

Special programme change process: assessment rubric for the purpose of desk review – primary programmes

Every special programme change application will initially be assessed via desk review of the completed template submitted. To assist the robustness and consistency of this assessment, the following ‘scoring’ rubric that will be used to assess and score each application. For transparency, this rubric has been made available alongside the application templates.

Programme changes will be able to be approved based on desk review using this 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 have conditions attached 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.

Focus Area 2.1 Understand the content	Item Value	Score Tally
Establishes that the programme content is substantive	15	
Establishes that the programme content covers the breadth of learning areas at primary school level	10	
Makes a case that the programme will ensure a developed understanding of each of the learning areas at primary school level	15	
Gives confidence that developed understanding is across the range of learning areas.	10	
<i>Subtotal – Focus Area 2.1</i>	<i>(out of 50 points)</i>	
Focus Area 2.2 Understand how to enact the curriculum		
Establishes that the programme content is substantive	10	
Establishes that the programme content addresses the ideas underpinning the NZ Curriculum (NJC)	10	
Establishes that the programme content addresses what NJC covers	10	
Establishes that the programme content addresses the NJC’s progressions in learning	10	
Establishes that the programme content addresses practical considerations in enacting NJC.	10	
<i>Subtotal – Focus Area 2.2</i>	<i>(out of 50 points)</i>	
Focus Area 2.3 Understand evidence-informed teaching strategies and practices		
Establishes that the programme content is substantive	10	
Makes a case that the programme addresses how to apply research and evidence to teaching practice	10	
Makes a case that the programme addresses a range of widely used teaching approaches, and the evidence underpinning them.	15	
Demonstrates regard to the historical, theoretical, and philosophical perspectives that have informed teaching strategies and practices	5	
References evidence-informed teaching practices specific to primary school learning areas	5	
References evidence-informed approaches to incorporating innovations in teaching practice	5	
<i>Subtotal – Focus Area 2.3</i>	<i>(out of 50 points)</i>	

Focus Area 2.4 Understand how to foster literacy and numeracy as foundational capabilities		
Establishes that the programme content is substantive	15	
Makes a case that the programme addresses effective evidence-informed practices for fostering literacy and numeracy	15	
Makes a case that the programme develops understanding of the evidence base for those practices	15	
References incorporating elements of literacy and numeracy throughout learning areas.	5	
<i>Subtotal – Focus Area 2.4</i>	<i>(out of 50 points</i>	
Focus Area 3.1 Understand how learning happens		
Establishes that the programme content is substantive	15	
Makes a case that the programme addresses the cognitive, emotional, and social factors that affect how children learn	10	
Makes a case that the programme addresses the application of the understanding of these factors to teaching practice	10	
Establishes that this programme content has been informed by the science of learning	15	
<i>Subtotal – Focus Area 3.1</i>	<i>(out of 50 points</i>	
Focus Area 3.2 Understand how diverse needs can be met		
Establishes that the programme content is substantive	15	
Makes a case that programme content develops understanding of the diverse needs of learners	5	
Establishes that this includes diverse needs associated with disabilities	5	
Establishes that this includes diverse needs associated with neurodivergence	5	
Establishes that this includes diverse needs associated with trauma	5	
Makes a case that programme content develops understanding of age-appropriate learning strategies that can support learners with disabilities	5	
Makes a case that programme content develops understanding of age-appropriate learning strategies that can support learners with neurodivergence	5	
Makes a case that programme content develops understanding of age-appropriate learning strategies that can support learners with trauma	5	
<i>Subtotal – Focus Area 3.2</i>	<i>(out of 50 points</i>	
Focus area 5.3 Manage the learning setting and promote positive behaviour		
Establishes that professional experience placement is used to develop this understanding, supported by course content	10	
Makes a case that the programme ensures that all graduates have developed an understanding of how to develop a shared understanding of positive behaviour within a learning setting	10	
Makes a case that the programme ensures that all graduates have developed an understanding of how to set clear boundaries	10	
Makes a case that the programme ensures that all graduates have developed an understanding of frameworks for effectively responding to challenging behaviour	10	
Makes a case that the programme ensures that all graduates have developed an understanding of a range of preventative and restorative approaches.	10	
<i>Subtotal – Focus Area 5.3</i>	<i>(out of 50 points</i>	

Focus area 5.4 Use equipment and technologies appropriately and effectively to support learning		
Establishes that professional experience placement is used to develop this understanding, supported by course content	10	
Makes a case that the programme ensures that all graduates have developed an understanding of general frameworks for the appropriate and effective use of equipment and technologies in the learning setting	15	
Makes a case that the programme ensures that all graduates have developed an understanding of how digital devices can be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning	15	
References the appropriate and effective use of artificial intelligence	10	
<i>Subtotal – Focus Area 5.4</i>	<i>(out of 50 points)</i>	
Standard 6: Assess, provide feedback, and report on learning		
Establishes that professional experience placement is used to develop this understanding, supported by course content	10	
Makes a case that the programme ensures that all graduates have developed an understanding of what sort of assessment (and/or aromatawai) practices can be regarded as high-quality and why	15	
Makes a case that the programme ensures that all graduates have developed an understanding of how to set and monitor progress against learning goals	15	
Makes a case that the programme ensures that all graduates have developed an understanding of how to gather and analyse assessment information	20	
Makes a case that the programme ensures that all graduates have developed an understanding of how to apply appropriate assessment information to identify the pace of learners' progress and use this to respond to their needs	20	
Makes a case that the programme ensures that all graduates have developed an understanding of principles and practicalities of providing constructive and understandable feedback to learners, and communicating assessment information to parents/caregivers and whānau.	20	
<i>Subtotal – Standard 6</i>	<i>(out of 100 points)</i>	
TOTAL SCORE (note: a strong application is one with at least 300 points)	(out of 500 points)	