

## Self-Assessment Template (Examples from Teaching Council provided in Blue)

	Indicators	Evidence that supports your self-assessment
<p><b>Is the Programme still being delivered as it was approved?</b></p>	<p>List of changes made since programme approval or most recent programme review (as applicable).</p>	
	<p>List any changes that impact on student enrolment criteria and/or student teacher learning. Please describe the changes — by reference to the applicable section of the Programme Approval Requirements:</p> <ol style="list-style-type: none"> <li>1. Conceptual Framework</li> <li>2. Research</li> <li>3. Graduating Teacher Standards</li> <li>4. Academic Entry</li> <li>5. Literacy (English Language Competency)</li> <li>6. Numeracy Competency</li> <li>7. Information Technology Competency</li> <li>8. Te Reo Māori Competency</li> <li>9. English Language Competency for EAL Candidates</li> <li>10. Selection of Candidates into Programme</li> <li>11. Practicum Length</li> <li>12. Practicum Visiting</li> <li>13. Practicum Support - Associate Teachers</li> <li>14. Programme Delivery</li> <li>15. Police Vetting of Candidates</li> <li>16. Candidates of 'Good Character' and 'Fit to be a Teacher'</li> <li>17. Recognition of Prior Learning Processes</li> <li>18. Cross Crediting</li> <li>19. Programme Regulations – Repeats, and Maximum Time for Completion</li> </ol>	<p><b>4. Academic Entry</b> – In anticipation of the move to the Standards for the Profession (with support) we have adapted our practicum reports to reflect the Standards.</p> <p><b>5. Literacy and 6. Numeracy Competency</b> – We have rewritten our literacy and numeracy tests to assess a greater range of skills and to increase the level of reliability. We have also lifted the pass mark in both from 50% to 60%.</p> <p><b>14. Programme Delivery</b> – We have changed 2 of the 4 learning outcomes in our Professional Inquiry 2 and Professional Inquiry 3 papers. We have also altered the assessment tasks to ensure that students undertake teaching-as-inquiry projects in both papers.</p> <p><b>15. Police Vetting Candidates</b> – we now require students to sign a statement agreeing that if they are charged with any criminal offence while enrolled in the programme, they must inform the Director of Teaching Education within seven days.</p>

	Indicators	Evidence that supports your self-assessment
<b>Are there any recommendations from your last panel report that are yet to be addressed?</b>	<p><b>What are the recommendations yet to be addressed?</b></p> <ol style="list-style-type: none"> <li>1. It was recommended that the block of sustained practicum be extended from 5 to 10 days.</li> <li>2. It was recommended that Te Reo and tikanga Māori were introduced earlier in the year.</li> </ol>	<p><b>How do you plan to address the recommendations?</b></p> <ol style="list-style-type: none"> <li>1. We will stipulate in the practicum handbook that students must complete a block of practicum for 10 consecutive days.</li> <li>2. We will move the Teaching in New Zealand paper from S2 to S1.</li> </ol>
<b>Are changes planned over the transition period?</b>	<p>Proposed changes are described and the rationale for those changes are outlined.</p>	<ol style="list-style-type: none"> <li>1. Professional Experience 1 which is currently delivered as a 30pt paper will be divided into two 15pt papers. This is to ensure students can demonstrate they are ready to move into their second practicum placement.</li> <li>2. Student teachers are going to be placed in a local primary school, two days a week for weeks 1-6 in semester 1. This is to help them contextualise their learning in Professional Studies 1.</li> </ol>
<b>What are your intentions for teaching out current programmes and transitioning to new programmes?</b>	<p>Plan and timeline for final intake of students in current programmes.</p> <p>Plan and timeline for the introduction of new programmes.</p>	