

# Special programme change process

Preparing ITE graduates to meet the 2026 Standards (in a supported environment)

December 2025



**Teaching  
Council of  
Aotearoa  
New Zealand**

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This is Version 3 (date December 2025) of this document.

Changes from previous versions are recorded below.

*Changes from Version 1 (dated October 2025) to Version 2 (dated November 2025)*

Additional references to the New Zealand Qualifications Authority and the Committee on University Academic Programmes inserted.

*Changes from Version 2 (dated November 2025) to Version 3 (dated December 2025)*

Minor timing updates to *Does the 'special programme change process' apply to Māori medium ITE programmes?*

Deadline for applications to be received amended from 1 July 2025 to 20 July 2025

*Table 1: Timeline for the special programme change process* updated and edited for clarity.

New section *The process for considering applications* added, reflecting changes to the process making less frequent use of panels.

Section *Who will assess programme changes?* moved, retitled *How will panel assessment of special programme change applications work?*, and edited to reflect the less frequent use of panels.

Section *How will the special programme change process work?* deleted.

Section *Are there costs associated with this special programme change process?* rewritten to reflect decisions on the standard fee for the process.

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## **A ‘special programme change process’ to support Initial Teacher Education (ITE) programmes to prepare graduates to meet the 2026 Standards (in a supported environment)**

### **Why do ITE providers need to submit programme changes for the 2026 Standards?**

The Teaching Council has recently adopted the 2026 Standards for the Teaching Profession (the 2026 Standards). The 2026 Standards will be in widespread use through education settings in 2026 and will come into formal effect from 1 January 2027, including for ITE programmes.

That means that graduate teachers will be going into early childhood education (ECE) services and schools that are using the 2026 Standards. Their induction and mentoring will also be directed towards being able to fully meet the 2026 Standards. The Teaching Council wants to support ITE providers as they adjust their programmes to ensure that student teachers are prepared for this environment.

### **What does this mean for your programmes?**

**We do not consider that the process of adapting to the 2026 Standards needs to involve new ITE programmes being developed and approved.** (This does not, however, preclude ITE providers from doing so where they feel it is necessary or desirable). The 2026 Standards are intended to build upon the 2017 Standards, preserving many of their key features, and while there are some distinct features of 2026 Standards (discussed below), their purpose remains the same.

Rather, we will treat the process of adapting to the 2026 Standards as a major programme change, as per Req. 4.9 ‘Major changes to approved ITE programmes’ in the ITE Programme Approval, Monitoring, Review, and Moderation Policy.

The ‘special programme change process’ outlined in this document is a version of the process set out in Requirement 4.9 that has been customised for programmes changes that are solely or largely for the purpose of adapting to the 2026 Standards. It has been designed to accommodate the volume of programme changes that will need to be assessed during 2026 in a way that is straightforward and efficient for both providers and the Teaching Council, while still providing robust assurance that graduates will be prepared to meet the 2026 Standards (in a supported environment).

A key aspect of this approach will be assessing the changed programme against only **twelve** of the 33 focus areas of the 2026 Standards, with programmes that have been approved against the 2017 Standards being deemed to already meet the other 21 focus areas.

Note:

- Non-university ITE providers must engage directly with the New Zealand Qualifications Authority (NZQA) to obtain their approval. To ensure timely approval from both agencies, ITE providers are encouraged to contact NZQA early to understand how proposed changes may affect NZQA requirements and their responsibilities for maintaining approval and accreditation.
- University ITE providers should engage early with their university’s academic office to get an understanding of whether their proposed changes will need to be submitted to Universities New Zealand’s Committee on University Academic Programmes (CUAP).

## Does the ‘special programme change process’ apply to Māori medium ITE programmes?

The Teaching Council will be communicating with ITE providers who offer Māori medium ITE programmes in early 2026 about processes for adapting to changes in the teaching standards that are appropriate to the circumstances of these programmes.

We can, however, indicate that ITE providers who offer both English medium programmes and Māori medium programmes will have the option to put both types of programmes through the special programme change process at the same time.

## When will programme change applications need to be received?

Your ITE programmes need to be ready to fully implement the 2026 standards for delivery from 1 January 2027.

Applications to the Teaching Council for approval for ITE programme changes to implement the 2026 Standards will need to be received no later than **20 July 2026**. ITE providers will have the option to submit applications earlier than this.

## What is the timeline for the whole special programme change process?

The timeline for each phase of the special programme change process is set out below.

*Table 1: Timeline for the special programme change process*

Phase	Key activity	Timeframe
One	Initial information about what programmes need to show as part of the special programme change process, followed by online ‘learning events’ and the release of the application template.	October – December 2025
Two	Providers identify changes to their programmes and submit special programme change applications.	From January 2026  (Likely) first tranche of applications in April 2026 Final tranche of applications by 20 <sup>th</sup> July 2026
Three	Consideration of applications (see following section for more detail).	Applications received by the end of April 2026 will be considered in May-June 2026. <sup>1</sup>  Applications received by 20 July 2026 will be considered in July - September 2026.  Accordingly submit applications to NZQA (non-university programmes) or, as needed, CUAP (university programmes).
Four	Special programme change decisions.	Decisions on applications received by the end of April

<sup>1</sup> If there are sufficient applications received prior to April 2026 to make it administratively viable, we will also look at assembling a panel prior to June 2026.

		2026 will be made by July 2026.  Decisions on applications received by 20 July 2026 will be made by October 2026
<b>Five</b>	Implementation of programme changes.  NZQA approval is required before implementing the programme changes, for non-university programmes.  Approval by CUAP may be needed for university programmes.	1 January 2027 forward)

### The process for considering applications

There are three potential pathways that may be applied to special programme change applications, as needed:

- Desk review of the completed template
- Request for, and desk review of, additional information
- Panel assessment of the application

Following initial engagement with the sector during phase one of the process (as described above), the Teaching Council considers that it is appropriate to assess and approve applications using the first pathway – desk review of the completed template – as much as possible.

In what we would anticipate would be only a minority of instances, the Teaching Council may decide that we do not feel confident to approve an application based on the information submitted. If so, we may move to the second pathway (i.e. requesting additional written information) and then if necessary to the third pathway, i.e. establishing a panel (see following section). In some instances, the nature of the application may be such that we determine it would be more efficient to move directly from the first pathway to the third pathway.

In part, this approach recognises that, prior to changes coming into effect, even careful scrutiny by a panel can only provide limited assurance. We are therefore signalling that the effective implementation of the programme changes will be a key focus of programme reporting, monitoring and review from 2027 onwards.

As noted above, desk review of the completed template will apply to every application. To assist the robustness and consistency of this pathway, we have developed an assessment rubric that will be used to assess and score each application. As with the application templates, slightly differing rubrics will apply to early childhood education, primary and secondary, respectively. For transparency, these rubrics have been made available on our website alongside the application templates.

Programme changes will be able to be approved based on desk review using an assessment rubric. This will be possible where the application receives an overall score of 300 out of 500, and also a passing score for each of the individual focus areas and Standards. (Reviewers will however still reserve the right to refer the application to another pathway if they have a particular concern about a specific aspect of the application.)

However, no applications will be declined, or be told that revisions need to be made to it, solely on the basis of desk review using an assessment rubric. The purpose of the rubric is to identify applications that require escalation for further scrutiny. Any adverse decisions will be made by the chief executive, informed by feedback from a panel.

Any concerns about the planned changes for a programme will be discussed with the ITE provider before a final decision is made.

### How will panel assessment of special programme change applications work?

As noted in the previous section, we only intend to assemble panels where we do not feel confident to approve an application based on the written information provided

In these instances, the nature of the panel used may be customised to the particular issues identified with the changes as proposed. In general, however, we expect the panels used will be small, focused and led by the Teaching Council (so not the same kind of structure we currently use for programme approvals and reviews), although with expert academic support as needed. Ministry of Education representatives may also take a role.

NZQA may participate in the panels for non-university programmes; however, this will be determined on a case-by-case basis depending on the impact of changes affecting NZQA requirements.

### Does a programme change application need to address all the 2026 Standards?

We don't think it will be necessary to reassess programmes against all the 2026 Standards. Rather, we have identified the main **new** elements of the 2026 Standards and will focus our consideration of proposed programme changes on whether they will enable the programme to prepare graduates to meet those elements (in a supported environment).

These elements (which are based on the analysis that is being published as *Transitioning from the 2017 Standards to the 2026 Standards: What's similar and what's different?*) are set out below. Appendix A sets out what programmes will need to show with regard to each of these elements.

**Table 2: Areas that need to be covered in a programme change application**

<b>Focus areas that are largely new</b>	2.4 Understand how to foster literacy and numeracy as foundational capabilities
	3.1 Understand how learning happens
	3.2 Understand how diverse needs can be met
	5.3 Manage the learning setting and promote positive behaviour
	5.4 Use equipment and technologies appropriately and effectively to support learning
<b>Focus areas where the context has changed</b>	2.1 Understand the content
	2.2 Understand how to enact the curriculum
	2.3 Understand evidence informed teaching strategies and practices
<b>Content that was previously mainly in elaborations (i.e. optional)</b>	Standard 6: Assess, provide feedback, and report on learning.

### What does this mean for your application?

Standards 1, 4, 7 and 8 will be deemed to be met by all programmes previously approved using the 2017 Standards, as will Standards 3 and 5 in respect of the focus areas not listed above.<sup>2</sup>

<sup>2</sup> All references to an individual standard or standards in this document relate to the 2026 Standards unless otherwise indicated.



The exception to this would be if an ITE provider indicates that content in relation to those standards/focus areas is being scaled back to accommodate the new content sought.

In many instances, the elements in Table 2 may already have been covered within ITE programmes. However, this will not have been assessed in the approval process, which was based on the 2017 Standards. So, in the special programme change process you will need to demonstrate that the content and graduate understanding sought in Appendix A is addressed through a combination of **new** and **existing** aspects of the programme.

As ITE providers begin delivering their updated programmes, we will use our quality assurance processes to see that we are getting the shifts sought over time.

### **What about student teachers who have already begun their programme?**

For multi-year programmes, where a programme may have started this year (or even last year), the most the Council could ask is that the ITE provider is teaching the 2027 year of a three-year programme in such a way that there is room for student teachers who started prior to 2027 to catch up on new content that is being added to the programme to help graduates meet the 2026 Standards (in a supported environment).

The template for making your programme change application will include a section for how you intend addressing the changes to the Standards for student teachers who have already begun their programme. The Council does not want to be prescriptive about approaches that should be used for this purpose, as the best way of ensuring 'catch up' may differ depending on the structure and pedagogical framework of each programme.

### **What about programmes with a mid-year intake in 2026?**

The 2026 Standards come into effect from 1 January 2027, including for ITE providers. There is no requirement for a programme commencing mid-year to implement programme changes in 2026 – but if your programme was approved in time and you want to use the changed programme, you are free to do this. Otherwise, the need to identify how the changes to the Standards will be addressed for student teachers who have already begun their programme, as outlined in the paragraphs above, would apply.

### **Are there costs associated with this special programme change process?**

The standard cost for all applications will be **\$630.00** per programme, in line with the standard programme change application process.

In instances where we decide further scrutiny of the application via a panel is needed, this may incur additional costs. These will also be broadly in line with the standard programme change application process but may be lower due to making less use of external panelists.

### **What does this mean if we are making changes to programmes in the 2026 academic year to address the 2026 Standards?**

We don't want to create any barriers for ITE providers who want to make programme changes for 2026. We will work with you to ensure that this is facilitated rather than made more difficult.

As a general principle, our approach with this special programme change process is less about testing whether the proposed changes are taking the programme in an adverse direction (since the direction of change is one that the Teaching Council itself has set) and more about gaining assurance that the overall set of changes are *sufficient* to prepare graduates to meet the 2026 Standards (in a supported environment).

This purpose of assessing sufficiency would not be well served by separately looking at interim changes being made for the 2026 academic year. We think it is more efficient from the perspective of both the Teacher Council and ITE provider to assess the changes to adapt to the 2026 Standards *one* time, during 2026 for programmes commencing in 2027, regardless of whether some of the changes might have already been put in place for the 2026 academic year.



Appendix A: What will ITE programmes need to show to be recognised as preparing graduates to meet the 2026 Standards (in a supported environment)?

[All references to an individual standard or standards in this appendix relate to the 2026 Standards.]

The table overleaf shows the information that each ITE provider will need to show to provide assurance that the programme will prepare graduates to meet the 2026 Standards (in a supported environment).

It is concentrated exclusively on twelve focus areas across four standards. **Standards 1, 4, 7 and 8 will be deemed to be met by all programmes previously approved using the 2017 Standards, as will Standards 3 and 5 in respect of the focus areas not listed below** (i.e. focus areas 3.3, 3.4, 5.1 and 5.2).

The exception to this would be if an ITE provider indicates that content in relation to those standards/focus areas is being scaled back to accommodate the new content being introduced to adapt to the 2026 Standards. (See Appendix B for more context on this. The expectations set out in Appendix B would be used by the panel(s) to assess the impact of that scaled back content.)

The template for ITE providers to submit for each programme will be designed to accommodate a narrative response. Providers should use this to supply the information sought for their programme type, i.e. ECE, primary or secondary (as set out in the table). It is intended that the narrative response would be up to 300 words for each of focus areas 2.1-2.4, 3.1, 3.2, 5.3 and 5.4, and up to 600 words for Standard 6 (which covers focus areas 6.1-6.4). The template will also allow links to supporting documentation, including but not limited to a marked-up/track-changed course outline.

It is worth noting that there are three distinct levels of assurance that providers are being asked to provide, for different focus areas (or aspects of focus areas):

- “There is substantive programme content that ...” – assurance here is primarily in relation to coverage and, given the need to establish the content is ‘substantive’, ITE providers should include information about the amount of time (including teaching time) and credit values that will be associated with this content (recognising that this may be an estimate given some teaching hours and/or credits may be split between this content and other areas).<sup>3</sup>
- “Demonstrate that ... the programme ensures that all graduates have developed an understanding of/ a developed understanding of ...” - assurance here is primarily in relation to outcomes in terms of particular areas of graduate knowledge and capability. ITE providers should explain what elements of the programme develop those understandings and how, and how they will know that those understandings have been developed.
- “The programme demonstrates regard to ...” – this is the lightest of the three requirements – programmes are not necessarily expected to have substantive programme content expressly devoted to these areas nor to demonstrate particular graduate understanding, but, nonetheless, they should be able to explain how these areas have been taken into account in the programme design.

<sup>3</sup> There is no predetermined minimum threshold (in terms of teaching hours or credits) for programme content being ‘substantive’. The amount of programme content that is appropriate to one item in this table will differ from the amount of programme content that is appropriate to another item. A provider might also have a particular explanation for the amount of programme content relevant to a particular item, and why it will be effective in building graduates’ understanding in that area, that the assessment of the application will want to take into account.

Table A1: Professional knowledge domain Standards

Standard	Category	Focus area	What programmes need to show		
			ECE	Primary	Secondary
<b>2. Know the content and how to teach it</b>	Focus areas that are largely new	2.4 Understand how to foster literacy and numeracy as foundational capabilities	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>Effective practices for fostering oral language and early literacy and numeracy</li> <li>Understanding the evidence base for those practices.</li> </ul>	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>Effective evidence-informed practices for fostering literacy and numeracy</li> <li>Understanding the evidence base for those practices.</li> </ul> The programme demonstrates regard to: <ul style="list-style-type: none"> <li>Incorporating elements of literacy and numeracy throughout learning areas.</li> </ul>	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>Evidence-informed approaches to integrating the teaching of literacy and numeracy into each of the learning areas covered in the programme (this content could be embedded within the coverage of individual learning areas or alongside it).</li> </ul>
	Focus areas where the context has changed	2.1 Understand the content	The programme demonstrates regard to building a developed understanding of a range of content (including concepts) relevant to early learning.	Can demonstrate that, through substantive programme content, the programme ensures that all graduates have a developed understanding of each of the learning areas at primary school level.	Can demonstrate that, through the implementation of entry requirements and the content of the programme, the programme ensures that all graduates have a developed understanding of a particular secondary school subject.
		2.2 Understand how to enact the curriculum	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>The ideas underpinning Te Whāriki</li> <li>What Te Whāriki covers</li> <li>The 'learning outcomes' set out in Te Whāriki</li> <li>Practical considerations in enacting Te Whāriki.</li> </ul>	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>The ideas underpinning the NZ Curriculum (NJC)</li> <li>What NJC covers</li> <li>Its progressions in learning</li> <li>Practical considerations in enacting NJC.</li> </ul>	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>The ideas underpinning the NZ Curriculum (NJC)</li> <li>What NJC covers, particularly in the student teacher's identified school subject(s)</li> <li>Its progressions in learning</li> <li>Practical considerations in enacting NJC.</li> </ul>
		2.3 Understand evidence-informed teaching strategies and practices	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>How to apply research and evidence to teaching practice</li> <li>A range of widely used teaching approaches, and the evidence underpinning them.</li> </ul> The programme demonstrates regard to: <ul style="list-style-type: none"> <li>The historical, theoretical, and philosophical perspectives that have informed teaching strategies and practices</li> <li>Evidence-informed teaching practices specific to early learning</li> <li>Evidence-informed approaches to incorporating innovations in teaching practice.</li> </ul>	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>How to apply research and evidence to teaching practice</li> <li>A range of widely used teaching approaches, and the evidence underpinning them.</li> </ul> The programme demonstrates regard to: <ul style="list-style-type: none"> <li>The historical, theoretical, and philosophical perspectives that have informed teaching strategies and practices</li> <li>Evidence-informed teaching practices specific to primary school learning areas</li> <li>Evidence-informed approaches to incorporating innovations in teaching practice.</li> </ul>	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>How to apply research and evidence to teaching practice</li> <li>A range of widely used teaching approaches, and the evidence underpinning them.</li> </ul> The programme demonstrates regard to: <ul style="list-style-type: none"> <li>The historical, theoretical, and philosophical perspectives that have informed teaching strategies and practices</li> <li>Evidence-informed teaching practices specific to the student teacher's identified school subject(s)</li> <li>Evidence-informed approaches to incorporating innovations in teaching practice.</li> </ul>
<b>3. Know the learner and the learning process</b>	Focus areas that are largely new	3.1 Understand how learning happens	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>the cognitive, emotional, and social factors that affect how children learn</li> <li>the application of this to teaching practice.</li> </ul> That this programme content has been informed by the science of learning, with particular reference to the early years.	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>the cognitive, emotional, and social factors that affect how children learn</li> <li>the application of this to teaching practice.</li> </ul> That this programme content has been informed by the science of learning.	There is substantive programme content that addresses: <ul style="list-style-type: none"> <li>the cognitive, emotional, and social factors that affect how children and young people learn</li> <li>the application of this to teaching practice.</li> </ul> That this programme content has been informed by the science of learning.

Standard	Category	Focus area	What programmes need to show		
			ECE	Primary	Secondary
		3.2 Understand how diverse needs can be met	<p>There is substantive programme content that develops understanding of:</p> <ul style="list-style-type: none"> <li>the diverse needs of learners, including those associated with neurodivergence, disabilities, and trauma</li> <li>Age-appropriate learning strategies that can support each of these three groups.</li> </ul>	<p>There is substantive programme content that develops understanding of:</p> <ul style="list-style-type: none"> <li>the diverse needs of learners, including those associated with neurodivergence, disabilities, and trauma</li> <li>Age-appropriate learning strategies that can support each of these three groups.</li> </ul>	<p>There is substantive programme content that develops understanding of:</p> <ul style="list-style-type: none"> <li>the diverse needs of learners, including those associated with neurodivergence, disabilities, and trauma</li> <li>Age-appropriate learning strategies that can support each of these three groups.</li> </ul>

**Table A2: Professional practice domain Standards**

Standard	Category	Focus area	What programmes need to show		
			ECE	Primary	Secondary
<b>5. Create and maintain supportive and safe learning environments</b>	Focus areas that are largely new	5.3 Manage the learning setting and promote positive behaviour	<p>Demonstrate that, through professional experience placement supported by course content, the programme ensures that all graduates have developed an understanding of:</p> <ul style="list-style-type: none"> <li>How to develop a shared understanding of positive behaviour within a learning setting</li> <li>How to set clear boundaries</li> <li>Frameworks for effectively responding to challenging behaviour</li> <li>A range of preventative and restorative approaches.</li> </ul>		
		5.4 Use equipment and technologies appropriately and effectively to support learning	<p>Demonstrate that, through professional experience placement supported by course content, the programme ensures that all graduates have developed an understanding of:</p> <ul style="list-style-type: none"> <li>General frameworks for the appropriate and effective use of equipment and technologies in the learning setting.</li> </ul>	<p>Demonstrate that, through professional experience placement supported by course content, the programme ensures that all graduates have developed an understanding of:</p> <ul style="list-style-type: none"> <li>General frameworks for the appropriate and effective use of equipment and technologies in the learning setting</li> <li>How digital devices can be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning.</li> </ul> <p>The programme demonstrates regard to:</p> <ul style="list-style-type: none"> <li>the appropriate and effective use of artificial intelligence.</li> </ul>	<p>Demonstrate that, through professional experience placement supported by course content, the programme ensures that all graduates have developed an understanding of:</p> <ul style="list-style-type: none"> <li>How digital devices can be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning</li> <li>How artificial intelligence can be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning</li> <li>General frameworks for the appropriate and effective use of equipment and technologies in the learning setting.</li> </ul>

Standard	Category	Focus area	What programmes need to show		
			ECE	Primary	Secondary
<b>6. Assess, provide feedback, and report on learning</b>	Content that was previously mainly in elabor-ations (i.e. optional)	All	<p>Demonstrate that, through professional experience placement supported by course content, the programme ensures that all graduates have developed an understanding of:</p> <ul style="list-style-type: none"> <li>• What sort of assessment (and/or aromatawai) practices can be regarded as high-quality and why</li> <li>• How to gather and analyse appropriate information to identify progress against learning outcomes</li> <li>• How to use this to respond to learners’ needs</li> <li>• Principles and practicalities of providing clear and useful information and feedback to learners, parents/caregivers and whānau.</li> </ul>	<p>Demonstrate that, through professional experience placement supported by course content, the programme ensures that all graduates have developed an understanding of:</p> <ul style="list-style-type: none"> <li>• What sort of assessment (and/or aromatawai) practices can be regarded as high-quality and why</li> <li>• How to set and monitor progress against learning goals</li> <li>• How to gather and analyse assessment information</li> <li>• How to apply appropriate assessment information to identify the pace of learners’ progress and use this to respond to their needs</li> <li>• Principles and practicalities of providing constructive and understandable feedback to learners, and communicating assessment information to parents/caregivers and whānau.</li> </ul>	<p>Demonstrate that, through professional experience placement supported by course content, the programme ensures that all graduates have developed an understanding of:</p> <ul style="list-style-type: none"> <li>• What sort of assessment (and/or aromatawai) practices can be regarded as high-quality and why</li> <li>• How to set and monitor progress against learning goals</li> <li>• How to gather and analyse assessment information</li> <li>• How to apply appropriate assessment information to identify the pace of learners’ progress and use this to respond to their needs</li> <li>• Principles and practicalities of providing constructive and understandable feedback to learners, and communicating assessment information to parents/caregivers and whānau.</li> </ul>

Appendix B: Aspects of preparing graduates to meet the 2026 Standards (in a supported environment) that approved ITE programmes are deemed to already be addressing

The table below cover Standards 1, 4, 7 and 8 and Standards 3 and 5 in respect of Focus areas 3.3, 3.4, 5.1 and 5.2. As noted in Appendix A these standards and focus areas are regarded as having been largely ‘carried across’ from the 2017 Standards. Therefore, all approved ITE programmes are deemed to already be addressing these standards and focus areas.

However if an ITE provider has identified that programme content that is important for developing the knowledge and understandings outlined in the table below is being scaled back to accommodate the new content being introduced to adapt to the 2026 Standards, then it is important that this be indicated in the ‘special programme change process’ template along with all mitigations being put in place to ensure that these aspects of the 2026 Standards can be met.

Table B1: Across all domains

Standard	Focus area	Expectations on programmes		
		ECE	Primary	Secondary
1. Te Tiriti o Waitangi partnership	All	All graduates are expected to: <ul style="list-style-type: none"><li>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</li><li>Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi.</li></ul> All graduates are able to: <ul style="list-style-type: none"><li>Design teaching and learning experiences that reflect Te Tiriti o Waitangi partnership in New Zealand including</li><li>Affirm for all learners the knowledge, identity, language and culture of te ao Māori and tangata whenuatanga.</li></ul> All graduates are well-placed to continue to practise and develop the use of te reo and tikanga Māori, including in support of positive engagement with Māori learners and their whānau and communities.		

Table B2: Professional knowledge domain Standards

Standard	Focus area	Expectations on programmes		
		ECE	Primary	Secondary
3. Know the learner and the learning process	3.3 Understand culturally responsive teaching	There is substantive programme content that addresses: <ul style="list-style-type: none"><li>The theory and practice of culturally responsive teaching</li><li>How to contextualise teaching and learning experiences to learners’ culture, backgrounds, and interests.</li></ul>		
	3.4 Understand own assumptions and beliefs	All graduates have developed an understanding of: <ul style="list-style-type: none"><li>How teachers’ assumptions and beliefs can impact on their practice and on the achievement of learners (including those with different abilities and needs, backgrounds, genders, identities, languages, and cultures)</li><li>How to undertake critical examination how one’s own assumptions and beliefs in this context.</li></ul>		



Table B3: Professional practice domain Standards

Standard	Focus area	Expectations on programmes		
		ECE	Primary	Secondary
<b>4. Plan for and implement effective teaching and learning</b>	4.1 Set high expectations	All graduates have developed an understanding of: <ul style="list-style-type: none"> <li>How 'high expectations' relate to the learning outcomes for every learner</li> <li>The value and importance of expectation setting in relation to learning outcomes</li> <li>What these high expectations mean in practical terms.</li> </ul>		
	4.2 Prepare learning experiences that are coherent and well organised	All graduates are able to: <ul style="list-style-type: none"> <li>Undertake a mix of forward planning and planning in action in the early learning environment</li> <li>Provide learning experiences that ensure Te Whāriki is enacted in an intentional way for each learner.</li> </ul>	All graduates are able to: <ul style="list-style-type: none"> <li>Prepare learning experiences that are coherent and well organised</li> <li>Plan a sequence of lessons that ensure that all learners are progressing in relation to the curriculum.</li> </ul>	All graduates are able to: <ul style="list-style-type: none"> <li>Prepare learning experiences that are coherent and well organised</li> <li>Plan a sequence of lessons that ensure that all learners are progressing in relation to the curriculum in a learning area.</li> </ul>
	4.3 Advance the progress and achievement of all learners	All graduates are able to teach in ways that: <ul style="list-style-type: none"> <li>Support the development of the diverse range of learners</li> <li>provide learners with additional support or extension when needed</li> <li>provide learners with extension when needed.</li> </ul>	All graduates are able to teach in ways that: <ul style="list-style-type: none"> <li>ensure sufficient progress for the diverse range of learners</li> <li>provide learners with additional support or extension when needed</li> <li>provide learners with extension when needed.</li> </ul>	All graduates are able to teach in ways that: <ul style="list-style-type: none"> <li>ensure sufficient progress for the diverse range of learners</li> <li>provide learners with additional support or extension when needed</li> <li>provide learners with extension when needed.</li> </ul>
	4.4 Use and adapt teaching strategies	All graduates are able to: <ul style="list-style-type: none"> <li>Make use of a range of evidence-informed teaching strategies, approaches, and learning activities</li> <li>Use these strategies, approaches, and activities adaptively in response to the needs of individuals and groups of learners.</li> </ul>		
	4.5 Enable learning-focused capabilities	All graduates are able to teach in ways that: <ul style="list-style-type: none"> <li>Enable learners to be active participants in their learning</li> <li>Support learners to develop learning-focused capabilities such as self-regulation and agency.</li> </ul>	All graduates are able to teach in ways that: <ul style="list-style-type: none"> <li>Enable learners to be active participants in their learning</li> <li>Support learners to develop learning-focused capabilities such as agency, collaborative capabilities, and self-reflection.</li> </ul>	All graduates are able to teach in ways that: <ul style="list-style-type: none"> <li>Enable learners to be active participants in their learning</li> <li>Support learners to develop learning-focused capabilities such as collaborative capabilities, self-reflection, and critical thinking.</li> </ul>
	4.6 Māori succeeding as Māori	All graduates have developed an understanding of: <ul style="list-style-type: none"> <li>The concept to 'Māori succeeding as Māori' and its importance</li> <li>Why teachers need to specifically support the educational aspirations for Māori learners.</li> </ul>		
<b>5. Create and maintain supportive and safe learning environments</b>	5.1 Support learners to feel safe to participate in learning	All graduates are able to: <ul style="list-style-type: none"> <li>Support all learners to feel safe to participate in learning</li> <li>Build genuine, respectful relationships with and among learners</li> </ul>		
	5.2 Ensure the learning setting meets diverse needs	All graduates are able to: <ul style="list-style-type: none"> <li>Establish workable routines that meet diverse need</li> <li>Establish learning environments that support different physical, social, emotional, and intellectual development needs.</li> </ul>		

Table B4: Professional engagement domain Standards

Standard	Focus area	Expectations on programmes		
		ECE	Primary	Secondary
7. Engage in professional learning	All	All graduates have developed an understanding of: <ul style="list-style-type: none"><li>• The role and importance that evidence-based reflection plays in improving professional capability, and</li><li>• The role and importance that professional learning plays in improving professional capability, and the principles and practicalities entailed</li><li>• The role and importance that engagement with colleagues plays in improving professional capability, and the principles and practicalities entailed</li></ul>		
8. Engage in productive professional relationships	All	All graduates have developed an understanding of the important role of each of the following, and the principles and practicalities entailed in each of them: <ul style="list-style-type: none"><li>• Positive, respectful, and culturally appropriate relationships with parents/caregivers and whānau</li><li>• Reciprocal collaboration with leaders, teachers, and other colleagues</li><li>• Professional engagement with external agencies and the wider community, and</li><li>• Actively contributing to the wider educational setting</li></ul> All graduates are able to use clear, open, and professional oral and written communication.		