



**Ngā mea tonoa mō ngā kaupapa
whakangungu pouako hou, me
ngā mahi whakatika o to rātou
whakaaetanga, mātakitanga me
ngā tiro tiro ā wā**

**Approval, Review and Monitoring
Processes and Requirements for
Initial Teacher Education Programmes**



**New Zealand
Teachers Council**

Te Pouherenga Kaiako o Aotearoa

Introduction

The complexity of the journey through an applied professional qualification in becoming a fully qualified teacher is described and exemplified in a large number of scholarly journals.

All professional schools, from medical schools to departments of engineering, from seminaries to schools of education, are charged with preparing their students for clinical practice (Grossman et al, 2009, p. 2056).

Teaching teachers is certainly among the most demanding kinds of professional preparation: teacher educators must constantly model practices; construct powerful learning experiences; thoughtfully support progress, understanding, and practice; carefully assess students' progress and understandings; and help link theory and practice (Darling-Hammond & Bransford, 2005, p. 441).

All initial teacher education (ITE) programmes should be viewed as applied professional qualifications based on relevant, current research evidence and knowledge of highly effective teaching practice.

The preparation of teachers for early childhood education (ECE) services, primary and secondary schools depends on a shared responsibility between teacher educators and expert practitioners in the workplace who share a common mission and commitment.

Careful attention needs to be paid to the knowledge, skills and dispositions expected of student teachers in their preparation if there is an expectation of improving the quality of education for all children and young people.

Linda Darling-Hammond (2006) reports these common features of ITE programmes that are rated highly by graduates, teachers and employers:

- *A common, clear vision of good teaching that permeates all coursework and clinical experiences, creating a coherent set of learning experiences*
- *Well defined standards of professional practice and performance that are used to guide and evaluate coursework and clinical work*
- *A strong core curriculum taught in the context of practice and grounded in knowledge of child and adolescent development and learning, an understanding of social and cultural contexts, curriculum, assessment and subject matter pedagogy*
- *Extended clinical experiences that reflect the program's vision of good teaching, are interwoven with coursework, and are carefully monitored*
- *Extensive use of case methods, teacher research, performance assessment, and portfolio evaluation that apply learning to real problems of practice*
- *Explicit strategies to help students to confront their own deep-seated beliefs and assumptions about learning and students and to learn about the experiences of people different from themselves*

- *Strong relationships, common knowledge, and shared beliefs among school and university-based faculty jointly engaged in transforming teaching, schooling, and teacher education.*

These findings, as well as the New Zealand Teachers Council's (the 'Council'):

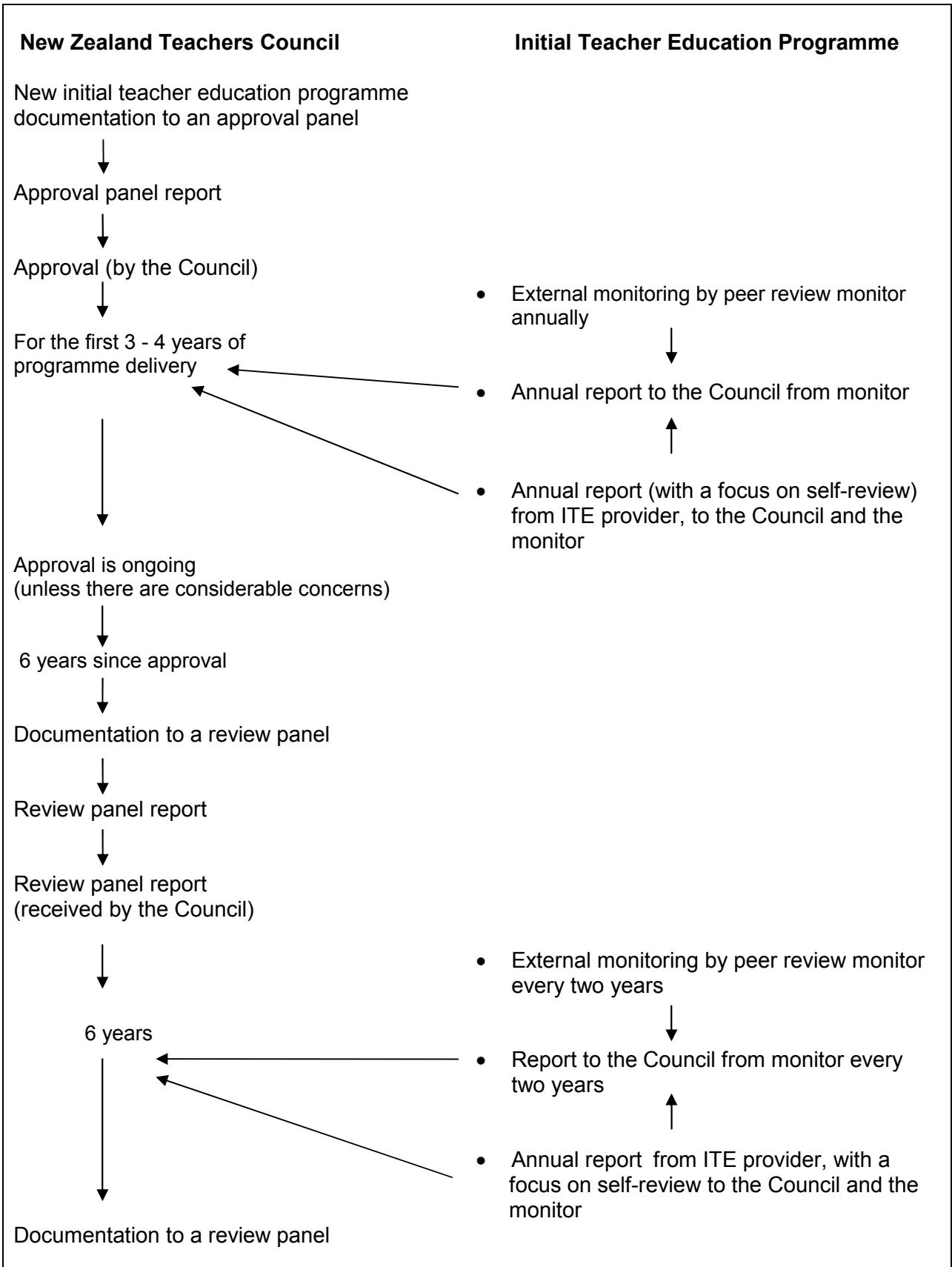
- *Consultation on the Requirements and Processes for the Approval and Monitoring of Initial Teacher Education Programmes* (September–October 2009).
- *Literature Synthesis Addressing Requirements for ITE Programmes* (Lind & Wansbrough, 2009).

inform the requirements for ITE programmes and the processes by which these programmes are approved, reviewed and monitored by the Council.

Implementation

- The process for approval, review and monitoring will be implemented from 1 January 2011.
- The requirements will apply for new ITE programmes approved from 1 January 2011 and for programmes reviewed from 1 January 2011.
- The English language requirements for EAL students will apply for all ITE programmes for students admitted from 1 January 2011.
- The Council Policy on entry to Graduate Diplomas of/in Teaching will apply for all students admitted to such ITE programmes from 1 January 2011. [Appendix 3]
- All ITE programmes will have to meet these requirements by 1 January 2013.

Approval, Review and Monitoring Processes for Initial Teacher Education Programmes



Approval, Review and Monitoring Processes

Programmes will be initially approved and this approval will be ongoing, dependent upon satisfactory annual reports from the ITE provider and the programme monitor.

The Council may in certain circumstances impose conditions upon the approval of a programme or withdraw its approval.

Approval Panel

For programmes in the university sector this will be a Council only panel. There will be a Memorandum of Understanding with CUAP which will outline their involvement in the Council's approval process.

For programmes in the non-university sector this will be a joint panel with either ITPQ or NZQA.

In all sectors the Approval Panel membership will consist of

- an independent Chair
- two ITE teacher educators; one from the university sector and one of whom may become the nominated monitor
- two teachers from the teaching sector/s in which the programme is focused
- an institutional representative not directly involved with the programme
- a Māori representative
- a Council representative

The Council will have a national core group of

- independent Chairs
- ITE teacher educators
- teachers/professional leaders from each of the teaching sectors
- monitors

The costs incurred in setting up these four national core groups and the professional development for them will be borne by the Council.

The panel will write a report which, when all requirements have been met, will be presented to the Council (and where appropriate to NZQA or ITPQ) for consideration and approval.

The full costs of the approval process will be charged back to the ITE provider. This includes travel and the daily rate for each of the panellists including the independent Chairperson. Accommodation and hospitality costs will be met by the provider.

Monitoring

In the case of one and three year programmes, monitoring will be done annually in the first three years of delivery. Subject to satisfactory reports from the monitor the programme will thereafter be monitored every second year.

In the case of four year programmes, monitoring will be done annually in the first four years of delivery. Subject to satisfactory reports from the monitor the programme will thereafter be monitored every second year.

The monitor will write a report to the Council every year for the first three or four years of a programme's delivery and every second year thereafter.

In the university sector, programme monitors will be contracted to the Council. In the case of programme monitors from the non-university sector, they will continue to be contracted to NZQA or ITPQ as appropriate.

Review Panel

In its sixth year of delivery a programme will be reviewed by a visiting panel. The main purpose of this panel will be to review the changes to the programme across the previous six years and the programme presently being delivered.

In all sectors (university and non-university) the Review Panel will be a Council only panel. Panel membership will consist of

- an independent Chair
- the nominated monitor (an ITE educator)
- one teacher from the teaching sector/s in which the programme is focused
- an institutional representative not directly involved with the programme
- a Council representative

The panel will write a report which, when all requirements have been met, will be presented to the Council (and as appropriate to CUAP, NZQA or ITPQ).

The full costs of the approval process will be charged back to the ITE provider. This includes travel and the daily rate for the panellists including the independent Chairperson. Accommodation and hospitality costs will be met by the provider.

ITE Provider Annual Report

The ITE provider will write a programme report annually to the Council and will send a copy to the programme monitor. A template will be provided for this report. The report will have a self-review focus.

Across each six year period it will be expected that an ITE provider will at least once survey recent graduates and their employers to determine the 'fit for purpose' nature of their graduates. This information will be presented to the Council via an annual report or at the time of the six-yearly review.

From time to time the Council will carry out surveys of ITE graduates and their employers.

Requirements for ITE Programmes

The requirements include:

- a conceptual framework
- research
- the *Graduating Teacher Standards*
- academic entry
- literacy (English language competency)
- numeracy
- information technology
- Te reo Māori competency
- English language competency for EAL students
- selection processes
- practicum length
- practicum visiting
- associate teachers
- programme delivery
- Police vetting of candidates
- candidates of 'Good Character' and 'Fit to be a Teacher'
- recognition of prior learning processes
- cross crediting
- maximum time for completion.

1. Conceptual Framework

There should be a common, clear vision of good teaching that permeates all coursework and practical teaching experiences, creating a coherent set of learning experiences for student teachers (Darling-Hammond, 2006).

Aspect	Requirement
<i>A conceptual framework</i>	<p>The conceptual framework for a teacher education programme should begin with a clearly identified philosophical base. The philosophy should then be consistently visible in all programme components such as the selection of content, teaching and learning strategies, assessment processes, and the intended effect of the programme on the teaching and learning of children and young people.</p> <p>The conceptual framework should include principles, beliefs and values about teacher education, teaching, and learning in the particular sector (e.g. Māori medium, ECE, primary or secondary). It should be clear how these principles, beliefs and values were informed by relevant research. The conceptual framework should also be inclusive of the political, historical and socio-cultural contexts within which the philosophy is situated, such as issues relating to the special character of an institution or the themes which permeate the programme. The conceptual framework will be referenced to relevant research.</p>

2. Research

A quality teacher education programme must be informed by sound research and should promote research as an important component of student teachers' developing professional skills.

Aspect	Requirement
Research Informed and Led	<p>Documentation will include evidence of a solid research base for the programme identified in the conceptual framework and followed through in its aims. In addition, evidence must be provided that shows that the research has informed the various programme elements, such as socio-cultural, historical, political, philosophical, curriculum and pedagogical perspectives.</p> <p>There must be evidence that teaching staff are encouraged and supported to be research active.</p> <p>In the documentation, evidence of research should also be indicated by appended references.</p>

3. Graduating Teacher Standards

The *Graduating Teacher Standards: Aotearoa New Zealand* (2007) describe the seven standards and twenty nine indicators that must be met by graduates from ITE programmes in New Zealand. [Appendix 1]

Aspect	Requirement
Graduating Teacher Standards	<p>All approved ITE programmes must demonstrate how graduates have met the <i>Graduating Teacher Standards: Aotearoa New Zealand</i>. [Appendix 2]</p>

4. Academic Entry

Aspect	Requirement
Entry under 20 years of age for Diploma and Degree programmes	<p>University Entrance (UE) International candidates must have the equivalent to UE.</p>
Entry over 20 years of age	<p>There will be requirements set by the ITE provider for the candidates to meet comparable literacy and numeracy requirements as those entering with UE.</p>
Graduate Diploma programmes	<p>The Council's policy (2009) on entry to Graduate Diplomas of/in Teaching must apply for all candidates admitted to such programmes from 1 January 2011. [Appendix 3]</p>

5. Literacy – English Language Competency

Aspect	Requirement
English Language Competency	All candidates for entry into ECE, primary and secondary ITE programmes must be assessed by the ITE provider prior to entry.
	Those not meeting the literacy requirements must meet these prior to graduation from a programme.

6. Numeracy Competency

Aspect	Requirement
Numeracy competency	All candidates for entry into ECE, primary and secondary ITE programmes must be assessed by the ITE provider prior to entry.
	Those not meeting the numeracy requirements must meet these prior to graduation from a programme.

7. Information Technology Competency

Aspect	Requirement
Information Technology competency	ITE providers must set a mastery level of Information Technology competency to be met prior to graduation from a programme. This will include the pedagogical application of Information Technology.
On-line/web supported delivery modes	For programmes with a significant proportion of delivery via on-line/web supported modes, ITE providers must ensure candidates have the Information Technology competency to enable full access to the delivery mode.

8. Te Reo Māori Competency

Aspect	Requirement
All ITE programmes	Mā te hōtaka e whakamana ngā āhuatanga o te ako reo tuatahi, ako reo tuarua hoki. All ITE programmes will incorporate good practices in second language acquisition.
Immersion¹ programmes and bilingual programmes	Mā te whare wānanga e whakarite te/ngā momo aromatawai i te reo Māori, e uru ai te ākongā ki te hōtaka whakangungu kaiako. ITE providers must assess te reo Māori competency at entry to an ITE programme, and prior to graduation from an ITE programme for teaching in immersion and bilingual settings.
	Mā te whare wānanga e whakatau te taumata reo Māori e puta ai te tauira hei kaiako. ITE providers must clearly define their te reo Māori competency standards.
	Mā te hōtaka e whakamana ngā āhuatanga o te ako reo tuatahi, ako reo tuarua hoki. The programme will incorporate good practices in second language acquisition.
	Mā te hōtaka e whakatauirā ngā āhua o te reo e hāngai ana ki te ako. The programme will model and foster the types of language and language use needed for teaching and learning eg. language of assessment, curriculum areas etc.
	ITE providers must outline how they will support a student teacher to meet te reo Māori competency requirements prior to graduation from an ITE programme.

¹ Level 1: Maintenance Programmes (81% to 100% Immersion)

- Te reo Māori is the principal language of communication and instruction

The principal curriculum is taught entirely in Māori (Downloaded from <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/EmploymentConditionsAndEvaluation/CollectiveAgreements/PrimaryPrincipalsCA/Schedule1DefinitionofLevelsofMaoriImmersion.aspx>)

9. English Language Requirements for English as an Additional Language (EAL) Candidates

The English language requirements for EAL teaching candidates will apply for all ITE programmes for teaching candidates admitted from 1 January 2011.

An EAL candidate for entry to ITE programmes will have English in addition to the language spoken in their family; the candidate's first or primary language is other than English.

Aspect	Requirement
Assessment tool	IELTS must be the assessment tool used to determine English language competency for ITE entry
Assessment point	Assessment must be at entry to the ITE programme
IELTS for all ITE programmes	The requirement must be a band score of 7.0, or higher, for each component of the academic version of IELTS
Not exempted	EAL teaching candidates whose medium of instruction was fully in English in a university in a country (other than New Zealand or Australia) where English is an official language, and who are graduates at degree level (7) would be required to meet the additional English language requirement of an IELTS assessment.
Exempted case	EAL teaching candidates who had studied in New Zealand for a minimum of two years at secondary school, and who had eight, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing), would be exempted from the requirement to meet an IELTS assessment.
Exempted case	EAL teaching candidates whose medium of instruction was fully in English in a New Zealand or Australian tertiary education organisation (TEO – university, institute of technology, polytechnic, wānanga or PTE) and who are graduates at degree level (7) or higher, would not be required to meet an additional English language requirement.
Exempted case	Exemptions may be granted by the Council where there is <u>clear evidence</u> that the programme is designed for student teachers who on graduation will be employed to teach in specific language settings eg. Samoan language nest.
ITE provider concerns	Where an ITE provider holds concerns about an EAL teaching candidate's English language competency, they will be required to have them complete an IELTS assessment and to meet the required level for entry to the programme.

10. Selection of Candidates into Programmes

Teaching is a linguistically demanding profession requiring a high level of successful engagement with individuals, small groups and larger groups. It is crucial that teachers in all sectors are able to effectively engage with and motivate the learners they are teaching. They must also be able to effectively communicate with the learner's whanau.

Aspect	Requirement
Effective communication	The selection process must be able to determine a teaching candidate's ability for effective communication with learners and their whanau.
Visual interview	The selection process must involve a visual interview which includes the use of visual technologies where distance is an issue.
Involvement of the profession	The ITE provider must involve the profession in the relevant sector in the selection of candidates into ITE.

11. Practicum

Innovative approaches to practicum provision are welcomed and will be considered, if a clear rationale and detailed information is provided about how the outcomes will be achieved and assessed.

All practicum experiences must be planned with clear links to the rest of the programme.

Practical teaching experiences must provide evidence that the student teacher has been actively supported to:

- integrate theory and practice throughout the programme
- plan, implement, assess, evaluate and reflect on their teaching practices
- analyse and interpret practices they observe in schools or ECE centres in relation to research, theories and other knowledge gained throughout the programme
- reflect on their own learning and practice to develop personal and professional goals.

The practicum for a student teacher will operate as a partnership between the teacher education provider and a fully registered associate teacher. The roles and responsibilities of associate teachers, the teacher education provider and the student teacher must be made explicit in documentation.

The practicum should have specific learning outcomes that are supervised and assessed by the visiting lecturer, recognising the advice and feedback provided by the associate teacher.

Aspect	Requirement
Practicum	Appropriate professional development to enable associate teachers to fulfil their roles and responsibilities must be provided by the teacher education provider.
Length in 3 and 4 year programmes	There must be a minimum of 20 weeks of practicum across the 3 or 4 academic years of the programme.
Length in 1 year programmes	There must be a minimum of 14 weeks of practicum across the one academic year of the programme.
Placements	Practicum experience is expected to take place in registered schools or licensed ECE centres in New Zealand. It is expected to be scheduled in the academic year to enable the specific objective/s of the practicum to be met.
Range of practicum placements	Student teachers must experience practicum placements across a range of socioeconomic, cultural and (ECE/school) learner age settings.
Blocks of practicum in 3 and 4 year programmes	ITE providers must have at least one, three week (minimum length) block of practicum in the first two years of the programme.
Final block of practicum	To enable student teachers to demonstrate sustainability in their final teaching practicum, there must be a minimum block of three weeks, with a total practicum time of five weeks all in the same school or centre. This would enable a model of single whole days spread across a number of weeks in conjunction with a three week block.

12. Field/centre Based ECE ITE Programmes

The Council supports the model of field/centre based programmes in ECE ITE.

Aspect	Requirement
Hours per week in an employed or non-employed position in an ECE centre	A student teacher must be in an employed or non-employed position for a minimum of 12 hours per week in an ECE centre, in order to be enrolled in a field/centre based ECE ITE programme.

13. Field-based ITE Programmes and Limited Authority to Teach (LATs) ITE Student Teachers

Aspect	Requirement
Total length of practicum	In three, four and one year field-based ITE programmes, there must be a minimum of 14 weeks of practicum.
Total length of practicum away from 'home centre'	In three, four and one year field-based ITE programmes, there must be a minimum of eight weeks of practicum away from the 'home centre'.
Total length of practicum for LATs	There must be a minimum of 14 weeks of practicum for LATs on ITE programmes.
Total length of practicum away from 'home school'	For LATs in ITE programmes there must be a minimum of eight weeks of practicum away from the 'home school'.
Practicum in 'home centre/school'	When on practicum in the home centre/school student teachers in ITE programmes can be counted 'in ratio' (for the centre/school staffing).
Practicum visiting in 'home centre/school'	Student teachers on practicum in their home centre/school will be visited by a member of the ITE lecturing staff for the purposes of mentoring and assessment. When they are visited in this setting by a practicum visitor, they must be 'above ratio' (for the centre/school staffing) for the period of the practicum review/debrief.
Practicum away from 'home centre/school'	Student teachers in field /centre based models of ITE and those on LATs must be 'above ratio' (for the centre/school staffing) when on practicum away from their 'home centre/school'. This must be at least one block of practicum of a minimum of three weeks length.
Practicum away from 'home centre/school'	Student teachers in field /centre based models of ITE and those on LATs should be in a centre/school which is not part of the same national chain of centres/schools.

14. Practicum Visiting

Documentation must demonstrate how practicum visiting is meaningfully interwoven into coursework and the teaching of professional practice within the programme.

Visiting lecturers/staff play a key role in helping student teachers make links between the concepts and strategies they are simultaneously learning about in their teacher education coursework and their practicum experiences.

Visiting lecturers/staff must bring knowledge of teacher education and have had personal experience of effective teaching in the particular sector in which they are visiting.

Aspect	Requirement
Visiting lecturers	The major proportion of practicum visiting must be conducted by teacher educators who teach in the ITE programme in which the student teachers are enrolled.
	All visiting lecturers/staff must be ITE staff who are teachers registered in New Zealand.

For many student teachers a minimum number of visits will provide them with quality feedback and future goals for their ongoing development as a teaching practitioner. It needs to be acknowledged that some student teachers will require more visits in order to receive the professional support and guidance they need to achieve success in the practicum.

Each of these visits should be of significant time to enable meaningful engagement between the student teacher, the visiting lecturer and the associate teacher/s. The approval and review documentation will describe in detail the expectations for the visit observations, outcomes, length of time and the quality aspects.

Aspect	Requirement
Visiting frequency 3 and 4 year programmes	The Council's requirements are that a student teacher will be visited on a number of occasions in the first two years of a 3 year programme, and the first three years of a 4 year programme, to observe the student teacher teaching and across transitions in the programme/ day routines. In the final year of the programme there will normally be visits of a longer period of time, on at least three occasions.
Visiting frequency one year programmes	The Council's requirements are that a student teacher will normally be visited on at least three occasions in the programme, to observe the student teacher teaching and across transitions in the programme/ day routines.
Practicum visiting in 'home centre/school'	There must be at least two visits to student teachers when they are on practicum in their 'home centre/school'. Each of these visits should be of significant time to enable meaningful engagement between the student teacher, the visiting lecturer and the associate teacher/s.

15. Practicum support

Professional partnerships are the underpinning for successful and meaningful engagement between the ITE provider, the associate teacher in the school/centre and the student teacher on practicum. It is important for the student teacher's learning and teaching practice that their associate teacher has knowledge and understanding of the conceptual framework and the themes of the ITE programme.

Aspect	Requirement
Briefing for associate teachers	To establish meaningful and genuine dialogue with the associate teacher, the ITE provider must provide a briefing on the focus and context of the practicum for the associate teacher/s involved in the practicum. This should include advice on how to work effectively with adult learners.
Associate teachers registration status	Associate teachers must be fully registered teachers who hold a current practising certificate.
Associate teachers registered Subject to Confirmation	Under certain circumstances associate teachers in ECE may be registered Subject to Confirmation.

16. Programme delivery

We have identified three key concepts for understanding the pedagogies of practice in professional education: representations, decomposition, and approximations of practice. Representations of practice comprise the different ways that practice is represented in professional education and what these various representations make visible to novices. Decomposition of practice involves breaking down practice into its constituent parts for the purposes of teaching and learning. Approximations of practice refer to opportunities to engage in practices that are more or less proximal to the practices of a profession.
(Grossman et al, 2009, p. 2056)

By “work of teaching” we mean the core tasks that teachers must execute to help pupils learn. These include activities carried on both inside and beyond the classroom, such as leading a discussion of solutions to a mathematics problem, probing students’ answers, reviewing material for a science test, listening to and assessing students’ oral reading and explaining an interpretation of a poem, talking with parents, evaluating students’ papers, planning, and creating and maintaining an orderly and supportive environment for learning. The work of teaching includes broad cultural competence and relational sensitivity, communication skills, and the combination of rigor and imagination fundamental to effective practice. (Lowenberg Ball and Forzani, 2009, p. 497)

Aspect	Requirement
Teaching	ITE providers must ensure programmes adequately model the skills and practices required for teaching in the learning context in which the graduates will be teaching.
Current education initiatives	Student teachers in ITE must be taught the details of current New Zealand education initiatives.
On-line/ distance delivered programmes	ITE programmes which are primarily on-line and/or distance must provide evidence of how they are able to adequately model the skills and practices for teaching in the learning context in which the student teacher will be teaching.
	There will normally be a minimum of ten days of face to face components in each academic year of the programme.
	Field/centre based ECE programmes may be exempted from this requirement.

17. Programme Entry

Decisions made by the ITE provider about admission to the programme will take account of any conviction with reference to the

- severity
- recency
- age at offending
- pattern of offending

Aspect	Requirement
Police vetting of candidates	All candidates who are offered a place in the ITE programme must have had a Police vet.

and the *Good Character and Fit to be Teacher Policy (2007)*.

This includes;

- having a Police vet satisfactory to the Council
- displaying respect for persons, for cultural and social values of New Zealand, for the law and for the views of others
- being reliable and trustworthy in carrying out duties
- being mentally and physically fit to carry out the teaching role safely and satisfactorily.²

The candidate has the potential to

- uphold the public and professional reputation of teachers
- promote and nurture the safety of learners within his or her care.

Aspect	Requirement
Candidates 'Good Character' and 'Fit to be a Teacher'	In identifying suitable candidates for entry to the profession, the ITE provider's selection process will be guided by the Council's <i>Good Character and Fit to be Teacher Policy 2007</i> .

² *In considering this criterion, the Council will distinguish between any mental or physical condition that affects an applicant's ability to carry out the teaching role satisfactorily, and any disability that an applicant has that does not impact on that ability. The Council is aware of its obligation not to contravene the Human Rights Act 1993 by unlawfully discriminating against any person.

Aspect	Requirement
Recognition of prior learning (RPL)	<p>The student teacher will complete at least one full year of study in the final year of a qualification. This is normally 120 points/credits of study. This may be completed as part-time study.</p> <p>No RPL of practicum will be awarded for the final year of an approved programme or for a one year programme.</p> <p>RPL is not double counted. If RPL has been given for one of the qualifications used to gain entry to an ITE programme, it cannot be used again for credit/points reduction in the ITE programme.</p> <p>There must be documentation of methods used to assess RPL credited where no formal documentation of the previous learning can be provided.</p> <p>Specific RPL processes must ensure that any prior learning has been matched with the learning outcomes, levels, and amount of credit of any components of the proposed programme.</p> <p>The currency of any prior learning must be considered to be sure that the applicant's knowledge and skills are assessed as being current. The currency of prior learning is normally restricted to the last six years.</p> <p>Coherence of the credits and programme received by the student teacher after the RPL process has been completed must incorporate learning to be a teacher.</p> <p>That student teachers cover the full range of practicum experiences relevant to the sector for which the programme is intended.</p>
Recognition of prior learning (RPL)	<p>Details on how all RPL is credited, and the process by which it is determined must be clearly documented, and a copy of the documentation given to the student teacher to provide when they apply for teacher registration.</p>
Cross crediting/credit transfer	<p>Cross crediting/credit transfer will be done on the basis of matching paper/courses learning outcomes and assessments passed against those of the provider's qualification and programme.</p> <p>Where there is not a direct match between papers passed and those of the cross crediting/credit transferring institution a minimum of at least an 80% match is expected in cross crediting each paper/course.</p> <p>Details on papers/courses cross credited/credit transferred must be clearly documented and a copy of the documentation given to the student to provide when they apply for teacher registration.</p>

18. Programme Regulations

Aspect	Requirement
Repeats for a practicum paper/course	A student teacher may only have two opportunities to pass each practicum paper/course.
Maximum time for completion	Student teachers enrolled in three and four year programmes of ITE will have a maximum time of six years in which to complete the qualification.
	Student teachers enrolled full time in one year programmes of ITE will have a maximum time of two years in which to complete the qualification. Student teachers enrolled part time in one year programmes of ITE will have a maximum time of three years in which to complete the qualification.
Extension to the maximum time for completion	There may be exceptional situations where a student teacher requires a longer time for completing the qualification. In these circumstances the ITE provider may make an application to the Council for an extension to the maximum time for completion, outlining the extenuating circumstances.

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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.

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.

Graduating Teacher Standards

Examples of aspects of ITE where the GTS would be met across an ITE programme:

1. Cultural competency

The cultural competency of ITE graduates is vital to their learner's achievement. The increased educational success of Māori students is critical to New Zealand's future. As schools and ECE services increasingly respond to this challenge, they will expect that graduating teachers are well prepared in this regard. A number of the current Graduating Teacher Standards [1c; 2a-d; 3a-c; 4a-f; 5a; 6a-e; 7a] are relevant to this imperative.

There is an accumulation of evidence telling us that:

- the quality of the teacher-student educational relationship is the most critical element in learning
- the identity, language and culture of Māori learners are essential ingredients of the teaching and learning dynamic
- teachers tend to have particularly low expectations of Māori students
- Māori student achievement rises when they can see themselves and their culture reflected in the subject matter and all other learning contexts
- Māori achievement rises when teachers, parents and whānau are actively engaged and support in student learning

Student teachers need to develop the capacity to be reflective practitioners, fully aware of who Māori learners are and able to articulate what teaching practices and other support/resources will be required to address the needs of and aspirations of Māori learners. They must not only develop awareness, attitudes, knowledge and skills that provide them with cultural competence in their relationships with students and their whānau, but they must also learn how to use that knowledge pedagogically. Assessments during their ITE programme will determine if a student teacher has met the relevant Standards for these aspects.

2. Special (Inclusive) Education

A number of the current Graduating Teacher Standards [1c;2a-d;3a,c;4a,b,c,f;5a,b;6b-d;7c] are relevant to this aspect of ITE.

It would be desirable that teacher educators delivering this component of the ITE programme have qualifications, theoretical expertise and practical experience in special (inclusive) education.

ITE programmes need to ensure that Graduating Teachers have:

Knowledge and Attitude

- understood the likely impact that a disability, behaviour disorder or difficulties in learning might have on a student's access to and participation in learning
- demonstrated knowledge of disability legislation and educational policies in relation to disability. Policies will include risk assessment as they relate to educational settings for students with disabilities, the requirements of the New Zealand's obligations under the United Nations Conventions on the Rights of Persons with Disabilities, and the New Zealand Disabilities Strategy.
- analysed the range of learners and special education provisions across New Zealand, features of an inclusive school, school planning teams, the responsibilities of teachers and the community and available services

Practice

- applied skills in using curriculum based assessment to identify starting points and reasonable adjustments required to enable students with special education needs to meet curriculum outcomes
- demonstrated how to meet the specific learning needs of students through inclusive education practices, including problem solving processes and application of the concept of reasonable adjustment
- addressed the normal course of children's language development and the implications of delay or disorder for their learning
- planned, implemented and evaluated programs for the specific learning needs of students
- identified strategies for collaborating with other professionals, para-professionals, and parents/care-givers to identify learning outcomes for students with special education needs and the reasonable adjustments and learning accommodations required to achieve these
- developed strategies to implement outcomes of the New Zealand Curriculum, and additional literacy and numeracy support
- used assessment and monitoring procedures and data for making instructional decisions
- demonstrated confidence in interacting with students and a commitment to meeting their educational needs.

Source: *New South Wales Institute of Teachers Initial Teacher Education Document 4: Mandatory Areas of Study – January 2008*

New Zealand Teachers Council Policy

Entry to Graduate Diploma programmes for Initial Teacher Education

For New Zealand initial teacher education programmes approved by the Council these will be the required entry qualifications for graduate diplomas in each sector.

1. that the minimum entry level onto Graduate Diplomas of/in Teaching (Early Childhood) and Graduate Diplomas of/in Teaching (Primary) will be either:
 - a Bachelor's degree at level 7 on the New Zealand Qualifications Framework (NZQF) consisting of at least 360 credits; or
 - a Bachelor's degree with Honours at level 8 on the NZQF consisting of at least 480 credits; or
 - a Master's degree at level 9 on the NZQF consisting of 240 credits
2. that holders of a Teacher Registration Board or The Council approved diploma of teaching (Primary) may gain entry onto a Graduate Diploma of/in Teaching (Early Childhood).
3. that the minimum entry level onto Graduate Diplomas of/in Teaching (Secondary) will be either:
 - a Bachelor's degree at level 7 on the NZQF consisting of at least 360 credits ; or
 - a Graduate Diploma /or a Diploma for Graduates at level 7 on the NZQF consisting of 120 credits; or
 - a Bachelor's degree with Honours at level 8 on the NZQF consisting of at least 480 credits; or
 - a Postgraduate Diploma at level 8 on the NZQF consisting of at least 120 credits; or
 - a Master's degree at level 9 on the NZQF consisting of 240 credits.

In each of the above secondary teaching options, the entry qualification will have papers to 300 or 400 level in a teaching subject appropriate to the secondary school curriculum.

Note: For international qualifications NZQA assessment of equivalency will determine the equivalent level on the NZQF.

(May 2009)