

**NZSTA response to the Consultation Document on the Approvals and
Monitoring Processes for Initial Teacher Education**

October 2009

Purpose of the review

The purpose of the present review, which commenced in 2007, is to establish a process for the approval, continuing approval and monitoring of ITE programmes which is fair, transparent, research informed and sector acceptable. The process needs to take account of the involvement of other quality assurance bodies in the tertiary sector involved with accreditation and approval of ITE programmes.

The overall aims of the review are to increase the effectiveness of the approval and monitoring processes and to strengthen the quality of graduates entering the profession. The present process used by the Council is a peer review panel process. Sector members of the teaching profession are involved in the NZQA and ITPQ panels. The costs of the panel peer review process are met by the ITE provider.

The review is also charged with the establishment of a set of requirements for all programmes of ITE, across all sectors, in New Zealand.

NZSTA Comment:

The overriding principle of the review, and indeed of Initial Teacher Education itself, is to ensure that the employing board is ultimately able to recruit from a pool of highly effective beginning teachers. It is therefore imperative that all ITE courses (and by implication, providers) are required to meet or exceed nationally consistent minimum requirements in terms of entry, quality of course, exit and follow-up & support for Year 1 & 2 teachers.

This makes the review particularly important, as it is not about “fiddling around the edges”, but a more encompassing review which looks at system change which will draw on best practice.

One of the fundamental rethinks that must occur in this process is around current mindsets which, in NZSTA opinion, have been more internally focussed than being driven by what the “client” (students) or “customer” (employers) might need or want. This is particularly relevant when we consider that the employing boards/schools have little option but to employ from the pool of graduates produced by initial teacher education providers.

In short, it is time for us to give effect to the idea that the system needs to be primarily driven by the needs of the students in schools, not by the needs of the providers. It is the right of every student to be taught by a highly effective teacher, and the obligation on all of us is to ensure that the ITE is geared and structured to ensure that this is the case - no exceptions.

McKinsey and Co's report on *How the world's best performing systems come out on top* (2007) notes that

The top-performing systems consistently attract more able people into the teaching profession... by making entry to teacher training highly selective, developing effective processes for selecting the right applicants to become teachers, and paying good (but not great) starting compensation. Getting these essentials right drives up the status of the profession, enabling it to attract even better candidates. (p.16)

There should be nationally consistent and robust standards that boards of trustees and schools can be confident will produce the high quality teachers we need. Robust external monitoring common across all ITE providers is essential for accountability and quality assurance.

Please complete the following contact details:	
Your name and current position:	Lorraine Kerr President, New Zealand School Trustees Association
Your postal address:	PO Box 5123, Lambton Quay, Wellington
Your email address:	lkerr@nzsta.org.nz

Is your feedback on behalf of an organisation? (please circle) **Yes** / No

If yes, please write the name of the organisation here:
<i>New Zealand School Trustees Association</i>

How many staff contributed to this survey?

What sector are you currently involved in within the education system?
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Please tick all relevant boxes below.

Early Childhood
 Primary
 Secondary
 Māori Medium
 ITE

If you are not a teacher or a teacher educator then please describe your involvement/interest in ITE.

NZSTA's involvement in Initial Teacher Education is as the national representative of the employing bodies in New Zealand state schools (boards of trustees).

NZSTA is a national body representing the interests of approximately 2,200 member school boards of trustees (90 percent of the total number). There are approximately 18,000 people serving on approximately 2,460 school boards. While the day-to-day management of the school, including individual employment decisions, is often delegated to the Principal, it is the Board that is legally accountable for employing school staff (NAG3); ensuring the physical and emotional safety of students (NAG5) and compliance with all specific and

general legislation that may impact on their school (NAG6). These include responsibility for ensuring teacher quality and registration within the school.

Because of our legal accountabilities as boards of trustees for student achievement and employment of the graduating teacher trainees, our interest in ITE is as the key representative of the end users of the ITE 'output', the employers (boards), and their students. We also have a legal responsibility and an active interest in ensuring that the needs and aspirations of local communities are met by the teachers in their schools.

NZSTA provides a comprehensive personnel & industrial service and 0800 trusteeship phone service to all boards of trustees, assisting boards in their management / governance role, including their responsibilities for employing and retaining teaching staff.

Please outline briefly the nature of your professional involvement working with student teachers.

In some instances NZSTA member boards have the opportunity to participate actively in student selection panels, and many schools provide work experience and mentoring for student teachers throughout their ITE programme.

Please outline briefly the nature of your professional involvement working with recently graduated teachers.

NZSTA member boards (through the principal as their CEO,),

- Provide on-the-job training and mentoring for newly graduated and provisionally registered teachers
- Select and employ graduate teachers in consultation with or by delegation to the principal
- Establish, monitor and hold the principal and staff accountable for achieving, high standards of student achievement and high standards of teacher performance in their school
- Allocate resourcing to support the ongoing professional development needs of newly graduated teachers
- Are currently obliged to allocate resourcing to fill the gaps left by inadequate ITE programmes

Consultation

Requirements for ITE Programmes

A. Requirements for entry into programmes [STD 1,3,4,6,7]

Please indicate your agreement/disagreement with each of the following statements.

Statement	Agree	Disagree
1. University Entrance should be the requirement for all ITE programmes (diploma and degree) in New Zealand for applicants under 20 years of age.	✓	

NZSTA Comment: While we do not believe that academic achievement is the only relevant criterion for becoming a successful teacher, we consider the UE level qualification to be an appropriate baseline for those aspiring to be teaching professionals.

Evidence shows that one of the key strategies adopted by countries where the education system is achieving at a high level, and/ or is improving rapidly is to restrict entry to ITE programmes to high achieving students. The explanation appears to be that “you can’t give what you don’t have” – in other words, effective teachers must be able to model effective learning behaviours.

2. ITE providers should assess the literacy competency level of all candidates for Early Childhood and Primary teaching.	✓	
3. ITE providers should assess the numeracy competency level of all candidates for Early Childhood and Primary teaching.	✓	
4. ITE providers should assess the information technology competency level of all candidates for Early Childhood, Primary and Secondary teaching.	✓	

NZSTA Comment: Competence in literacy and numeracy is a critical enabler for the development of other study habits for aspiring teachers as much as for their students.

We consider that competence in literacy, numeracy and ICT skills ('new media literacy') are essential both from the perspective of appropriate role modelling for students and to

ensure that the core skills that need to be taught to students are possessed by the teacher.

We therefore believe it is essential that ITE applicants are assessed in these areas before acceptance into an ITE program, and those who are considered to be desirable candidates in every other respect should be offered the support they need to develop those core skills.

All ITE providers without exception should have to follow similar processes for establishing the competence of applicants for teacher education programmes in core skills including literacy and numeracy.

Core skills for 21st Century learning environments

NZSTA considers that the core skills required of aspiring teachers in the 21st century includes new media as well as traditional literacy and numeracy skills. It is increasingly important for all teaching professionals to be able not only to recognise and operate new media technologies (including the internet, mobile phones, electronic games, social networking etc.) but to be skilled in integrating them into pedagogical practice.

Not only are these technologies the tools which our children and young people need to master if they are to become competent communicators in 21st century society, but they present an essential tool for teachers to address the increasing problem of disengagement in school students. This trend suggests very strongly that current teaching practices are not sufficiently relevant to our students or situated in their lived experience outside the classroom.

Question	Yes	No
5. Do you teach in a Māori immersion programme/setting?	✓	

NZSTA Comment: Yes. NZSTA member boards include staff trustees in Māori immersion programmes and settings within mainstream schools, and in kura.

Please indicate your agreement/disagreement with each of the following statements.

Statement	Agree	Disagree
6. For ITE Māori immersion programmes, a candidate's level of te reo Māori should be assessed upon entry .	✓	

NZSTA Comment: Fluency in te reo Māori and kaupapa Māori is a core competency for teachers in Māori immersion programmes and settings. Our comments regarding core literacy skills in questions 2-4 above therefore apply.

We believe it is essential that applicants are assessed on entry to an ITE programme and those who are considered to be desirable candidates in every other respect should be offered the support they need to develop their fluency to a point where they can become effective teachers i te reo Māori.

7. For ITE Māori immersion programmes, a candidate's level of te reo Māori should be assessed upon exit (prior to graduation) from the programme.	✓	
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NZSTA Comment: Employers, communities and students are entitled to expect excellence in the teaching staff working in Māori immersion programmes, just as much as in English medium or bilingual programmes and settings.

It is therefore essential that those graduates who aspire to work in those programmes and settings can demonstrate their competency in the core skills required, both to their ITE provider and to their prospective employers.

8. For ITE bilingual programmes, a candidate's level of te reo Māori should be assessed upon entry to the programme.	✓	
9. For ITE bilingual programmes, a candidate's level of te reo Māori should be assessed upon exit (prior to graduation) from the programme	✓	

NZSTA Comment: See Q6 and Q7 above.

Graduate Diploma programmes are offered in ITE for each sector and are for those candidates with a completed first degree. This is usually a subject degree and in the case of Primary and Secondary ITE it has content related to subject/s in the school curriculum. A GPA (Grade Point Average) is calculated by weighting the grades (A to E) for each paper/course in the degree, averaging across them to indicate the academic achievement level of the graduate.

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
10. A GPA should apply for candidates for Graduate Diploma programmes.	✓	

NZSTA Comment: The critical question is how a GPA will be applied.

On the basis that applicants seeking to join a Graduate Diploma programme have chosen an “academic track” to becoming professional teachers, we would expect them to demonstrate that they are capable of achieving satisfactorily within that environment. A GPA is one way of measuring that.

An adequate GPA should be regarded as a necessary, but not a sufficient, requirement for success in a Graduate Diploma. Satisfactory results in specific core areas (e.g. teaching practicum, interpersonal & communication skills) should also be required.

While the GPA may be an appropriate measure of achievement for graduate diploma candidates, we would not necessarily consider the GPA to be an appropriate tool to assess the achievement of aspiring teachers who seek to qualify via other pathways (e.g. practice-based).

*For international students studying in New Zealand ITE programmes there has been an English language requirement. This has presently been set to be **reached upon graduation** at 7.0 in each of the four bands (speaking, listening, reading and writing) of the academic version of IELTS (International English Language Testing System). This is an internationally accredited and standardised assessment of the ability to communicate in English for academic purposes.*

Please indicate your agreement/disagreement with each of the following statements.

Statement	Agree	Disagree
11. International students for whom English is an additional language, and who have spent a minimum of two years studying fully in English in a New Zealand secondary school and who bring 8, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) will not be required to meet an additional English language requirement.		✓

NZSTA Comment: NZSTA believes that the measure of success for ITE programmes and their graduates is not academic results but effective teaching practice. Effective teaching requires effective communication. The ability to be easily understood in the mother tongue(s) of the institution is a not negotiable requirement.

Effective teaching practice depends inter alia on being easily understood (not just adequately) by students, and to understand not only what they say, but also to deduce what they mean from what they may actually say.

The key issue is not the applicant's "right" to teach, but our students' right to be fully engaged and taught effectively.

We therefore believe it is essential that applicants are assessed on entry and those who are considered to be desirable candidates in every other respect should be offered the support they need to develop their fluency to a point where they can become highly effective teachers in New Zealand schools.

Statement	Agree	Disagree
12. International students for whom English is an additional language, and who have studied fully in English in a New Zealand tertiary education organisation (TEO – university, institute of technology, polytechnic, Wānanga or PTE) and are graduates at degree level (7) or higher, will not be required to meet an additional English language requirement.		✓
13. International students for whom English is an additional language, and who have studied fully in English in a university in a country where English is an official language, and who are graduates at degree level (7) will not be required to meet an additional English language requirement.		✓

NZSTA Comment: The academic band of IELTS appears to cover those requirements, although we have some reservations about whether level 7 is sufficient as a baseline, given that any difficulty in comprehending the language or accent of the teacher has the potential to impact significantly on the level of engagement and the educational achievement of their students. We would prefer to see the baseline for graduation / entry into the profession set at 8.0 (very good user) rather than 7.0 (good user).

The ability to communicate effectively in the English language in practical teaching situations requiring colloquial and oral language skills is quite different from the written academic context, just as effective teaching skills are different from study skills.

14. International students for whom English is an additional language who are required to meet the IELTS English language requirement should **be required** to do so.

(a) Upon **entry** to the programme

(b) Upon **exit** from the programme (prior to graduating from the programme)

Please select one of the above options.

Please indicate your agreement/disagreement with each of the following statements.		
Statement	Agree	Disagree
15. For 3 and 4 year programmes the IELTS level should be 7.0 in each of the four bands (speaking, listening, reading and writing) of the academic version of IELTS.	✓	

NZSTA Comment: As noted above, an IELTS rating of 7.0 (good user) must be regarded as an absolute bottom line.

Given that classroom teaching is essentially a language-based communication activity, a baseline of 8.0 (very good user) on the IELTS scale would be more appropriate.

Effective teaching requires effective communication. The ability to be easily understood in the mother tongue(s) of the institution is a not negotiable requirement.

The focus of ITE programmes must be to develop highly effective teachers who are able to communicate fluently with the students they will be engaging with. The program of study for aspiring teachers requires their full capacity from the beginning of their course of study. This requires that they are able to understand and use New Zealand English well when they are accepted.

Statement	Agree	Disagree
16. For 1 year programmes (Graduate Diploma) the IELTS level should be 7.5 in each of the four bands (speaking, listening, reading and writing) of the academic version of IELTS.	✓	
17. For 1 year programmes (Graduate Diploma) the IELTS level should be assessed before entry into the programme.	✓	

NZSTA Comment: See above. 8.0 would be preferable, but 7.5 is an acceptable starting point in the meantime.

It is essential that applicants are assessed before entry and those who are considered to be desirable candidates in every other respect should be offered the support they need to develop their fluency to a point where they can achieve success in their study, and as highly effective teachers in New Zealand schools.

B. Selection into programmes [GTS 1,3,4,6,7]

Selection processes should be transparent and rigorous, identifying candidates with a disposition for teaching. They should have the ability to communicate well, to form effective relationships, and be able to sustain working in a robust environment. They should demonstrate a genuine commitment to teaching.

Please indicate your agreement/disagreement with each of the following statements.

Statement	Agree	Disagree
18. The Council should set requirements for the selection processes (eg to interview or not) used by ITE providers to determine entry into their programmes.	✓	

NZSTA Comment: Yes. It is essential that a rigorous and nationally consistent set of requirements are established for admission to ITE programmes, and that all ITE providers are required to follow them.

It has been obvious for some time that a number of aspects of ITE provision including entry requirements, selection processes, graduate profiles, and course content are inadequate to ensure a teaching workforce that is consistently “fit for purpose” as highly effective classroom teachers.

Given the enormous effect that the teacher quality has been demonstrated to have on their students’ ability to achieve success in school and on into later life, it is absolutely unacceptable for students in one region to be denied equitable access to teachers of equal quality to those available in other areas.

Recent research (McKinsey, 2007) indicates that school systems that consistently perform better and improve faster than others consistently do three things well

- They get the right people to become teachers
- They develop these people into effective instructors
- They put into place systems and targeted support to ensure that every child is able to benefit from excellent instruction.

Those top-performing systems consistently attract more able people into the teaching profession by

- making entry to teacher training highly selective
- developing effective processes for selecting the right applicants to become teachers
- paying good (but not great) starting compensation

Developing a robust and effective ITE system is therefore critical to the continued success of the New Zealand school system.

It's also unfair to aspiring teachers to send them into the workforce as we too often do now, with a lower standard of professional competence than they are entitled to believe their qualification reflects.

Research by McKinsey & Co (2007) indicates that we should not be afraid to set a high benchmark for entry to ITE programmes and / or to the profession. Even if this is difficult in the short term, the evidence indicates that this strategy contributes significantly to a rise in the status of the teaching profession which more than compensates for that in the medium-to long-term.

19. Selection processes must involve a visual (ie. face to face or webcam) interview.	✓	
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NZSTA Comment: It is essential that the selection process includes a face-to-face interview. The enthusiasm, interpersonal skills, motivation, personal affect and presence of the candidate are critical to their ability to practice of successfully as a classroom teacher and can only be adequately evaluated in a face to face interview. This provides an opportunity for the interviewers to form sound and coherent judgements based on the enhanced depth and quality of information that is gained through face-to-face interactions.

For students who intend to teach via webcam, a webcam interview would suffice so long as their teaching certificate is endorsed with that proviso, however aspiring teachers who intend to practice in a face-to-face setting should be interviewed in a face-to-face setting.

The key point here is not whether or not it's easy enough for applicants to gain entry, it's whether or not the selection process is effective in identifying applicants who have "the right stuff" to become highly effective classroom teachers.

A more robust and focussed selection process would also significantly reduce the current post-graduation drop-out rate from the profession. In effect, the current failure of ITE providers to screen applicants appropriately transfers a considerable cost onto employing boards, and in the worse cases, involves considerable effort and expense on employing boards in having to undertake a process of dismissal within the first two years of employment.

Statement	Agree	Disagree
20. Selection processes (eg. a panel interview process) must include the participation of key interested parties, for example, teachers / learning leaders from the relevant sector.	✓	

NZSTA Comment: Participation of key stakeholders is an essential and not negotiable element of a robust and appropriate selection process.

Boards of trustees in their capacity as the employers of graduate teachers must be represented in this process. Communities, parents, and the Crown (through the board of trustees as the crown entity with legal & moral responsibility for each school) delegate to our classroom teachers the responsibility – and the privilege - of helping us lead our children and young people to adulthood.

In doing this, we do not abdicate our responsibility or our interest in our children. We do not ask or expect the right to select the individual teachers our child will study with once they arrive at school, however, we do expect to be active participants in the process of selecting the people who will eventually have the duty of care for our children.

C. Length of teaching practicum [GTS 1,2,3,4,5,6,7]

In New Zealand ITE programmes are of varying length:

- *Three year diploma programmes for Early Childhood teaching*
- *Three or four year teaching degree programmes for Early Childhood and Primary teaching*
- *Four or five year conjoint programmes for all three sectors enabling graduates to complete a teaching degree alongside another subject degree eg. BA, BSc or BCom*
- *One year Graduate Diploma programmes for all three sectors to enable graduates with a subject degree (eg. BFA /MusB/ LLB/ BA) to teach in one of the three sectors*

Practicum is a cornerstone experience in the complex process of learning how to teach. Quality placements provide the contextual experience for the learning which occurs in the campus based component of programmes. This establishes the partnership between the centre/school, the student teacher and the ITE provider in the process of learning how to teach. The student teacher is both formatively and summatively assessed in the practicum component of the ITE programme.

Please indicate your agreement/disagreement with the following statement.		
Question	Yes	No
21. Should practicum be a key component of an ITE programme?	✓	

NZSTA Comment: Absolutely. It is difficult to imagine that any adequate teacher education programme could be devised without a strong emphasis on situated learning through a practicum component.

It is through the practicum that aspiring teachers discover whether they are suited to the practice, as well as the theory, of classroom teaching. The focus of ITE programs must be on producing effective practitioners, not simply competent theorists.

The McKinsey research indicates that countries with longer practicum requirements have demonstrably more successful ITE programs.

Please indicate your agreement/disagreement with each of the following three statements about current requirements for ITE programmes.		
Statement	Agree	Disagree
22. For all ITE programmes practicum must be in blocks for a minimum length of three full weeks .	✓	

NZSTA Comment:

The key purpose of practicum for aspiring teachers is to enable them to assimilate and internalise the theoretical grounding they have received. This is achieved through the cumulative experience of immersing themselves in the life of a professional teacher (situated, experiential learning).

For this to be of value, it is essential that aspiring teachers are on site for long enough to develop an understanding of the unique characteristics of the school and the students they are in contact with, and for their immersion in the life of the professional teacher to be an authentic experiential learning event.

Aspiring teachers must be given the opportunity to observe for themselves the unique individual strengths, traits and needs of the students, and schools, they are assigned to. Most importantly, though the practicum provides the experiential learning experience that identifies whether or not aspiring teachers are able to synthesise and apply their learning to become effective teaching practitioners. It is “where the rubber meets the road”.

23. For 3 and 4 year diploma, degree and conjoint programmes there must be a required minimum of 20 weeks of practicum during the programme.	✓	
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NZSTA Comment: 20 weeks is still less than 6 months of actual experience in the school environment. The amount of actual teaching time that aspiring teachers have within that 20 weeks will be significantly less – say 10 weeks (2 ½ months) in front of a class and 10 weeks (2 ½ months) observing.

This may be enough, but if anything it should be increased. In addition to the finding that some high-performing school systems are moving ITE away from university settings to a professional internship model, McKinsey & co. note that:

“...Despite the evidence, and the fact that almost every other profession conducts most of its training in real-life settings ...very little teacher training takes place in the teacher’s own classrooms, the place in which it would be precise and relevant enough to be the most effective.” (p.27)



- For one year Graduate Diploma (Early Childhood and Primary) programmes the academic year is now commonly from the last week in January to the first week in December.
- For one year Graduate Diploma (Secondary) programmes the academic year is now commonly from the first week in March to the first week in November.

Statement	Agree	Disagree
24. For 1 year Graduate Diploma programmes there is a required minimum of 14 weeks of practicum during the programme.	✓	

NZSTA Comment: 14 weeks practicum should be regarded as the absolute minimum for 1-year ITE programmes. As noted above, the key issue for teacher graduates is not simply whether they know the theory but whether they can synthesise and apply it effectively in authentic teaching situations to raise their students' achievement. This can only be done and assessed through the effective use of practicum placements.

Please indicate your agreement/disagreement with the following statement. It is a possible addition to the current requirements for ITE programmes.		
Statement	Agree	Disagree
25. For all ITE programmes the final practicum will be a block of a minimum of five full consecutive weeks.	✓	

NZSTA Comment: Five weeks should be regarded as an absolute bottom line for the final practicum. Evaluation of ITE programme effectiveness should specifically refer to the duration and authenticity of the students' final practicum experience.

We also consider that formal learning outcomes agreed by the trainee, the school and the ITE provider, and parameters for how much of that practicum time the student actually spends teaching should be a not negotiable component of the final practicum. This is, after all, the 'acid test'.

There are programmes of ITE for Early Childhood teaching which are field or centre-based, which require the student teacher to be in a centre as a volunteer or employee for a number of hours per week and the remainder of the week is for study purposes. These programmes require the student to have practicum weeks in a centre other than the one where they are a volunteer or employee.

Please answer the following question.

Question	Yes	No	Comment
26. Should people be able to become ECE teachers in New Zealand through field or centre based models of ITE, which includes time required weekly either employed or volunteering in a centre?	✓		

In the Kindergarten (FKA), primary and secondary schooling sectors people who do not meet the requirements for teacher registration, may be able to be employed on a Limited Authority to Teach which enables them to be employed in a teaching position. If they are enrolled in an ITE programme they are able to complete some of the practicum requirements in their employed Kindergarten or school.

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
27. For student teachers in field/centre based programmes or those in Kindergarten, primary and secondary schools on a Limited Authority to Teach the required minimum is eight weeks of practicum <u>away</u> from their 'home centre/school'.	✓	

NZSTA Comment: Eight weeks away from the home school is an absolute minimum. It is crucial that trainees get sufficient depth and breadth of experience on practicum to prepare them adequately as effective teaching practitioners (see comments above).

The requirements for practicum should also stipulate that by the time of graduation the student has worked a minimum of four consecutive weeks in each of at least 3 different settings (including their 'home' school), to ensure the robustness and transferability of skills and experience, and a balanced view of the sector.

The following four statements are possible **variations** on the current requirements for ITE programmes.

Please indicate your agreement/disagreement with each of the following statements.		
Statement	Agree	Disagree
28. In the practicum away from the 'home centre/school' student teachers will be required to be above ratio (ie. not able to be employed and paid) in that centre/school.	✓	

NZSTA Comment: NZSTA strongly agrees that boards should not be required to pay students to come to their school on practicum.

Boards pay staff to teach the students enrolled at the school, and are staffed on that basis. Mentoring students on practicum is already an additional drain on school resources.

At a practical level, any move to require the board as the employer at a school to divert funding from providing for their own enrolled students to paying students while they are on practicum would severely reduce the number of schools willing to perform this service.

NZSTA has no problem with the concept of students receiving an allowance from their ITE or the government while they are on practicum. However it would not be acceptable if payment of such allowances was directly or indirectly to undermine the level of schools' operational funding, which is already inadequate.

Statement	Agree	Disagree
29. If there is practicum completed in the 'home centre/school' student teachers will be required to be above ratio at all times (this means they cannot be employed and paid in the centre/school throughout the time of their practicum).	✓	

NZSTA Comment: The same principles apply.

If an aspiring teacher is undertaking a practicum then the host school is already being expected to divert resources into mentoring them. Students undertaking a practicum placement in their 'home' school are not there in their capacity as employees of the board, but in their capacity as enrolled student practitioners of the ITE programme.

However, we recognise that this might present some real practical hardship for some aspiring teachers who would make excellent practitioners. As noted above, NZSTA has

no problem with the concept of students receiving an allowance from their ITE or the government while they are on practicum. However we repeat, payment of such allowances must not be allowed to directly or indirectly undermine the level of schools' operational funding which is already inadequate.

<p>30. If there is practicum in the 'home centre/school' student teachers will only be required to be above ratio when they are being assessed by visiting lecturers from their ITE provider.</p>		✓
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NZSTA Comment: See above. Practitioner trainees must be considered above ratio at all times when they are engaged on practicum placement.

<p>31. 3 and 4 year field/centre based programmes in Early Childhood teacher education will require a minimum of 14 weeks of practicum.</p>		
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D. Practicum visiting/assessment [GTS 1,2,3,4,5,6,7]

The research informs us that there is an important triadic relationship between the student teacher, the staff who teach them in the programme (who have a full understanding of the conceptual framework and aims of the programme) and the associate teacher for the practicum.

When student teachers are on practicum in schools/centres they are currently visited by an ITE academic staff member who mentors and assesses their practice. The focus of the next set of questions is who from the ITE academic staff should carry out these tasks.

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
32. Students on practicum must be visited by a person from their ITE provider for the purposes of mentoring, providing advice or for assessment of their teaching.	✓	

NZSTA Comment: Yes. The duty of care for student practitioners rests with the ITE provider. This is not negotiable.

The ITE provider is therefore responsible for ensuring that all aspiring teacher practitioners on their programmes are receiving high quality, effective supervision, mentoring and instruction at all times. This responsibility cannot be abdicated on the basis of location.

The ITE provider with whom the student practitioner is enrolled has the ultimate responsibility of producing graduates from their programmes who are “fit for purpose” as highly effective teaching practitioners. In fact, NZSTA would go a stage further and suggest that ITE providers should have sufficient confidence in the quality of their ITE course to accept a continuing responsibility for the graduates into the first year of teaching.

33. Who should do the visiting to students on practicum?

Please indicate your agreement/disagreement with each of the following statements.

Statement	Agree	Disagree
(a) Staff who teach in the ITE programme.	✓	

(b) ITE staff who have been fully registered teachers.	✓	
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NZSTA Comment: Yes. The duty of care for student practitioners rests with the ITE provider. This is not negotiable.

In addition, NZSTA believes that to be effective in this capacity, these ITE staff must have been fully registered practitioners within the previous 5 years.

The understanding of, and benchmarks for, good teaching practice evolve rapidly as can the practicalities of the day-to-day operational school environment. It is essential that those staff who visit student practitioners on practicum have a good grounding in current practice if they are to genuinely assess the student practitioner’s ability to synthesise and apply their theoretical learning into classroom practice that is both effective and up to date.

One of the most common criticisms of current practice in ITE is that some programmes are so disconnected from the current teaching environment that the graduates they produce have to spend the first few years of their professional lives “unlearning” what they have been taught by their ITE providers.

This carries significant costs to schools in terms of additional on-the-job training required before graduates can carry out their responsibilities effectively, lost productivity (both of the graduate teacher and other staff who are required to mentor them) and even greater costs to our students, who are deprived of the achievement and opportunities while their beginning teacher is brought up to speed.

Statement	Agree	Disagree
(c) All ITE practicum mentors/assessors must be fully registered teachers.	✓	
(d) All practicum mentors/assessors are fully registered teachers, but do not have to teach in the programme.	✓	

NZSTA Comment: Yes. The duty of care for student practitioners rests with the ITE provider. This is not negotiable.

Assessors need to be fully in touch with current teaching practice AND the theoretical grounding of the programme (see above).

Only the best is good enough here. NOTE..inconsistent with the previous???

Frequency of practicum visiting

When you answer the following questions please define what you mean by a visit (as this will differ across sectors).

(a) My definition of a visit is when

NZSTA Comment: In order to be an effective pedagogical tool, NZSTA believe a practicum visit must fulfil the following criteria:

- The visit constitutes part of the design and implementation of the ITE programme's formative and/or summative assessment structure
- The purpose of the visit is clearly documented and understood by the student practitioner, the assessor and the Associate teacher / host school
- The purpose of the visit is explicitly tied to structured and documented learning objectives for the student practitioner
- Those learning objectives must include at least one that directly relates the student practitioner's observed teaching practice to the implications for student achievement of the students he/she is teaching
- The student practitioner's practice is directly observed and assessed by the ITE assessor (visitor) according to a structured and document rubric tied explicitly to the learning objectives and the graduate profile that the ITE programme has been accredited to provide
- The processes and sample results are available on request to NZQA, NZTC and any other body that may have a role in per reviewing, moderating or accrediting the programme
- The visit must result in a formal assessment report by the ITE assessor and/or the Associate Teacher with whom the student practitioner is working
- The visit must be of sufficient duration to enable the assessor to genuinely observe and assess the student practitioner's performance

(b) I am in the following sector

Early Childhood Primary Secondary ITE Other

34. Visiting for **3 and 4 year** programmes (where 1 year of 4 year programmes often does not include a practicum).

What should be the **minimum** number of **total visits**?

Please circle your response for each year of the programme

Year 1 more than 5 5 **4** 3 2 1

Year 2 more than 5 5 **4** 3 2 1

Year 3 more than 5 5 **4** 3 2 1

NZSTA Comment: A minimum of 1 visit per practicum block. 2 would be preferable.

35. Visiting for **1 year** programmes for graduates (where presently there is a minimum requirement for 14 weeks of practicum).

What should be the **minimum** total number of visits **across the academic year** of two or three blocks of practicum?

Please circle your response.

more than 5 5 4 **3** 2 1

NZSTA Comment: A minimum of 1 visit per practicum block. 2 would be preferable.

Please answer the following question.

Statement and Question	Yes	No
36. For student teachers on field based programmes they may have a practicum block in their own (employed/volunteer) centre . Should they be visited on that practicum?	✓	
Comment		

NZSTA Comment: Formal observation and assessment of the student practitioner in action is possibly more important here than in other settings, as this is where it is most likely that 'old habits' of familiarity with the people & routines may compromise the integrity of the student practitioner's day-to-day practice.

37. If you answered **Yes**, then **how often** should they be visited?

2

Times **Please insert a number into the box.**
(per practicum block)

It is recognised that the relationship with the practicum provision connecting practice and theory in an ITE programme is a highly valued and significant part of ITE programmes.

The following six statements are about the relationship between the ITE provider, the programme and the school/centre, associate teacher relationship.

Please indicate your agreement/disagreement with each of the following statements.		
Statement	Agree	Disagree
38. The ITE provider must provide a briefing on the focus and context of the practicum for the associate teacher/s involved in the practicum.	✓	
39. The goals which the student teacher sets from the previous practicum are made explicit to the associate teacher/s.	✓	
40. The ITE provider must provide sufficient professional development for associate teachers to prepare them for this role	✓	
41. The ITE provider must ensure that associate teachers have a clear understanding of how to work effectively with adult learners.	✓	
42. Associate teachers must be fully registered teachers who hold a current Practising Certificate (PC).	✓	
43. Under certain circumstances associate teachers may be registered Subject To Confirmation (STC). 44.		✓

NZSTA Comment: It is essential that ITE programmes incorporate proper accountability and quality control, through every phase of the ITE process, from selection to graduation.

ITE providers have a duty of care to ensure that aspiring teachers are being effectively taught, assessed and supported through all facets of the programme. The ITE provider is, in effect, sub-contracting the associate teacher and the host school to deliver the practicum component of their programme on their behalf.

NZSTA is reluctant to compromise on registration status or any other facet of this area.

45. What other aspects of practicum should the Council set requirements for?

NZSTA Comment: Given the importance of the experiential learning component (practicum), it is essential that it reflects best practice pedagogy, is well managed and thoroughly integrated with the academic learning programme. These things can only be accomplished if all aspects of the practicum segment including the learning goals of the programme and the practicum segment, the specific learning needs of the student practitioner, and the assessment criteria and method are clearly documented and communicated to all parties including the student practitioner and the associate teacher.

To become a high-performing school system, we need a nationally consistent approach, determined by the Teachers Council, which focuses on high performing ITE delivery, and which will produce consistently high-performing teachers.

E. ITE programme design [GTS 1,2,3,4,5,6,7]

Many ITE programmes are designed around a base structure of 120 point/credits for a full time year of study (making a total of 360/480 in 3 and 4 year programmes). Papers/courses of 15 – 20 credits/points maximum are spread across the academic year, often within strands dependent upon their focus.

- **Education** papers/courses are about aspects of Education and learning eg human development, learning theories, research methodologies, diversity, research findings and applications. This is the body of knowledge that underpins the other components of the programme.
- **Curriculum** papers/courses are where student teachers learn how to plan, teach and assess particular subjects in the curriculum (pedagogy).
- **Professional Studies** papers/courses are where student teachers learn about the behaviours expected of them as members of the teaching profession eg effective learning and behaviour management of learners individually/ in groups /whole classes, and appropriate teacher behaviours. This is where student teachers learn how to apply learning and teaching theory.
- **Practicum** is a cornerstone experience in the complex process of learning how to teach. Quality placements provide the contextual experience for the learning which occurs in the campus based/on-line component of programmes. Here students learn how to establish and manage effective learning environments.

46. What do you consider appropriate for the points/ credits distribution across **each** of these strands in 1, 3 and 4 year programmes?

Please write the points/credits for each strand into the boxes of each table.

Early Childhood programmes

Strands in the qualification	1 year programmes	3 year programmes	4 year programmes	Don't know
Education				
Curriculum				
Professional Studies				
Practicum				
Total points/credits				

Comments

Primary programmes

Strands in the qualification	1 year programmes	3 year programmes	4 year programmes	Don't know
Education	20	60	80	
Curriculum	20	60	80	
Professional Studies	20	60	80	
Practicum	60	180	240	
Total points/credits	120	360	480	

NZSTA Comment: As "...a cornerstone experience in the complex process of learning how to teach...where students learn how to establish and manage effective learning environments", the practicum must obviously be weighted accordingly.

There are broadly four approaches high-performing school systems use to help teachers improve instruction, create awareness of weaknesses in their practice, provide them with a precise knowledge of best practice and motivate them to make the necessary changes... [the four elements required at individual teacher level to ensure system improvement]. ...

- **Building practical skills during the initial training.** *Several high-performing and improving systems have moved their initial period of training from the lecture theatre to the classroom...*
- **Placing coaches in schools to support teachers.** *All top systems, including the rapidly improving ones, recognize that if you want good teachers, you have to have good teachers train them, and this requires focused one-on-one training in the classroom...*
- **Selecting and developing effective instructional leaders.** *Coaching is effective as an intervention, but it can become even more so once schools have developed the culture of coaching and development that will sustain it...*
- **Enabling teachers to learn from each other.** *...some of the best systems have found ways to enable teachers to learn from each other... These systems create a culture in their schools ...[that]...enables teachers to develop continuously.*

McKinsey & Co (2007, p.28)

One important implication of these findings is the importance of peer support and coaching in developing a lifelong learning culture within the teaching workforce, where continuous personal and professional development is the norm. This way of working needs to be built into the expectations and work habits of aspiring teachers from the outset.

We consider that a 50% of total credits is appropriate as it reflects the need for "highly effective teachers" to be highly effective in the classroom. Being good at the theory is no use if aspiring teachers cannot translate that into effective teaching practice, ensuring that their students are engaged and achieving.

Practicum is the only part of the whole ITE process that allows any assessment of the student's capacity to actually perform the requirements of the job.

Secondary programmes

Strands in the qualification	1 year programmes	Don't know
Education	20	
Curriculum	20	
Professional Studies	20	
Practicum	60	
Total points/credits	120	

NZSTA Comment: See above

The next two questions are about pedagogical requirements for programmes (ie. how ITE is taught).

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
47. It is important to model best practice for the relevant sector (ECE, Primary or Secondary) in a proportion of the ITE programme delivery.	✓	

NZSTA Comment: Aspects of best practice should be modelled throughout all of the ITE programme.

48. If you agree with question 46 how would you see this delivered?

You may tick more than one box

- Lectures (100 + student teachers)
- Large group teaching (up to 50)
- Small group teaching (30 and below)

NZSTA Comment: Small group teaching is undoubtedly preferable, however we acknowledge that there may be cost constraints that mean large groups are sometimes required.

In our view lectures have little or no merit as a pedagogical model, and should only be used for the occasional guest speaker (<5% of total course time).

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
49. ITE programmes must teach current education initiatives eg <i>Numeracy Development Project, Literacy Strategy, Youth Guarantee, Te Kotahitanga, teaching diverse learners</i>	✓	

NZSTA Comment: Graduates need to “hit the ground running”. There is an absolute expectation that they will arrive at the employing school ready and able to teach effectively. They therefore need to be aware of the rationale for any current or recent initiatives that will impact on the expectations on them in the workplace, and have a good working understanding of the strengths and weaknesses of the programme, how to use the tools and initiatives to foster student achievement, how to avoid any pitfalls that may be inherent, and how to report usefully to parents (on individual students) and to the BOT (with collated information) on the progress being made in their classrooms.

Likewise, it is important to embed current best educational practices and an expectation of continuous improvement in teacher practitioners from the outset (“start as you mean to continue”). This is the best opportunity we have to embed the desired system changes in the day-to-day practice of our teaching professionals. It is therefore difficult to see how neglecting this opportunity to implement system-wide policies could be justified on a cost-benefit basis.

Research indicates that to ensure student success in our schools, ITE providers must embed in their ITE programmes and instil in every graduate the core beliefs that schools exist primarily for students (not teachers); that the most important work done in our schools is that done by the students (not the teachers) and that every student, without exception, has the right to succeed to a high level (as specified in the National Education Goals and the National Administration Guidelines). It is essential that we take the opportunity in the ITE process to be ensure that our future teachers understand that high quality teaching can enable all students to succeed despite circumstances such as socio economic factors, family dysfunction, and deprivation. The belief that good teaching can overcome these barriers is essential, if we are to overcome the current tendency to make excuses based on the presumption that some our students are predestined to fail.

Research evidence shows clearly that this is a self-fulfilling prophecy. In other words, if we do not succeed in convincing every key stakeholder in our school system that every student can achieve with the support of high quality teaching, then our failure to do so will guarantee that those students do indeed fail.

The following five questions are about programmes which are taught **substantially by distance and mainly 'on-line'**.

50. What is your experience of teaching in an on-line programme?

- Teaching experience (and study) in online/blended postgraduate Education programme
- Participation in board professional development via Ministry of Education "webinars"

Please answer the following question.

Question	Yes	No
51. Should people be able to become teachers in New Zealand through fully on-line/distance programmes?		✓

NZSTA Comment: Situated learning through practical experience is essential and not negotiable. Fully online & distance programmes do not have this capacity.

52. If there was a **compulsory face to face** component for learning over **each academic year** of the programme, how long should it be? **Please select one option below.**

- | | | | |
|--------------------------|---------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> | One full five day week | <input type="checkbox"/> | Two full five day weeks |
| <input type="checkbox"/> | Three full five day weeks | <input checked="" type="checkbox"/> | More than three full five day weeks |

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
53. On-line programmes must have an examination component in a number of papers. (This does not include the practica).		✓

NZSTA Comment: Examination is not a useful pedagogical model for initial teacher education. Other forms of assessment should be considered preferable in online and face-to-face delivery modes if they can be demonstrated to be sufficiently rigorous.

54. What would you suggest could be done to strengthen the relationship between the lecturer and the student teachers studying on-line?

Comments

NZSTA Comment: eLearning best practice is well documented and applies to ITE programmes as well as any other. The Council should consider approaching DEANZ (the Distance Learning Association of New Zealand) for useful guidance on these matters.

Some of the suggestions we would expect them to make include:

- Ensure that e-learning facilitators have received appropriate professional development to enable them to teach effectively online (the skills required are different from face-to-face teaching)
- Ensure that the instructional design of online courses has been thoroughly adapted for the online environment (don't just upload course notes and expect it to work)
- Include structured interactions (email, discussion forum, etc) between the cohort and the facilitator throughout the course

Constructivist pedagogy is particularly effective online. Some LMSs such as Moodle have been developed specifically to meet these needs

Approval of ITE Programmes

Approval and monitoring processes

The quality assurance processes for ITE have involved the use of peer review panels for the purposes of approval. Annual monitoring and moderation cycles with reporting to the quality assurance body is done annually through a report from an external peer review monitor following a visit to the institution and the programme staff, associate teachers, students and recent graduates.

Every five years there has been a peer review panel for the reapproval of a programme.

Present Programme Approval System

New ITE programme documentation to a 'full' panel



Panel report



Approval (by the Council)



5 years



Reapproval documentation to a 'full' panel



Panel report



Reapproval (for a further five years by the Council)

- Annual monitoring by External monitor (peer reviewer)
- Annual monitor report to the Council from ITE provider

The Council approves programmes of ITE for non-university providers in conjunction with either NZQA or ITPQ (the quality assurance body for the Institutes of Technology and Polytechnics) through a joint approval panel process. For university providers there is no representative of the quality assurance body (CUAP) represented on the Council approval panel.

In the tertiary sector the quality assurance processes are moving to a focus on outputs (the quality of the graduates and how 'fit for purpose' they are), self- review and self-improvement.

Presently there are requirements for representatives from the teaching sector (teachers/professional leaders) to be members of panels which are held jointly by the Council with NZQA and ITPQ (for providers from the non-university sector).

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
55. There should be relevant teaching sector representatives (teachers/principals/centre managers) from schools/centres on all ITE approval panels (this includes both the university and non-university sectors).	✓	

NZSTA Comment: Sector representatives on ITE approval panels **must** also include representatives of the sector employers i.e. Boards of Trustees. Although boards typically delegate specific employment decisions to their principal, the policy parameters and overall responsibility for recruiting and retaining effective teaching staff are the board's.

NZSTA is aware of lobbying from some university providers to exempt universities from the accountability and quality assurance processes applied to other ITE providers. NZSTA strongly opposes this line of argument and believes that the course approval/monitoring process should be undertaken by the same panel(s) for ALL ITE providers, including universities. As noted elsewhere in this response, the required outcomes and values for high quality ITE programmes are substantively different from the mainstream university model. Achievement by standard academic criteria, as we have already said, is necessary but not in itself sufficient to produce highly effective teaching practitioners.

The approval and evaluation processes for ITE programmes and providers, like other aspects of the education system, must be driven by the need for consistently high outcomes ahead of arbitrary differentiation on the basis of institutional structures. NZSTA can see no compelling reason why the process for university providers should differ in any way from the rest, and in fact, believes that there is a particular set of risk factors associated with university-based ITE provision. We believe the use of a common approach provides an appropriately transparent and rigorous approach to mitigate and manage the risks associated with quality assurance of ITE in all providers.

Presently ITE providers nominate ITE academic peer representatives for panel membership. In the non-university sector this must include ITE academic educator peers from universities; in addition there are also ITE academic educators from other non-university institutions on the panel.

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
56. The Council should have a core group of teacher educators and teachers from the sector, who will be members of approval panels. The members of this group will have had professional development in ITE evaluation processes.	✓	

NZSTA Comment: It is important that that the criteria for successful ITE programmes are applied consistently across all ITE providers (see above). The existence of this core group would in effect constitute a form of nation-wide moderation of the approvals process, and help provide consistency and rigour in the approval panels.

The core group should also include NZSTA as representatives of the sector's employers (Boards of Trustees), and possibly a representative or the Education Review Office who also have an ongoing interest in and professional knowledge of the extent to which graduates of ITE programmes are performing to a high standard as teacher practitioners.

To align the work of the Council with the shift in focus to a system involving self-review and self-reporting there has been the suggestion that we need more self-reporting by the ITE providers to the Council with a particular focus on self-review and self-improvement. There are two proposed models for the future for such a process.

Programme Approval System Proposal A

New ITE programme documentation to a 'full' panel



Panel report

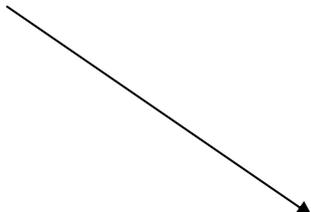
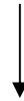


Approval (by the Council)

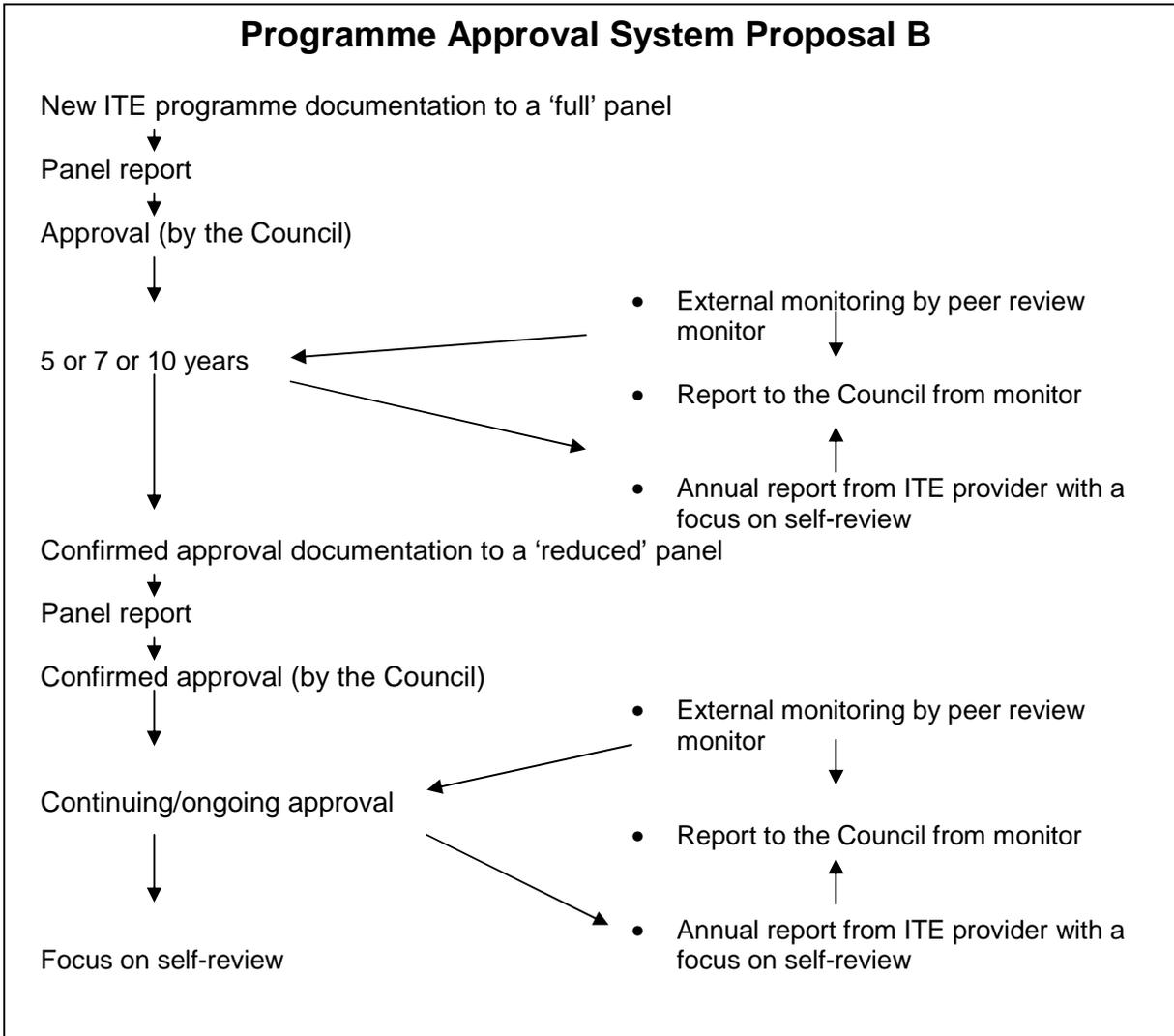


Continuing / ongoing approval

- External monitoring by peer review monitor
- Report to the Council from external monitor
- Annual self-report from ITE provider



Focus on self-review



57. Please rank **each of the three systems** outlined above **by preference**.

Use 1 for your most preferred and 3 for your least preferred.

Present System
page 23

Proposal A
page 25

Proposal B
page 26

NZSTA Comment: The inclusion of continuous review and self-reporting is welcome.

58. If, as in Proposal B, there was a **reduced panel** review (of say three members) to maintain continuing approval, how frequently would this need to occur?

Every five years Every seven years Every ten years

NZSTA Comment: Five years would be the maximum. Our understanding of best practices in teaching and the evolution of educational systems & policy can be considerable over a 5-year period. It is long enough, in the event of things going wrong, for the entire student population of affected schools to go through the system without those aspects of their teachers' initial training being addressed.

This would also coincide with the 5-year maximum self-review cycle ERO is instituting for schools, providing a degree of internal consistency across the education sector.

Presently monitoring of programmes by an ITE peer reviewer (the external monitor) occurs annually.

59. What role do you think external monitors should play in the quality assurance process?

NZSTA Comment: External monitoring is essential to provide rigour and transparency in the monitoring and evaluation of ITE programmes and ensure accountability and compliance standards are maintained.

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
60. For newly approved ITE programmes, monitoring should occur every year for at least the first three years of programme delivery.	✓	

NZSTA Comment: Again, NZSTA considers it appropriate to align the monitoring requirements for ITEs with the successful ERO model that pertains to schools.

It is particularly important that ALL new ITE programmes (regardless of provider) receive sufficient scrutiny to ensure that any support needed to meet programme objectives is identified and offered promptly.

It is also important that other stakeholders, including prospective employers (boards) have sufficient assurances that the programme and its graduates are 'fit for purpose'. In the first few years of a programme, before a reputation is established on the basis of first-hand experience, this remains "sight unseen" by employers and other sector stakeholders, so the information must be provided by other means. Highly effective teacher practitioners are a key to school success: it is not reasonable to expect boards

to employ them without robust information, and having a high level of confidence, about the quality of their training.

61. For ITE programmes which have held approval for at least three years, programme monitoring should occur every

- year
- two years
- three years

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
62. External monitors should undergo professional development for the role.	✓	

NZSTA Comment: The robustness of the system depends on the effectiveness of the personnel who implement it.

It is essential that the people who monitor and evaluate ITE programmes are highly effective in that role, just as we expect teacher practitioners and those who train them to be highly effective. Programme evaluation, like programme design, is a specialised area with its own professional body of knowledge. External monitors should be expected to have a sound and current knowledge of that specialist area and have demonstrated themselves to be effective practitioners in it.

This principle must be applied consistently to all roles and practitioners across the system if the potential for system-wide improvement is to be realised.

A focus of both of the proposed models A and B is that ITE providers will self-report and self-review annually. This would include reporting on the 'fit for purpose' graduate outcomes, as viewed by the graduates themselves and their employers, sometime in the graduate's first two years of teaching.

Please indicate your agreement/disagreement with the following statement.

Statement	Agree	Disagree
63. ITE provider surveys of graduates and employers of graduates should be carried out by a group independent of the ITE provider.	✓	

NZSTA Comment: This is an absolute baseline requirement. Independent surveys are a critical element of the quality assurance process for the employers (boards) given that we have no option but to recruit from the pool of graduates these programmes produce.

In the absence of normal labour market forces it is particularly important that the checks and balances built into the system provide rigour and transparency, and that employers have a robust feedback mechanism regarding the "fitness for purpose" of graduating teachers.

The confidence of employers in the quality of graduates is paramount. We are already experiencing some of the consequences of a lack of confidence on the part of some employing schools in the overall quality of ITE graduates. They include the reputation of ITE provision overall being undermined, as well as the erosion of labour market mechanisms as some employers seek to avoid locking themselves into long-term employment relationships with ITE graduates, until such time as they can prove themselves to be effective teaching practitioners. Graduation from an ITE programme does not currently provide sufficient assurance to the potential employers and colleagues of ITE graduates.

Independent surveys will contribute significantly to establishing the necessary rigour and transparency, in quality assurance for ITE programmes and providers: an improvement that is badly needed.

64. If you have any additional comment/s to make regarding ITE or related issues please write your comments here.

NZSTA Comment: What we are looking for is system improvement– the "rising tide that raises all boats" - not a mere "tinkering" with the present processes.

NZSTA considers the measures outlined in this consultation document a useful start, however we believe it does not yet go far enough.

Improving the consistency and rigour of other aspects of ITE

The increased rigour of student selection and programme / provider monitoring and evaluation are welcome. More emphasis also needs to be placed on

- a similarly rigorous approach to exit standards, including (but not limited to) the development of a documented graduate profile for each programme which will help to inform programme evaluation, external monitoring of providers and provider self-review.
- consistent and rigorous processes for ensuring that ITE providers know whether or not aspiring teachers in their programmes are on track to become effective practitioners, and that their graduates are indeed 'fit for purpose'.
- ensuring that the transition from ITE programmes into the profession is seamless and provides support for graduating teachers that is timely, effective, and targeted to meet their individual needs and environment.

Focus on student achievement

In reviewing and strengthening the provision of Initial Teacher Education programmes, it is important to remember that the prime focus of all our endeavours is to ensure that every student in every New Zealand school is supported to *“realise their full potential as individuals, and to develop the values needed to become full members of New Zealand society.”* (National Education Goals).

The single most important element in achieving that goal is to ensure that every teacher we place in front of a class is a highly effective teaching practitioner. Not only that, but we also need to embed into our beliefs about teaching and learning that quality teaching does overcome student disadvantage, and that disadvantage is not a valid or acceptable excuse for student or system failure. This may sound like a high ideal, but international research increasingly supports the contention that a “high expectations, no excuses”, approach to teaching and learning can and does lead to measurable improvement in the achievement of all students.

ITE programmes are a critical component in ensuring that. In other words, raising the performance of the students in our schools depends very significantly on raising the performance of our ITE provision.

Research shows that there are a number of proven strategies for improving system performance in public education both rapidly and substantively. The three things that matter most are:

- 1) **getting the right people** to become teachers,
- 2) **developing them** into effective instructors, and
- 3) ensuring the system is able to **deliver the best possible instruction** for each child.

ITE is where that starts. We cannot afford to settle for second best.

Reference:

McKinsey & Co (2007). How the worlds best-performing school systems come out on top. Available from McKinsey & Company website
http://www.mckinsey.com/clientervice/Social_Sector/our_practices/Education/Knowledge_Highlights/Best_performing_school.aspx

Further work will be done to manage the transition for existing approved ITE programmes as the new requirements and processes are established.

Thank you for taking the time to complete this survey on ITE requirements and processes for approval of programmes for the NZ Teachers Council. We appreciate your feedback.

Please return this survey by emailing it to zenetta.ganic@teacherscouncil.govt.nz

Or post it to Zenetta Ganic
New Zealand Teachers Council
Te Pouherenga Kaiako o Aotearoa
PO Box 5326
Wellington 6145

Or fax it to Zenetta Ganic
04 472 0241



New Zealand
Teachers Council
Te Pouherenga Kaiako o Aotearoa

Appendix 1

Graduating Teacher Standards: Aotearoa New Zealand

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike.

Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners.

Professional Knowledge

Standard One: Graduating Teachers know what to teach

- a. have content knowledge appropriate to the learners and learning areas of their programme.
- b. have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
- c. have knowledge of the relevant curriculum documents of Aotearoa New Zealand.
- d. have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two: Graduating Teachers know about learners and how they learn

- a. have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
- b. have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
- c. know how to develop metacognitive strategies of diverse learners.
- d. know how to select curriculum content appropriate to the learners and the learning context.

Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning

- a. have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.
- b. have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.
- c. have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.



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Professional Practice

Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment

- a. draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
- b. use and sequence a range of learning experiences to influence and promote learner achievement.
- c. demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
- d. demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
- e. use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.
- f. demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five: Graduating Teachers use evidence to promote learning

- a. systematically and critically engage with evidence to reflect on and refine their practice.
- b. gather, analyse and use assessment information to improve learning and inform planning.
- c. know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values & Relationships

Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities

- a. recognise how differing values and beliefs may impact on learners and their learning.
- b. have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
- c. build effective relationships with their learners.
- d. promote a learning culture which engages diverse learners effectively.
- e. demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven: Graduating Teachers are committed members of the profession

- a. uphold the New Zealand Teachers Council Code of Ethics/Ngā Tikanga Matatika.
- b. have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
- c. work co-operatively with those who share responsibility for the learning and wellbeing of learners.
- d. are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.



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