

30 August 2024

Consultation on the proposed policy changes to the Initial Teacher Education Programme Requirements policy (Programme Requirements)

We are pleased to provide comment to the Teaching Council on the proposed policy changes to the Initial Teacher Education Programme Requirements policy (Programme Requirements).

About Te Rito Maioha Early Childhood New Zealand

Te Rito Maioha is a registered Private Training Establishment (PTE) with the highest Category One rating for a tertiary provider. We are accredited and approved by New Zealand Qualifications Authority (NZQA) to deliver a range of undergraduate, graduate, and postgraduate qualifications (levels 4-9), including specialist teacher | kaiako education, both nationally and internationally.

As a tertiary provider we deliver online and field-based initial teacher education. Our graduates complete their qualifications classroom ready having received weekly classroom preparedness including the required practicums.

We are committed to achieving high-quality teaching and learning by:

- increasing teachers' | kaiako knowledge of Te Tiriti o Waitangi and Aotearoa New Zealand's dual cultural heritage;
- providing access to online blended delivery of undergraduate, graduate, and postgraduate tertiary education programmes leading to recognised and approved initial teacher education qualifications and postgraduate education programmes;
- promoting quality teaching and leadership through ongoing professional learning and development programmes;
- providing practical experiences in schools so graduates feel confident and are ready to teach when they graduate.

General comments

We believe that the proposed changes raise some interesting points, particularly regarding adding more documentation and requirements to what we already have and could be seen to be duplicating what is already in place.

We have a set of standards for the teaching profession, in relation to the proposed changes the Design for Learning and Teaching standards fit well - if these were vigorously unpacked, assessed and attested to, it would ensure that students completing an ITE programme would have the skills and knowledge to meet the learning requirements of their tamarki.

This would be achieving the aim of the proposed changes in a more appropriate manner, based on good practice. Therefore, the solution may lie in considering how the standards are integrated and assessed within and through ITE programmes.

Responses to specific consultation questions

Changes to programme requirements – preparation to deliver the curriculum

1. *Do you think the proposed addition to the Programme Requirements policy provides sufficient clarity about the Teaching Council's requirement regarding the role of ITE programmes in preparing graduate teachers to deliver the curriculum?*

In considering this proposal we need to consider what is the evidence base for this. Has there been significant research into the teaching and learning practices within NZ classrooms. Rather than implementing a simplistic solution for what is a complex issue we address the teaching and learning based on sound research evidence.

By introducing this proposal are we not introducing another layer of bureaucracy for teachers and schools to contend with? Our suggestion would be to use the tools we have e.g. *Code of Professional Responsibility | Ngā Tikanga Matatika* and the *Standards for the Teaching Profession | Ngā Paerewa*. If we improve the mechanisms that assess these to ensure they are being addressed during an ITE programme of study then the concerns raised could be addressed via the following standards: Design for Learning and Teaching.

2. *Given that the government has signalled that teaching practices will be integrated into the reformed curriculum, do you agree that a new ITE requirement on the curriculum should include an expectation that programmes equip graduate teachers to undertake these practices?*

This should be happening already as part of any providers approval documents and via the mechanisms already in place e.g. regular internal moderation, external moderation and monitoring.

3. *Do you agree that a new ITE requirement on the curriculum should include an expectation that programmes equip graduate teachers to undertake appropriate assessment practices?*

Again, this should be happening in all ITE programmes now and this would be evident in the approval documents and reviewed/monitored regularly via the processes of internal moderation, external moderation and monitoring.

If there were a mandate about what assessment tools were to be used, this would help ITE providers ensure students have knowledge of these tools and ITE programmes could be more focussed. However, students also need to be prepared to not only administer assessment tools but to analyse the data so that they can use the information to inform their teaching practice and enhance student outcomes.

Also, students need to have been provided the opportunity during their programme of study to develop their skills and knowledge in relation to assessment how to evaluate and consider what tools are appropriate for their learners to ensure validity and reliability.

4. *Do you agree that the significant changes planned for The New Zealand Curriculum and Te Marautanga o Aotearoa should be a key focus of programme monitoring, and review for primary and secondary programmes over the implementation period?*

This would have major implications for programme design and would take away the ability for ITE providers to design programmes that meet the needs of their stakeholders. ITE providers need time to ensure their programmes meet any requirements mandated by the Teaching Council, NZQA and/or MoE, therefore there needs to be a period of time for programme designing and consultation with stakeholders as to how this would occur.

What is required is enhanced mechanisms to ensure that ITE providers are working to the New Zealand Curriculum.

5. Do you have any further comments about the proposed changes to the Programme Requirements regarding preparation to deliver the curriculum?

Providing extra content knowledge does not necessarily increase learning outcomes for students. What is required is a system that looks at teaching and learning practices and how these can be improved and incorporated into an ITE programme that allows for flexibility to meet the needs of the diverse range of learners within classrooms, one size does not fit all.

Further clarification is required of the wording “preparation to deliver the curriculum”, especially in relation to the requirements of provisional certification. Alongside this there needs to be a more clearly defined mentoring and support programme for beginning teachers in their initial two years of provisional certification, not only what this looks like, but also that we have skilled and knowable people in the roles of mentors. This role of mentoring requires specialist skills and knowledge and needs to be acknowledged and recognised as a valid career pathway for experienced teachers.

Changes to the Programme Requirements to provide for ‘core’ key teaching tasks (KTTs)

6. Do you agree with the proposal that the Teaching Council oversee the development of a limited number of specified ‘core’ KTTs that would be used for all relevant programmes, alongside the tasks developed by individual providers and their partners?

The sector partners input into the KTTs is valued as it identifies what the sector/local communities see as being the foundation skills/knowledge for beginning teachers when they enter their schools. By having mandated KTT’s would this not devalue the input that our sector partners have and the responsibility that they take seriously as to their input into ITE programmes.

To manage the new KTTs we would have to remove some of those identified by the sector to make it a manageable process in relation to monitoring KTTs. The KTTs should be closely linked and informed by the standards for the teaching profession. As the standards form the foundation for ITE programmes and graduates from these programmes meet the standards, then wouldn’t we have a well-prepared beginning teacher? The mechanism for ensuring this happens and to what level is what needs to be implemented.

7. If ‘core’ KTTs are to be mandated, do you agree with the proposed wording of the changes to requirement ‘4.3 Key teaching tasks’, presented in Section 4 of the Programme Requirements policy?

We do not agree with the proposed wording changes, see our further comments below.

8. Do you agree that the initial round of ‘core’ KTTs should relate to primary programmes and focus on the teaching of reading, writing, tuhituhi, pānui, mathematics, Pāngarau, and science, and on assessment?

We do not agree, see our further comments below.

9. Do you have any further comments about the proposal to change the Programme Requirements to provide for ‘core’ KTTs?

Core KTTs should not focus on individual learning areas but on the standards of Design for Learning and Teaching.

The KTTs need to take at a more macro level and link to the standards, while the professional judgement of teachers and schools will need to be taken into consideration for the implementation as they met the needs of the individual learners within their schools. The focus should be on the two standards identified above; Design for Learning and Teaching. If teachers were meeting these standards via the KTTs being put in place, then good teaching and learning would be occurring.

However, in order for this to happen a system of rigorous monitoring to ensure this is happening and assessment of students' outcomes is required to be built into the approval process for programmes but the ongoing monitoring of programmes by NZQA and Teaching Council of New Zealand.

Make submission to the Teaching Council of Aotearoa New Zealand by 30 August 2024 to ITRequirementsconsult@teachingcouncil.nz

Key contact for Te Rito Maioha Early Childhood New Zealand:

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