# Initial Teacher Education (ITE) Programme Evaluation Panel Member

## Position Description

The Teaching Council of Aotearoa New Zealand is the independent regulatory body and kaitiaki of teachers and initial teacher education, we ensure the safety of children and young people, uphold high-quality teaching and provide assurance about the quality of Initial Teacher Education (ITE) programmes and providers. We ensure graduates meet professional standards and enter the profession ready to teach effectively. This supports a high-quality teaching workforce that continues to adopt new knowledge, evidence, and innovative approaches to teaching and learning.

**Our Vision**

The Teaching Council will enable and support leadership by the profession to maximise the success of every learner in Aotearoa through highly effective leadership and teaching.

**Our Behaviours**

- Whaihua i a tātou anō
  *Value our colleagues by listening and being open to what they say.*
- Mahi ngātahi
  *Work together with integrity by respecting each other and the profession*
- Whai whakaaro ki ngā mahinga katoa
  *Adopt a solution focussed attitude when working with others*
- Whakarangatira i ngā iwi katoa
  *Honour our bicultural partnership by being culturally competent*
- Whakaaturia te mana Māori me te Ahurea ki ngā reanga katoa o te Kaunihera
  *Demonstrate and foster leadership at all levels of the council*

**Our Values**

- Whakamana
  *Empowering all learners to reach their highest potential by providing high-quality teaching and leadership*
- Manaakitanga
  *Creating a welcoming, caring and creative environment that treats everyone with respect and dignity*
- Pono
  *Showing integrity by acting in ways that are fair, honest, ethical and just*
- Whanaungatanga
  *Engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community*

## Summary

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| Position Title | Initial Teacher Education (ITE) Programme Evaluation Panel Member |
| Reports To | Teaching Council of Aotearoa New Zealand through Manager Policy and Implementation |
| Financial Delegation | Nil |
| Direct Reports | Nil |
| Purpose | To attend and participate in ITE programme approval, change, monitoring and review panels and/or activity arranged by the Teaching Council to assess whether an ITE programme meets, or continues to meet, the ITE Programme Requirements. This includes considering whether the programme provides sufficient evidence that graduates will be ready to plan, teach and assess learning effectively; implement curriculum requirements; manage safe and inclusive learning environments; exercise sound professional judgement in early learning and classroom settings; and safeguard and promote learner wellbeing. |
| Date | October 2026 |

## Key Relationships

| External | Nature of relationship |
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| Other members of a Teaching Council ITE Programme Evaluation Panel | • Participate, support, inform and advise |
| Persons representing the ITE provider whose ITE programme/s are being evaluated who may include:<br>• Head of department<br>• Lecturers<br>• Programme Leads<br>  • Course coordinators | • Seek, validate, and triangulate information.<br>• Articulate and represent the regulatory requirements of the Teaching Council |
| Relevant key partners involved in the ITE programme, as appropriate, who may include:<br>• centres / schools \| puna reo / kura<br>• Māori and iwi/hapū<br>• Tangata o le Moana<br>• Community stakeholders | • Seek and validate information |
| Representatives from NZQA and CUAP as appropriate | • Support, inform and advise |
| **Internal** | **Nature of relationship** |
| Manager Policy and Implementation | • Inform and advise |
| Teaching Council – Policy and Implementation Team | • Support, inform and advise |

**Key Result Areas**

| Jobholder is responsible for | Jobholder is successful when |
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| KRA 1<br>Serving as an ITE Programme Evaluation Panel Member under the Teaching Council's *ITE Programme Approval Monitoring, Review and Moderation Policy* to provide independent advice and a recommendation to the Teaching Council on whether a proposed ITE programme meets or continues to meet the *ITE Programme Approval, Monitoring and Review Requirements Policy.*<br>Through these processes, panel members contribute to the Teaching Council's regulatory role in providing assurance about the quality of initial teacher education programmes and their providers in order to ensure that graduates are prepared for the workforce | The Panel Member:<br>prepares effectively for panel activities by reviewing all relevant documentation, evidence, Teaching Council policies and Ministry of Education *ITE Programme Approval, Monitoring and Review Requirements Policy.*<br>Attend pre-monitoring and follow-up hui where required<br>Critically evaluates implementation and triangulates evidence from multiple sources to inform robust and impartial decision-making uses evidence, triangulation and professional expertise to identify strengths, risks, gaps or conditions relevant to programme approval.<br>assesses whether the programme's entry and selection criteria and processes provide appropriate assurance that child safeguarding considerations are adequately addressed when determining an applicant's suitability to enter Initial Teacher Education<br>contributes to clear, evidence-based recommendations regarding continued programme approval, or conditions and required improvements;<br>Prepares a report for Programme Monitoring.<br>demonstrates sound professional judgement, integrity, confidentiality, and compliance with conflict of interest, privacy, and health and safety requirements.<br>demonstrates cultural competence, including using appropriate tikanga for different settings.<br>is available for travel to ITE provider sites if required. |
| KRA 2<br>Upholding the purpose, values and professional expectations of the Teaching Council | The ITE Panel Member participates in a way that reflects the Teaching Council's purpose, values, and professional expectations.<br>This includes:<br>upholding the Council's values of Whakamana, Manaakitanga, Pono, and Whanaungatanga in all panel interactions.<br>demonstrates knowledge and understanding of Te Tiriti o Waitangi including how T.O.W may be reflected in ITE programme design and delivery;<br>Contributing to panel discussions and recommendations in ways that uphold the integrity of the profession and respect providers, learners, whānau, and communities. |
| KRA 3<br>Assessing Graduate Readiness and Programme quality<br>The Panel Member contributes to evidence-based judgements about whether an ITE programme is likely to produce graduates who are ready to teach safely, effectively and | Considers whether programme design, course content, professional experience, assessment and graduate outcomes provide assurance that graduates can plan, teach and assess learning effectively;<br>assesses graduate readiness, preparation to implement current curriculum requirements, |

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| professionally in New Zealand education settings. | including expectations relating to literacy, numeracy, assessment and progression;<br>examine whether graduates are equipped to create and manage safe, inclusive and culturally responsive learning environments;<br>assesses graduate readiness to safeguard and promote learner wellbeing, including recognising and responding appropriately to risks or concerns;<br>examines whether the programme develops graduates' ability to exercise sound professional judgement in classroom and professional settings;<br>examines whether graduates are equipped to use evidence-informed teaching approaches and assessment practices to support learner progress and achievement.<br>Examines whether programme assessment, professional experience and quality assurance processes provide sufficient evidence that graduates consistently meet the Standards for the Teaching Profession by programme completion |
| **Health, Safety and Wellbeing**<br>Complying with the responsibilities under the Health and Safety at Work Act 2015 and contributing to safe, respectful, and wellbeing-oriented panel processes | **The Panel Member:**<br>• takes reasonable care for their own health, safety and wellbeing while undertaking panel duties.<br>• takes reasonable care that their actions or omissions do not adversely affect the health, safety, or wellbeing of others.<br>• follows any reasonable health, safety, security, travel, and site-specific requirements set by the Teaching Council or the ITE provider.<br>• identifies and reports any health, safety, or wellbeing risks that arise during panel preparation, meetings, travel, or provider site visits.<br>• contributes to panel interactions that are respectful, professional, and culturally responsive.<br>• maintains appropriate boundaries, confidentiality, and professional conduct in all panel settings.<br>• seeks support or guidance from the Teaching Council where a health, safety, wellbeing, or conduct concern arises. |

**Person Specifications**

| Qualifications | |
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| **Essential** | **Desirable** |
| Current or previously registered and certificated teacher in New Zealand and/or significant experience within Initial Teacher Education, curriculum leadership, education | Post graduate education, potentially in teaching or education studies. |

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| quality assurance, or related educational settings. | |
| | Recent teaching and/or Initial Teacher Education (ITE) service |
| **Knowledge and Experience** | |
| **Essential** | **Desirable** |
| Sound knowledge and understanding of the Teaching Council's *ITE Programme Approval, Monitoring, Review and Moderation (MRM) Policy* & the Ministry of Education's *ITE Programme Approval, Monitoring and Review Requirements Policy* and the Standards for the Teaching Profession<br>• Understanding of current curriculum requirements and the implications for teacher preparation and graduate readiness.<br>• understanding of the role of ITE entry and selection requirements in supporting child safeguarding, and the ability to assess whether a provider's processes are sufficiently robust<br>• Knowledge of safe, inclusive and culturally responsive learning environments, including practices that support learner wellbeing.<br>• Ability to assess evidence about graduate readiness, including programme design, assessment, professional experience and provider quality assurance information.<br>  • Understanding of the professional judgement expected of beginning teachers in classroom and professional settings. | • Experience in one or more priority areas including in literacy, numeracy, structured approaches to teaching, assessment for learning, learning support, safeguarding, or inclusive education, or any other priority areas indicated through the government's Statement of Priorities for education.<br>• Experience leading or supporting curriculum implementation in schools, kura, early learning or ITE settings.<br>• Experience using evidence, assessment information or learner progress data to support teaching and improvement. |
| Experience in the New Zealand education system as a registered and certificated teacher. | |
| Sound understanding of effective teaching practice, including planning, teaching, assessment and use of evidence to support learner progress. | |
| Understanding of current curriculum requirements and the implications for teacher preparation and graduate readiness. | |
| **Key Skills** | |
| **Working Knowledge**<br>• Working knowledge of Te Tiriti o Waitangi and its relevance and application in the workplace and the education sector<br>• Understanding of the professional expectations of teachers<br>• Experience in decision making | |

**Advanced Level**

- Evidence, evaluation and professional judgement
  - Ability to critically analyse, interpret and triangulate information from multiple sources.
  - Ability to identify risks, gaps and strengths in programme design and implementation.
  - Ability to make balanced, defensible and evidence-based recommendations.
- High level of personal and professional integrity and are respected in their own profession or occupation
- Open-minded and receptive to views expressed by others
- Are analytical problem-solvers
- Understands the role of Tangata whenua as Te Tiriti partners and what this means for ITE programme design and delivery
- Understands the differing role of Tagata o le Moana as Te Tiriti partners (in respect of the Crown's Tiriti rights and responsibilities) and what this means for ITE programme design and delivery
- An awareness of the potential for unconscious bias in decision making

**Expert Level**

- excellent written and oral communication skills
- the personal and interpersonal skills and characteristics to develop effective working relationships with representatives from ITE providers, Teaching Council staff, early learning services, schools and kura and other stakeholders
- the health, resilience, and social skills necessary to work effectively in sometimes stressful roles and environments
- the ability to understand complex issues, be analytical and problem solving and to contribute to well-reasoned and just decisions
- can demonstrate robust and effective relationships with Tangata Whenua in relation to ITE programme design and delivery or another relevant context
- can demonstrate robust and effective relationships with Tagata o le Moana in relation to ITE programme design and delivery or another relevant context

## Additional expectations of panel members

### Conflict of interest

- Any general conflicts of interest will be declared to the Teaching Council of Aotearoa New Zealand (Council) at the time of signing a contract as an ITE Panel Member.
- Any conflicts of interest specific to an ITE provider and/or ITE programme will be declared to the Council at the time of being asked to be an external monitor for a specified ITE programme.

### Each ITE Programme Evaluation Panel Member will:

- Aim to keep themselves available, within reason, for their role when they have had advance notice of possible dates.
- Thoroughly prepare for the role by reading and considering all material provided so that they can actively participate.
- Avoid discussion about material other than with those agreed parties.
- Act in good faith, with reasonable care, diligence, honesty, and integrity, and to exercise the highest possible level of skill and judgement when serving in this role.
- Preserve the intellectual property of the ITE provider by keeping confidential all written material and oral discussion and to share it with no other person than those agreed parties.
- Return all material to the ITE provider or the Council when requested or destroy in a secure manner.