulated policy on inclusion within the qualifications though most referred to it in their graduate profiles. Longer degree courses required a paper or papers on aspects related to inclusion, usually referred to as diversity or special needs, while shorter courses adopted an “infusion” approach in which

concepts and practices related to inclusion were embedded in all or most of papers within the qualification. Kane found little information on how these practices were theoretically informed or how they were used in teacher education practice (141). She also notes that where providers take an integrated approach, it is difficult to distinguish those that are truly “infusing” inclusion in their curriculum from those who say they are but may not be in practice (Kane, 139).

There was almost no evidence of attention given to the study of issues and approaches of working with students whose first language is not English or with those identified as gifted or talented.

Kane concluded that teacher educators should consider whether they need a more explicit policy to guide practice in inclusion (141).

Greenwood found a range of views on inclusion and diversity. Some stakeholders, in all three sectors, considered it essential for graduating teachers to be able to recognise, value and foster diversity. Of these, some considered student teachers on practicum did not demonstrate these skills. Others in both primary and secondary thought it was not realistic for beginning teachers to have strong understanding of how to address diversity. Those from early childhood sites said recognising diversity was fundamental to the educative processes within their centres (99).

*For more information, refer to Kane, pp. 136–141; and Greenwood, pp. 99–101.*

## The practicum

Kane emphasises that professional practice experience is an essential component of ITE and is critical if student teachers are to have opportunities to make sense of how theory and practice are interdependent (173). In the Greenwood study, stakeholders from all sectors likewise affirmed the importance of the practicum (104).

All providers offered practicum experience as an integral part of the qualification. However, the early childhood experience differed from that of the primary and secondary experience. Some early childhood education qualifications were centre-based where students were either employed or work voluntarily part-time or full-time as part of their studies. These student teachers needed to do a separate practicum outside of the centre where they were working and studying. Most providers met the minimum requirement of 14 weeks practicum, and about half the qualifications met the recommended 20 weeks or more practicum over three years (Kane, 152).

In primary, all providers met the Teachers Council guidelines of a minimum practicum of 14 weeks and nearly two-fifths of qualifications (13 of 34) met the recommended 20 or more weeks of practicum over three years (Kane, 162).

In secondary, all providers met the minimum requirement of 14 weeks, but only two met the preferred recommendation of 20 weeks over three years (Kane, 172).

All providers offered a range of practicum experiences, and all required the student teachers to be supervised by experienced, registered teachers. Assessment was mostly done by the lecturers or tutors from the teacher education provider, taking account of feedback from the associate teacher. All providers had processes in place for identifying and addressing student teachers who were at risk of failing, and most offered one opportunity for student teachers to repeat a practicum if they did not reach an acceptable level of performance (Kane, 173).

Larger providers often offered formal associate teacher professional development (Kane, 173).

In the Greenwood study of stakeholder perceptions, a number of participants saw considerable variation in the quality of student teachers on the practicum. Some

thought that perhaps better selection processes were needed. Others said it takes time to become a good teacher and the practicum was an opportunity for student teachers to put the theory into practice. There were a large number of positive comments on the calibre of student teachers (Greenwood, 102).<sup>8</sup>

There was also a significant number of negative comments, some mitigated by comments such as a lot of the qualities were developmental and it was important for schools and centres to mentor beginning teachers. Student teachers in schools and centres were often seen as preoccupied with their assignments set as part of their course work (Greenwood, 103).

Greenwood found a wide range of perceptions across all three sectors on the nature and effectiveness of the relationship schools and centres had with tertiary providers (109). Only a few said they had an effective partnership, and that it was

underdeveloped because of lack of communication, time and funding. Some stakeholders felt there was not enough consultation; a number said the practicum was not long enough; and several said they would like fewer providers and more agreement between providers (109–112).

Greenwood also found that funding and resourcing had an impact on all secondary and several primary schools' ability to engage as actively as they would like with the student teachers on practicum (113–114).

Cameron says that, in her study, there was not enough information about relationships between the providers of teacher education programmes and the teachers in schools who hosted their student teachers. She says

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“The pressure of managing large numbers of students may push student teachers into classroom practices that conform to their associate’s practices, and that focus on maintenance of order and the belief that children are learning because they appear to be engaged.”  
(Cameron & Baker, p. 69)

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that associate teachers had critically important parts to play in initial teacher education, and the closer the alignment between the institutional and school programme components, the more likely the overall goals of the qualification would be realised. Without a collaborative partnership there were risks that student teachers would not experience consistent views and approaches to learning to teach. It was also possible that what student teachers were taught in their courses would “wash out” once they become teachers.

(Cameron 19)

Cameron and Baker say research on the practicum suggests that student teachers did not necessarily have opportunities to learn to teach in ways that research would define as quality teaching (69).

Research on the practicum highlights the complexity of learning to teach in classrooms and centres (50).

Cameron and Baker say it is clear from the New Zealand research that the view of the practicum as an opportunity for “real” learning for student teachers is contestable (50). Studies identify concerns about the experience, such as a lack of alignment of the goals of the practicum and the actual experience. Cameron and Baker say good communication between staff in initial teacher education programmes

and their colleagues in schools and centres, and a collaborative approach to practicum outcomes and processes, would increase the likelihood that student teachers would learn from these experiences (Cameron & Baker, 45). They also say more research is needed on what is a complex three-way relationship to find out how to ensure the practicum is effective in developing student teachers' personal and professional knowledge (50).

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<sup>8</sup> Note caution in preface re ITE Research Review Group

*For more information, refer to Kane, pp. 152–173; Greenwood, pp. 102–106; Cameron and Baker, pp. 47–50, p.69; and Cameron, p.19*

## Teacher educators

Cameron and Baker found limited research on teacher educators and say more research is needed on the different professional communities that teacher educators belong to. Some teacher educators are in well-resourced and established learning environments, while others are in environments that have no history of teacher education and which have relatively impoverished resources (35).

There was little research on teacher education's contribution to the learning of student teachers, and a lack of evidence on how teacher educators conceptualise the knowledge and understandings that they seek to develop in student teachers (35). Cameron and Baker also call for more research on teacher educators in terms of the backgrounds, beliefs and dispositions they bring to their roles, because this is likely to influence how they work with student teachers (70).

*For more information, refer to Cameron and Baker, pp. 33–35, p.70.*

### Qualifications

Kane found all providers had teacher education staff with both advanced qualifications and teaching experience and many staff were registered teachers. Some providers reported that staff working within specific Māori-medium qualifications were fluent in te reo Māori.

Universities had a higher percentage of staff with doctoral qualifications than other providers (183).

All providers offered varying levels of professional development and research support for their staff (Kane, 234).

Cameron found the traditional teacher education providers appeared to have the most consistently appropriate staff qualifications for preparing teachers. Where colleges of education had amalgamated with universities, there appeared to have been considerable support and encouragement for the former to extend their academic qualifications (21).

Staff turnover appeared to be an issue in some programmes (Cameron, 21).

*For more information, refer to Kane, pp. 181–189; Cameron, pp. 21.*

### Resources provided

Universities, colleges of education and, to some extent, polytechnics had the infrastructure and resources to provide comprehensive support to their students and staff. The private training establishments and wānanga provided less support overall for their staff and students (180).

*For more information, refer to Kane, pp. 178–180.*

### Associate teachers

In the Greenwood study, associate teachers said they did not have time they would like to work with students on practicum, and secondary teachers in particular found it hard to find time to talk with student teachers (107).

Stakeholders from all sectors said that not all teachers made good associates, and there was a need to provide professional development for associates. Those from the early childhood sector saw a risk to the profession as well as to individual student teachers of being exposed to bad practice, if student teachers were sent to centres without associates of high calibre. They also said there was a shortage of centres for placements (Greenwood, 108).

Kane found most primary and secondary associate teachers were selected by schools, while in early

childhood the associate teacher was equally likely to be selected by the centre, the provider or the teacher applying for the position (pp. 153, 152 and 172–3).

In Kane’s study, some providers reported the quality of the practicum was at risk because of a lack of suitable teachers willing to be associate teachers (Kane, 207).

Cameron and Baker report a survey of graduating student teachers that showed they were generally positive about working with associate teachers but also aware they needed to keep positive relationships with their associate teachers for their future employment prospects. This meant some made compromises about their teaching approaches and management techniques (Cameron & Baker, 45).

*For more information, refer to Greenwood, pp. 107–109; Kane, pp. 152–177, 206–207; and Cameron and Baker, pp. 44–45.*

### **Research engagement**

Initial teacher education qualifications must be research-informed and promote research as an important component of student teachers’ developing professional skills. Yet many teacher educator staff had little research experience, though they had high levels of practical expertise (Kane, 233).

All providers reported that they were supporting their staff to update their qualifications to masters and doctoral level, and to engage in research. However, the initial performance-based research funding round in 2003 demonstrated that staff engaged in teacher education barely rated as research active, with the exception of staff from the four university providers at

that time. Kane says that while this is not unexpected given teacher education’s relatively recent entry to research-based teaching, it does raise questions about the degree to which teacher education is able to build research capacity and capability, the increased pressure on staff to achieve higher qualifications, and how this will impact on the implementation of teacher education qualifications (Kane, 234).

Cameron and Baker say much of the research work had been undertaken by individuals rather than collaborative teams – this meant a limited scope of work and limited opportunities to build on initial findings (65).

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“We need to accept the PBRF as a ‘wake-up’ call’ and take this opportunity to set about ensuring that our programmes are grounded in research, that our staff are supported properly to be active researchers, and that we work together as a discipline, to raise the status of teacher education in higher education by offering our work for critique of both classroom practitioners and researchers, national and internationally and demonstrating the rigour and excellence of our research and scholarship.” (Ruth Kane, in a 2003 address to TEFANZ, cited in Cameron and Baker, p. 24)

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They say much of the research was small scale, fragmented, and lacked purpose and direction. There was too much unpublished work that was not available to others researching same area; and there was little that followed a theme and that progressively built upon the theme to create and advance new knowledge. They say the research was overly reliant on surveys and questionnaires; methodologies were frequently weak and inadequately described; conclusions were often drawn without exploring alternative explanations for the findings or comparison with other studies and it frequently included commentary not justified by the

data. Furthermore, they say the possibility of bias was rarely addressed; there were few accounts of how the research was peer-reviewed and therefore quality assured; and it was not made apparent how ethical issues of study of one’s own students were addressed (Cameron & Baker, 66).

Cameron and Baker note that most of the work they reviewed did not meet the standard expected in international scholarly journals, or national peer-reviewed academic or professional journals. Until recently much work undertaken was presented at conferences but not submitted for publication, and they say teacher educators need to move beyond presenting at conferences to submitting the findings of their research to the scrutiny of peer-reviewed publications (Cameron & Baker, 66–67).

They also question whether all teacher educators should be required to be researchers – whether experienced teacher educators whose passion is with teacher preparation should be pressured into becoming researchers which would encourage proliferation of

research for sake of research and inevitably lead to an “R” rating in the performance-based research fund (68).

They say there is a need, however, to ensure that teaching within degree programmes is research-informed and that emerging researchers are adequately supported to engage in research relevant to teacher education, and that there is a great deal of scope for teacher educators to contribute to research and scholarship in the important areas of teaching and teacher education. (68)

*For more information, refer to Cameron and Baker, pp. 65–72; and Kane, pp. 233–234.*

# Quality assurance

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Quality assurance of initial teacher education in New Zealand includes both external and internal quality assurance. External quality assurance is through approval, monitoring, moderation, re-approval processes, and external research and evaluation. Internal quality assurance is through entry criteria, selection processes and assessment policies and practice (discussed earlier), and having internal quality assurance procedures such as various forms of academic boards, consultation with stakeholders, regular self-review and student evaluations and pre and post moderation practices.

## External quality assurance

Several agencies share legislative responsibility for approval and accreditation of academic qualifications. The New Zealand Qualifications Authority is responsible for approving qualifications and accrediting institutions for all tertiary education, and has delegated responsibility for approving programmes to quality assurance bodies, namely the Institutes of Technology and Polytechnics Quality; the Colleges of Education Accreditation Committee (no longer in operation); the Committee on University Academic Programmes; and the Approvals, Accreditation and Audit Unit of the Qualifications Authority. These approval bodies consider tertiary qualifications within the Qualifications Authority's Gazetted Criteria.

In addition, all initial teacher education qualifications leading to registration as a teacher are subject to the approval of the New Zealand Teachers Council, which has memoranda of understanding with the quality assurance bodies. The joint teacher education approval

and accreditation processes ensure that both academic and professional aspects of the qualification are given careful attention.

Teachers must also be registered by the Teachers Council in order to teach in a school or kindergarten. By 2012 all early childhood teachers are required to be registered or involved in initial teacher education. This means the content of a teacher education qualification and the standards for graduating must be related to the Teachers Council's Satisfactory Teacher Dimensions which serve as the standards for registration of teachers. Graduating Teacher Standards are currently being developed in consultation with providers and other stakeholders, however, and will replace the Satisfactory Teacher Dimensions as the standard for graduating from initial teacher education and for being eligible for provisional registration. If mandated, they will define the graduating standards required within the programme approvals process.

Kane points out that teacher educators are involved in deciding what teachers should know and be able to do in the process of their daily work of developing, refining and implementing programmes of initial teacher education. Yet teacher education has no designated representation on the Teachers Council, which has the mandate from government to establish graduating standards for initial teacher education programmes (230).

## Approval processes

The approval processes for a qualification require comprehensive documentation including, for example, the presentation of conceptual framework, graduate

profile, evidence of coherence between components of the programme, assurance of minimum qualifications of teaching staff, and adequate access to resources. Each provider's submission is evaluated by a panel that includes two teacher educators from another institution. Panel evaluations are conducted at the site of the proposed qualifications and are reported to be rigorous and comprehensive (Kane, 229).

### **Monitoring, moderating and re-approval**

Qualifications and programmes of study are also externally monitored and moderated by teacher education peers. External monitors for each initial teacher education programme are appointed by the New Zealand Qualifications Authority in consultation with the Teachers Council, and there are guidelines to ensure consistency. In Cameron's sample of earlier documents, eight of the programmes had received regular monitoring, one had never been monitored, and the Teachers Council had found it necessary to pressure the other providers to institute monitoring (Cameron, 23). Kane, in her review of more recent documentation, found that all but one provider had external monitoring, with most monitored annually. All providers met the New Zealand Qualifications Authority and Teachers Council requirement to have their qualifications externally moderated, although the frequency varied from three-, four-, or five-yearly cycles.

In Cameron's sample, some providers worked together on a long-term programme of external moderation, where representatives from similar courses across the different programmes met together each semester to share ideas and critique assessments and student teacher work. Cameron suggests it could be useful to examine these processes so that others can learn from them (24).

Programmes also have to be re-approved at least every five years. Kane queries whether such an expensive re-approval process (in time, staff resources, and actual costs) is necessary given the extensive external

monitoring and moderating processes. She says regulatory systems elsewhere are typically centred on self-review and evaluation rather than a regular re-approval of qualifications (Kane, 230).

*For more information, refer to Kane, pp. 190–199, pp. 227–234; and Cameron, pp.23–24.*

### **Quality assurance through independent research and evaluation**

Most of the research that has been done on initial teacher education programmes is based on interviews with beginning teachers and employers (Cameron & Baker, 51) – although Cameron found that few institutions appeared to commission external research on stakeholder perceptions of their graduates (Cameron, 20).

Cameron and Baker say there is a lack of research on the extent to which particular approaches to teacher education contribute to teacher effectiveness, and there are many questions that have not been systematically investigated. For example, there is a lack of evidence that particular programmes' espoused curriculum, pedagogical, and assessment approaches are reflected in the curriculum, pedagogy, and assessment experienced by student teachers, and a lack of evidence that particular approaches are likely to prepare student teachers who can teach in critical and powerful ways that engage all learners (Cameron & Baker, 53–54).

Also, while the pedagogy of some initial teacher education programmes appears to advocate small-group instruction as opposed to lecture format, there is no research that provides insight into the benefits of either approach. There is also a shortage of longitudinal studies in evaluating the nature and effectiveness of initial teacher education in New Zealand (54).

## Internal quality assurance

Each provider is responsible for its internal quality assurance procedures, and must report on these processes to the relevant quality approval body.

In Cameron's sample, around a third of providers had transparent and well-documented quality systems. A third met quality system requirements in most areas and a third provided little evidence they were able to monitor the quality of their provision or could address external audit recommendations (Cameron, 20).<sup>9</sup>

Kane found each provider has quality assurance processes in place, including entry criteria and selection procedures, a cycle of internal and external reviews of qualifications, advisory committees that include members of the profession and in some cases local iwi, assessment policies, procedures for student teacher evaluation of papers and programmes, support for staff research and professional development, and systems of staff appraisal (Kane, 193, 230).

Cameron found little information about the providers' processes for consultation with their communities and said that in some cases, programme development did not appear to genuinely reflect the perspectives of the community (20).

Cameron was concerned at the number of programmes taught on sites away from the main institution, and found no documented evidence of quality assurance systems to ensure that student teachers received programmes that were essentially equivalent to the approved programmes (Cameron 20). Kane did not address the issue of consistency of delivery across multiple modes and sites as the providers' documentation relates to the base qualification only. However, she notes that most providers operating on multi-sites use their moderation processes as a device to ensure multi-site consistency; (Kane, 192).

*For more information, refer to Kane, pp. 190–199, 230–234; Cameron, pp. 20.*

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<sup>9</sup> Note caution in preface re ITE Research Review Group



# Constraints and challenges identified by the research

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Kane, from interviews with teacher education directors and programme coordinators, found the most frequently raised issues related to the competitive environment, particularly getting appropriately qualified and available associate teachers for the practicum; and to funding, particularly the costs associated with the practicum and the difficulty of getting appropriately qualified and experienced staff for initial teacher education programmes (214–215).

Providers reported that the move to one-year graduate diplomas for primary initial teacher education and the shift from four-year to three-year degrees had compromised quality (Kane, 212).

A few providers thought quality assurance processes were unnecessarily prescriptive, expensive and resource intensive.

Kane concludes that the diversity of initial teacher education programmes and modes of delivery, while meeting the wide range of needs of potential student teachers, presents a challenge in maintaining quality and suggests there is a need for more research on these issues (214–215).

Greenwood says stakeholders in her survey repeatedly referred to time constraints. This was both in terms of

the limited time associate teachers had for discussions with student teachers and stakeholders' perceptions that neither the practicum nor graduate tertiary programmes were long enough (120). Many stakeholders would also like a more consultative relationship with initial teacher education providers (119).

All the reports call for more research on initial teacher education, such as an examination of different approaches to teacher education and how these are reflected in the practice of newly graduated teachers.

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“The increase in the number of providers and qualifications over the past decade raises questions regarding the capacity of such a system to be able to consistently provide quality programmes in the face of competition for students, for appropriately qualified and experienced staff, and for effective centre and school-based practicum placements for student teachers.”  
(Kane, p.214)

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The need for dialogue is also emphasised, with Greenwood suggesting a “conversational platform” to develop dialogue between providers and schools or centres (122) and Kane calling for teacher educators across all sectors, along with policy makers and stakeholders, to engage in “critical conversations” about teacher education and the preparation of quality teachers.

*For more information, refer to Kane, pp. 204–238; Greenwood, pp. 119–122; Cameron and Baker, pp. 69–72; and Cameron, p. 24.*



## Next steps

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Initial teacher education in New Zealand is complex and diverse, with a large number of providers, a large number of qualifications and programmes, and a variety of delivery modes. Within this complex system, providers are preparing student teachers who will work with, and influence, children and young people over the next 20 to 40 years.

Research has identified the quality of teaching as a key factor in children's learning, and initial teacher education has an important role in preparing high quality teachers. It is, therefore, imperative to ensure providers are delivering the best initial teacher education possible.

There has been anecdotal evidence about quality and variability of initial teacher education, and many reviews, but, to date, no systematic research to provide the evidence needed to inform policy and practice. The four studies summarised here provide the first step in building that evidence base. The next step will be to use their findings to inform the 2006 review of initial teacher education. The 2006 review is different from previous reviews in that it includes induction as well as initial teacher education, and covers early childhood education as well as primary and secondary education. The Teachers Council also plans to use the research to inform the development of the Graduating Teacher Standards and the reviews of the Satisfactory Teacher Dimensions and the programme approvals process.



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