



New Zealand
Teachers Council
Te Pouheranga Kaiako o Aotearoa

Draft Two

**Proposed Approval, Review and Monitoring
Processes**

and

**Requirements for Initial Teacher Education
Programmes**

2 August 2010

Draft Proposed Requirements for Initial Teacher Education programmes

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).

Introduction

1. 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.
2. The preparation of teachers for early childhood 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.
3. 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.
4. 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; and*
 - *Strong relationships, common knowledge, and shared beliefs among school and university-based faculty jointly engaged in transforming teaching, schooling, and teacher education (p.406).*

5. These findings inform the requirements by which ITE programmes will be approved, monitored and reviewed by the New Zealand Teachers Council, as well as the Council's:
- *Consultation on the Requirements and Processes for the Approval and Monitoring of Initial Teacher Education Programmes* (September–October 2009)
 - *Literature Synthesis Addressing Requirements for Initial Teacher Education Programmes* (Lind & Wansbrough, 2009)
 - Feedback from the fourth meeting of its Reference Group on 14 May 2010
 - 19 written responses received following that meeting
 - Discussions the Director has had with representatives of tertiary providers.

Requirements

The draft revised requirements include:

- A Conceptual Framework
- Research
- The *Graduating Teacher Standards*
- Academic Entry
- Literacy (English language competency)
- Numeracy
- Information Technology
- Te reo Māori Competency for bilingual and immersion programmes
- English language competency for EAL students
- Selection processes
- Practicum length
- Practicum visiting
- Associate teachers
- Programme structure

We will use our current requirements for:

- Police vetting of candidates
- Candidates 'Good Character' and 'Fit to be a Teacher'
- RPL processes
- Cross crediting
- Maximum time for completion

Changes in Draft Two from Draft One

Amendments *

Deletions **

Additions ***

Implementation

1. The process for approval, review and monitoring will be implemented from 1 January 2011.
2. The requirements will apply for **new programmes** approved from 1 January 2011 and for **programmes reviewed** from 1 January 2011.
3. The English language requirements for EAL students will apply for **all programmes** for students admitted from 1 January 2011.
4. The New Zealand Teachers Council policy on entry to Graduate Diplomas of Teaching will apply for **all students admitted to such programmes** from 1 January 2011. [Appendix 1]
5. **All** ITE programmes will have to meet **all** the new requirements by 1 January 2013.

1. Conceptual Framework ***

Aspect	Requirement
<i>A Conceptual Framework</i>	<p data-bbox="619 356 1359 517"><i>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).</i></p> <p data-bbox="619 555 1359 813">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 data-bbox="619 848 1359 1236">The conceptual framework should include principles, beliefs and values about teacher education, teaching, and learning in the particular sector (e.g. Māori medium, early childhood, 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 ***

Aspect	Requirement
<i>Research Informed and Led</i>	<p data-bbox="619 1406 1359 1536">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.</p> <p data-bbox="619 1572 1359 1798">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 data-bbox="619 1834 1359 1897">There must be evidence that teaching staff are encouraged and supported to be research active.</p> <p data-bbox="619 1933 1359 1991">In the documentation, evidence of research should also be indicated by appended references.</p>

3. Graduating Teacher Standards *

Aspect	Requirement
Graduating Teacher Standards	All approved ITE programmes must demonstrate how graduates have met the <i>Graduating Teacher Standards</i> .

4. Academic Entry *

Aspect	Requirement
Entry under 20 years of age for Degree programmes	University Entrance International students must have the equivalent to UE
Entry under 20 years of age for Diploma programmes	University Entrance International students must have the equivalent to UE
Entry over 20 years of age	There would be requirements set by the ITE provider, for the candidates to meet comparable literacy and numeracy requirements as those entering with University Entrance
Graduate Diploma programmes	The New Zealand Teachers Council policy on entry to Graduate Diplomas of Teaching must apply effective from 1 January 2011. [Appendix 1]

5. Literacy – English Language Competency **

Aspect	Requirement
English Language Competency	All candidates for entry into Early Childhood, 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 Early Childhood and Primary 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 assess candidates prior to entry to ensure they have the Information Technology competency to enable full access to the delivery mode.

8. Te reo Māori Competency

Aspect	Requirement
Bilingual programmes	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 bilingual settings. ITE providers must clearly define their te reo Māori competency standards.
	ITE providers must outline how they will support a student to meet te reo Māori competency requirements prior to graduation from an ITE programme.
Immersion programmes	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 settings. ITE providers must clearly define their te reo Māori competency standards.
	ITE providers must outline how they will support a student to meet te reo Māori competency requirements prior to graduation from an ITE programme.

9. English language for English as an additional language (EAL) candidates

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

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

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
Exempted case	EAL students 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 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.
Not exempted	EAL 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.
IELTS for all ITE programmes	The requirement must be 7.0, or higher, in each band of the academic version of IELTS
ITE provider concerns	Where an ITE provider holds concerns about an EAL 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 into programmes *

Aspect	Requirement
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 * / ***

Aspect	Requirement
Practicum	<p>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.</p> <p>All practicum experiences must be planned with clear links to the rest of the programme.</p> <p>Practical teaching experiences must provide evidence that the student has been actively supported to:</p> <ul style="list-style-type: none"> • 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 early childhood 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. <p>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.</p> <p>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. Appropriate professional development to enable associate teachers to fulfil their roles and responsibilities must be provided by the teacher education provider.</p>
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 early childhood centres in New Zealand.
Range of practicum placements	Student teachers will have the opportunity for 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 3, 4 and one year field-based ITE programmes there must be a minimum of 14 weeks of practicum.
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 centre'	In 3, 4 and one year field-based ITE programmes there must be a minimum of 8 weeks of practicum away from the 'home centre'.
Total length of practicum away from 'home school'	For LATs in ITE programmes there must be a minimum of 8 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'	<p>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.</p> <p>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.</p>
Practicum away from 'home centre/school'	<p>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'.</p> <p>This must be at least one block of practicum of a minimum of 3 weeks length.</p>
Practicum away from 'home centre/school'	<p>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.</p>

14. Practicum Visiting */***

Aspect	Requirement
Visiting lecturers	<p>Documentation must demonstrate how practicum visiting is meaningfully interwoven into coursework and the teaching of professional practice within the programme.</p> <p>Visiting lecturers 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.</p> <ul style="list-style-type: none"> • Up to an annual maximum of 20% of practicum visits may be done by visiting lecturers employed for the purpose of visiting student teachers on practicum. • All visiting lecturers must be ITE staff who are registered teachers in NZ.
Visiting frequency 3 and 4 year programmes	<p>There must be a minimum of two visits per year in Years 1 and 2 of three year programmes. 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.</p> <p>In four year programmes there must be two visits per year in at least two years of the first three years of the programme. 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.</p>

	There should be more than three visits in the final year of the programme. 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.
Visiting frequency one year programmes	There must be at least four visits across the academic year of the programme. 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.
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 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 (PC).
Associate teachers registered STC	Under certain circumstances associate teachers in ECE may be registered Subject to Confirmation (STC).

16. Programme delivery */***

Aspect	Requirement
Teaching	<p><i>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.</i> (Grossman et al, 2009, p2056)</p> <p><i>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.</i> (Lowenberg Ball and Forzani, 2009, p497)</p> <p>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.</p>
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.
	<p>It is strongly suggested that there be a minimum of ten days of face to face components in each academic year of the programme.</p> <p>Field/centre based ECE programmes may be exempted from this requirement.</p>

Current Requirements for ITE Programmes

17. Programme Entry *

Aspect	Requirement
<p>Police vetting of candidates</p>	<p>All candidates who are offered a place in the ITE programme must have had a police vet. Decisions made by the ITE provider about admission to the programme will take account of any conviction with reference to its</p> <ul style="list-style-type: none"> • severity • recency • age at offending • pattern of offending
<p>Candidates 'Good Character' and 'Fit to be a Teacher'</p>	<p>In identifying suitable candidates for entry to the profession, the ITE provider's selection process will be guided by the New Zealand Teachers Council <i>Good Character and Fit to be Teacher Policy 2007</i>.</p> <p>This includes;</p> <ul style="list-style-type: none"> • Has a police vet satisfactory to the Council • Displays respect for persons, for cultural and social values of Aotearoa New Zealand, for the law and for the views of others • Upholds the public and professional reputation of teachers • Promotes and nurtures the safety of learners within his or her care • Is reliable and trustworthy in carrying out duties • Is mentally and physically fit to carry out the teaching role safely and satisfactorily <p><i>*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.</i></p>

<p>Recognition of prior learning (RPL)</p>	<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>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>Recognition of prior learning (RPL)</p>	<p>Coherence of the credits and programme received by the student 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> <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 to provide when they apply for teacher registration.</p>
<p>Cross crediting</p>	<p>Cross crediting 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 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 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 may only have two opportunities to pass each practicum paper/course.
Maximum time for completion	Students enrolled in three and four year programmes of ITE will have a maximum time of six years in which to complete the qualification.
	Students enrolled in one year programmes of ITE will have a maximum time of two years in which to complete the qualification.
Extension to the maximum time for completion	There may be exceptional situations where a student 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.

References ***

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New Zealand Teachers Council Policy

Entry to Graduate Diploma programmes for ITE

For New Zealand initial teacher education programmes approved by the Council these will be the required entry qualifications for Graduate Diplomas of Teaching in each sector.

The intention is for the above policy to apply to all candidates admitted to Graduate Diploma of Teaching programmes from 1 January 2011.

1. that the minimum entry level onto Graduate Diplomas of Teaching (Early Childhood) and Graduate Diplomas of Teaching (Primary) will be either:
 - a Bachelor's degree at level 7 on the New Zealand Register of Quality Assured Qualifications (the Register) consisting of at least 360 credits; or
 - a Bachelor's degree with Honours at level 8 on the Register consisting of at least 480 credits; or
 - a Master's degree at level 9 on the Register consisting of 240 credits

2. that holders of a Teacher Registration Board or New Zealand Teachers Council approved diploma of teaching (Primary) may gain entry onto a Graduate Diploma of Teaching (Early Childhood).

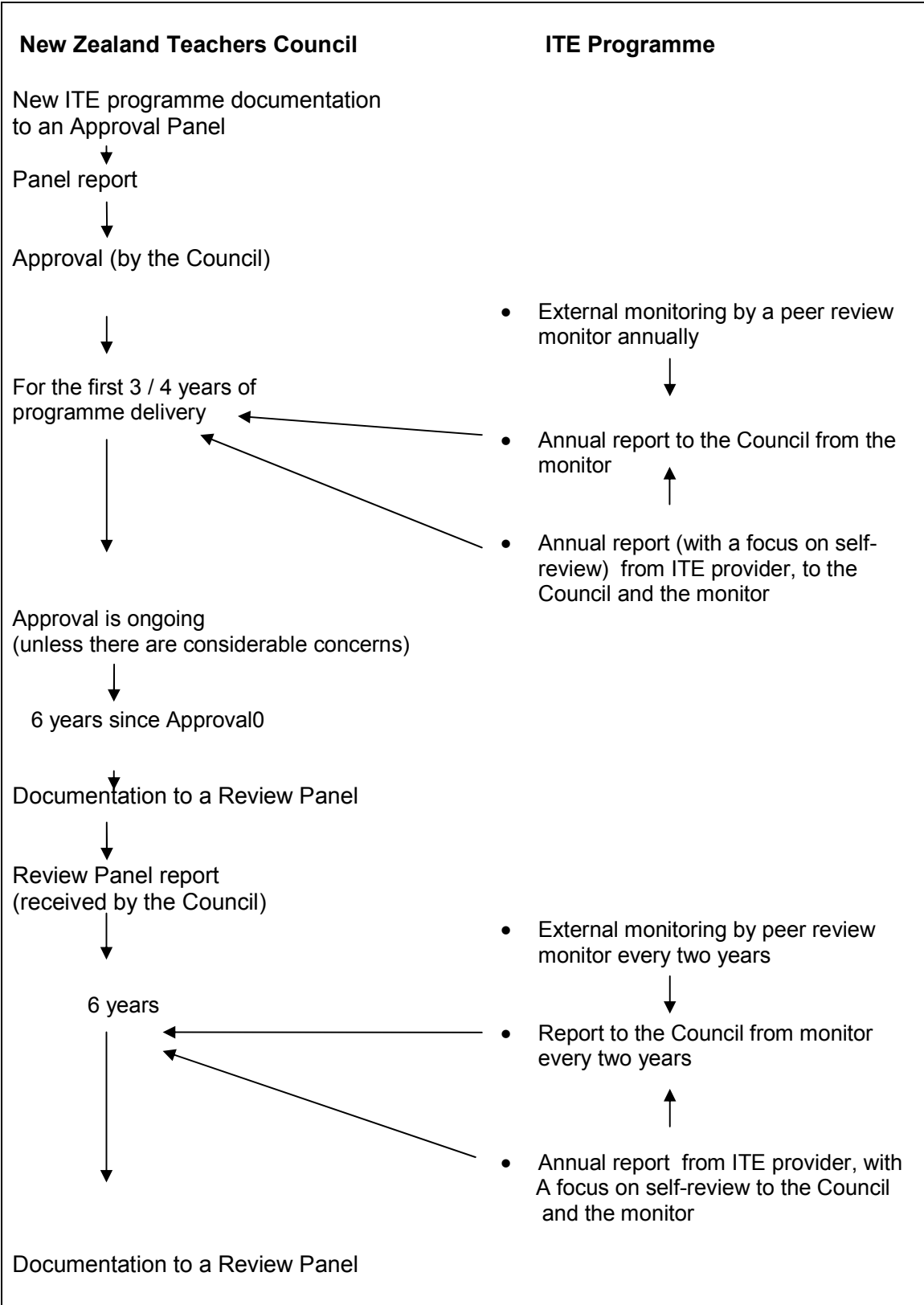
3. that the minimum entry level onto Graduate Diplomas of Teaching (Secondary) will be either:
 - a Bachelor's degree at level 7 on the Register consisting of at least 360 credits ; or
 - a Graduate Diploma /or a Diploma for Graduates at level 7 on the Register consisting of 120 credits; or
 - a Bachelor's degree with Honours at level 8 on the Register consisting of at least 480 credits; or
 - a Postgraduate Diploma at level 8 on the Register consisting of at least 120 credits; or
 - a Master's degree at level 9 on the Register 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 Register.

(May 2009)

Draft Two
Approval, Review
and
Monitoring Processes



Proposed Approval, Review and Monitoring Processes

1. Programmes will be initially approved and this approval will be ongoing, dependant upon satisfactory annual reports from the ITE provider and the programme monitor.
2. The Council may in certain circumstances impose conditions upon the approval of a programme or withdraw it.

Approval Panel ***

3. For programmes in the university sector this will be a Teachers Council only panel. There will be a Memorandum of Understanding with CUAP which will outline their involvement in the Council's approval process.
4. For programmes in the non-university sector this will be a joint panel with either ITPQ or NZQA.
5. 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
 - An appropriate Maori representative
 - A Teachers Council representative
6. The Council will have a national core group of
 - Panel Chairs
 - ITE teacher educators
 - Teachers from each of the teaching sectors
 - Monitors
7. The costs incurred in setting up these four national core groups and the professional development for them will be borne by the New Zealand Teachers Council.
8. 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.
9. 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.

Monitoring ***

10. 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.
11. 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
12. The monitor will write a report to the Council every year for the first three or four years of a programmes delivery and every second year thereafter.
13. Programme monitors will be contracted to the Council in the case of monitors from the university sector. In the case of programme monitors from the non-university sector they will continue to be contracted to NZQA or ITPQ as appropriate, as presently occurs.

Review Panel ***

14. In its sixth year of delivery a programme will be reviewed by a 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.
15. In all sectors the Review Panel will be a Teachers Council only panel. Panel membership will consist of
 - A Panel 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 Teachers Council representative
16. 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.
17. 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).

ITE provider annual report

18. 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.
19. 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.