

Draft Proposed Requirements for Initial Teacher Education programmes

The following are the draft proposed Requirements for Initial Teacher Education (“ITE”) programmes.

These proposals have been informed by the New Zealand Teachers Council’s *Consultation on the Requirements and Processes for the Approval and Monitoring of Initial Teacher Education Programmes* September – October 2009 and the New Zealand Teachers Council’s *Literature Synthesis Addressing Requirements for Teacher Education Programmes*, P Lind and D Wansbrough (2009)

The proposals cover the areas of;

- 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

 - Police vetting of candidates
 - Candidates ‘Good Character’ and ‘Fit to be a Teacher’
 - RPL processes
 - Cross crediting
 - Maximum time for completion
- } We will use our
} current
} requirements
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1. ITE Programme Alignment

Aspect	Requirement
<i>Graduating Teacher Standards</i>	All approved ITE programmes must be aligned to the <i>Graduating Teacher Standards</i> .

2. 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 (2009) must apply.

3. 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.
	ITE providers will outline how they will support a student to meet the literacy requirements prior to graduation from a programme.

4. 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.
	ITE providers will outline how they will support a student to meet the numeracy requirements prior to graduation from a programme.

5. 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.
	ITE providers will outline how they will support a student to meet a defined level of Information Technology competency and its pedagogical application during their programme of study.
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.

6. Te reo Māori Competency

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

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

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 who had studied fully in English in a New Zealand 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 who have studied fully in English in a university in a country 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.

8. Selection into programmes

Aspect	Requirement
Visual interview	The selection process must involve a visual interview.
Involvement of the profession	The ITE provider must involve the profession in the relevant sector in the selection of candidates into ITE.

9. Practicum

Aspect	Requirement
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.
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	For all programmes, ITE providers must have a minimum of a five week block of time for the final practicum.

10. Field/centre based ECE ITE programmes

- 10.1 The Council supports the model of field/centre based programmes in ECE ITE.
- 10.2 We do need to define a minimum number of hours per week a student teacher must be in an employed or non-employed position (volunteering) in a centre to be enrolled in such a programme.

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.

11. 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'	Student teachers in field /centre based models of ITE and those on LATs should be in a center/school which is not part of the same national chain of centres/schools.

12. Practicum Visiting

Aspect	Requirement
Visiting lecturers	Visiting lecturers must be staff who teach in the ITE programme.
	Visiting lecturers must be ITE staff who are registered teachers, holding a current Practising Certificate.
Visiting frequency 3 and 4 year programmes	<p>There must be a minimum of three visits per year in Years 1 and 2 of 3 year programmes.</p> <p>In 4 year programmes there must be three visits per year in at least two years of the first three of the programme.</p> <p>There should be more than three visits in the final year of the programme.</p>
Visiting frequency one year programmes	There must be at least five visits across the academic year of the programme.
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'.

13. Practicum support

Aspect	Requirement
Briefing for associate teachers	The ITE provider must provide a briefing on the focus and context of the practicum for the associate teacher/s involved in the practicum.
Student teachers practicum goals	The goals which the student teacher sets from the previous practicum are to be made explicit to the associate teachers.
Professional development for associate teachers	The ITE provider must provide sufficient professional development for associate teachers to prepare them for this role.
Knowledge of adult learners	The ITE provider must ensure that associate teachers have a clear understanding of how to work effectively with adult learners.

Associate teachers registration status	<p>Associate teachers must be fully registered teachers who hold a current Practising Certificate (PC).</p> <p>NB. The Council may need to put a target of 2012 in place for the ongoing situations in ECE which are due to staff continuing to gain ITE qualifications to meet current targets.</p>
Associate teachers registered STC	<p>Under certain circumstances associate teachers in ECE may be registered Subject to Confirmation (STC).</p> <p>NB. The Council may need to put a target of 2012 in place for the ongoing situations in ECE which are due to staff continuing to gain ITE qualifications to meet current targets.</p>

14. Programme delivery

Aspect	Requirement
Teaching group size	ITE providers must ensure programmes adequately model the requirements 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 delivered must have compulsory attendance face to face components in each academic year of the programme.
	<p>There must be a minimum of two full five day weeks 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

15. 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 offending 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>The selection process will follow 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-time year in the final stage of 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.</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>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>

16. 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.