Great education systems take teacher preparation seriously. We need new teachers to enter the workforce equipped to teach in the classrooms of today and be able to adapt their practice to dynamic learning environments that meets the needs of our growing population.

Teaching is different from what it used to be. The challenges of being a teacher are more complex than previously understood. New Zealand’s fast growing population means our future teachers will need to cater to our diverse learners. There is a higher expectation that teachers make a difference and ensure every learner can reach their full potential. That means creating an inclusive learning environment to support students with diverse needs and from the many cultures within New Zealand.

Our understanding of the nature of learning has also changed. We know more about how people learn best and the kind of learning environments that empower young people than we used to.

We want our education system to be future focused, celebrate diversity, embrace technology, and inspire future generations of leaders and learners. To get there, our consultation has suggested that we need to fundamentally redesign how we attract, select, and educate the profession as we prepare for the future of learning.

What will future focused ITE look like?
Developing an initial teacher education (ITE) system for the future is a big programme of work, which is being planned in stages. The first of these stages focuses on strengthening programme design and expanding pathways into the profession. The next stage will start later this year and focus on other development areas, helping new teachers get good support when they enter the profession, and making sure there are enough new teachers to meet future education workforce needs. We also want to consider how to support teaching and learning in Māori medium environments and the increased expectations about the place of Te Aō Māori within our education system.

So, what would a new ITE system look like?
All ITE programmes will need to meet strengthened approval requirements from 2020 and more postgraduate pathways into the profession will become available over time. We want to encourage providers to replace some graduate diplomas (levels 7) with postgraduate diplomas (level 8), and to redesign Bachelor of Education/Teaching degrees to strengthen graduate outcomes.

Strengthening teacher education would mean that new teachers graduate with advanced teaching knowledge and the expertise to be able to apply research and adapt their professional practice. New teachers would also enter the profession with expertise in at least one learning area in the New Zealand Curriculum / Te Marautanga o Aotearoa / Te Whāriki on which to build their teaching practice. We want new teachers to meet the Standards for the Teaching Profession (with support). All of this will raise the calibre of new teachers entering the profession and strengthen our future education system.
A future focused ITE system would also...

- lift entry requirements including higher literacy and numeracy expectations for applicants – and also identify other skills great teachers need such as speaking skills and disposition to teach
- make sure every programme offers quality practica arrangements
- assess every student against the new Standards for the Teaching Profession with an expectation that they meet those Standards (with support) on graduation; and
- prepare some graduate teachers to teach across a wider range of year levels.

**How did we get to this vision?**

That vision for the future of ITE comes from almost a year of research and consultation. In July 2016 we released *Strategic options for future orientated initial teacher education*, a paper to support discussion and provide direction for strengthening ITE provision.

We met with representatives from across the sector in August to put the recommendations from that report into action, where we jointly identified what we need from our ITE system. We developed a shared Action Plan setting out future development areas for our ITE system. Since then, we’ve held workshops with ITE providers to get their feedback on the most pressing parts of the proposed system, and discussed those with other key stakeholders.

And, we’ve been working to build our evidence base. We commissioned NZCER to do a literature review to identify the features of quality practica arrangements, and have also prepared a paper on the appropriate level of ITE qualifications. We also released draft Standards for the Teaching Profession which, when finalised, should replace the Graduate Teaching Standards. These new Standards will lift expectations of graduates and clearly set out what we expect new teachers to know and be able to do.

We have listened carefully to the feedback from ITE providers and sector representatives. We have heard we need to strengthen teacher education and take more time to introduce postgraduate programmes. It is vital that a teaching career is an attractive and affordable choice for students so we can have a healthy pipeline of graduates entering our workforce. Expanding the availability of more postgraduate pathways over time will allow us to build our evidence base and learn more about what works here in New Zealand. It also gives us more time to work with the sector to shape other key system features including how to better support schools and associate teachers to meet the higher expectations of quality practica and postgraduate programmes.

**What’s next?**

Before we finalise our proposals for a future-focused ITE system, we need to hear what stakeholders think. We’ve developed a pack to support consultation on our first proposals for the system, which includes:

- Our proposals for future-focused ITE
- *High quality practica and the integration of theory and practice in ITE* (literature review)
- *Positioning ITE as a postgraduate qualification?* (advice paper)
- A summary of feedback from ITE programme design workshops with providers.

Visit educationcouncil.org.nz/ITEconsultation to review the consultation documents and give us your feedback. **Consultation closes on Friday 7 July 2017.**
After the consultation closes, we will consider feedback and refine our proposals. We will be in touch about our next steps once the Governing Council makes decisions. We expect to work with sector representatives to develop new programme approval information to be released later this year.

The Education Council is not alone in envisioning and developing a new ITE system. Later in 2017 we will start on the next phase of working with other education agencies to:

• support learner diversity through career advice and scholarships
• make sure there are clear pathways from ITE to full certification
• build a pool of supported, capable mentors and associate teachers
• have more confidence that every graduate teacher is ready to teach; and
• create a good network of quality ITE programmes that better match new graduate supply to the future needs of the wider education system (like Māori medium education and STEM teachers).

We want to make sure the ‘whole ITE system’ works together to prepare high-calibre new teachers to enter the profession and support them to reach full certification.
### Proposal One

**Raising entry requirements – including higher literacy and numeracy**

We will work with sector representatives to strengthen ITE entry requirements to better reflect the skills great teachers need and lift the calibre of teachers entering the profession. These skills include literacy and numeracy, speaking skills, and disposition to teach. This work will begin later in the year.

**Using the Assessment Tool to assess literacy capability from 2018**

From the start of 2018 providers would need to use the Literacy and Numeracy for Adults Assessment Tool (Assessment Tool) to assess the literacy capability of applicants prior to entry to an ITE programme. The Assessment Tool results gathered from 2018 would be used to develop an evidence base about the literacy capability of ITE students on entry. This information will inform decisions about whether to set literacy benchmarks. We will continue to work with the Māori medium sector to develop an appropriate approach for their programmes.

We do not propose using the Assessment Tool to assess numeracy capability. This is because the Assessment Tool does not currently reliably assess numeracy capability at the level we expect ITE applicants to demonstrate.

**Setting benchmarks for literacy and numeracy during 2019**

During 2019 we will use Assessment Tool information and expert advice to consider setting literacy and numeracy benchmarks. This process would also consider where to set the benchmarks and whether they would apply on entry or prior to graduation.

**Higher literacy and numeracy requirements from 2020**

We expect that from 2020 all students would need to meet higher national literacy and numeracy requirements. For example we could require applicants to have:

- Numeracy – 14 credits or more in mathematics achievement standards at NCEA level 2 or higher.
- Literacy – appropriate Assessment Tool scores for reading and writing (to be determined).

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<table>
<thead>
<tr>
<th>Expected proposal outcomes</th>
<th>Current requirements</th>
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<tbody>
<tr>
<td>Adopting a nationally consistent tool to assess literacy capability will allow the Education Council to build an evidence base to inform the development of future programme requirements and benchmarks.</td>
<td>The Education Council has anecdotal information that some new teachers do not have an adequate level of literacy and/or numeracy to be fully effective in their teaching role – but there is limited evidence about the size and scale of the issue.</td>
</tr>
<tr>
<td>Requiring applicants and graduates to meet higher literacy and numeracy requirements before entry to ITE will ensure that new teachers are well prepared for the challenges of the profession.</td>
<td>ITE applicants under 20 years of age are currently required to have University Entrance, while applicants over 20 years of age must have literacy and numeracy competency comparable to University Entrance. The University Entrance literacy and numeracy requirements are:</td>
</tr>
<tr>
<td>Strengthening requirements will provide employers of teachers, and the public, with greater confidence in the capability of ITE graduates.</td>
<td>• Literacy – 10 credits at level 2 or above, made up of:</td>
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<tr>
<td>Lifting entry requirements will ensure ITE applicants understand the high expectations made of teachers. It will also enable applicants to plan their subject choices and skill development to meet entry requirements.</td>
<td>‒ 5 credits in reading</td>
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<tr>
<td></td>
<td>‒ 5 credits in writing</td>
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<tr>
<td></td>
<td>• Numeracy – 10 credits at level 1 or above, made up of:</td>
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<tr>
<td></td>
<td>‒ achievement standards – specified achievement standards available through a range of subjects, or</td>
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<td></td>
<td>‒ unit standards – package of three numeracy unit standards (26623, 26626, 26627 – all three required).</td>
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<td></td>
<td>All applicants for entry into ITE programmes must have their literacy and numeracy competency assessed by the ITE provider prior to entry. Providers currently use a range of methods to assess literacy and numeracy competency.</td>
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<td></td>
<td>Applicants who do not meet a provider’s literacy and numeracy entry requirements must meet them prior to graduation from a programme.</td>
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<tr>
<td></td>
<td>The Assessment Tool is an online tool that provides a reliable and efficient way to consistently assess literacy and numeracy capability. Some ITE providers already use the Assessment Tool – although not necessarily to assess ITE students.</td>
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</table>
## Proposal One

<table>
<thead>
<tr>
<th>Strengthening knowledge of mathematics</th>
<th>Expected proposal outcomes</th>
<th>Current requirements</th>
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<tbody>
<tr>
<td>From 2020, all ITE programmes would require students to demonstrate an understanding of mathematics and statistical methods appropriate to their future teaching role. This includes the knowledge teachers need to analyse learner assessment results as well as to teach the New Zealand Curriculum/Te Marautanga o Aotearoa/Te Whāriki.</td>
<td></td>
<td>Also see: For more information about the Assessment Tool see the National Centre of Literacy and Numeracy for Adults: <a href="http://www.literacyandnumeracyforadults.com/resources/355041">http://www.literacyandnumeracyforadults.com/resources/355041</a> The Tertiary Education Commission website: <a href="http://www.tec.govt.nz/focus/our-focus/adult-literacy-numeracy/assessment-tool/">http://www.tec.govt.nz/focus/our-focus/adult-literacy-numeracy/assessment-tool/</a> Australia has introduced a literacy and numeracy test for ITE students and requires all students to sit and pass the test prior to graduation. For more information see: <a href="https://teacheredtest.acer.edu.au/">https://teacheredtest.acer.edu.au/</a></td>
</tr>
</tbody>
</table>

**Questions to consider:**

- Do you support setting higher literacy and numeracy requirements for entry to ITE? Why do you think that?
- Do you support setting higher literacy and numeracy requirements prior to graduation? Why do you think that?
- Do you support using the Assessment Tool to assess the literacy competency of students? Why do you think that?
- Do you support requiring all students to have 14 credits or more in mathematics achievement standards at NCEA level 2 or higher? Why do you think that?
- What else do we need to consider?
## Proposal Two

**Expected proposal outcomes**

- By strengthening the quality of practica, new teachers will be better able to meet the new Standards for the Teaching Profession (with support) prior to graduation and be more confident and capable in their first teaching role.
- Improving the professional learning support available to associate teachers and mentors will increase the capability and ‘pool’ of teachers available to mentor ITE students.

**Current requirements**

The programme approvals policy sets out requirements for practica including the number and length of placements. The policy does not describe the quality of the practica arrangements. Associate teachers, mentors and visiting lecturers, must have a current full practising certificate.

### Strengthening the quality of practica arrangements

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<tr>
<th>Approval requirements for programmes would require all practica to demonstrate quality features including:</th>
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<tr>
<td>• A shared purpose understood by all parties</td>
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<tr>
<td>• Genuine and authentic provider and school/kura/ECE setting partnerships</td>
</tr>
<tr>
<td>• Clear roles and responsibilities that are understood by all parties</td>
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<tr>
<td>• Mentor teachers (and visiting lecturers) participate in professional learning opportunities that fully prepare them for their roles</td>
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<tr>
<td>• The whole of school/kura/ECE setting is responsible for practica arrangements.</td>
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<tr>
<td>• Student teachers are proactive in developing adaptive expertise with support</td>
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<tr>
<td>• Integrated theory and practice throughout the programme</td>
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<tr>
<td>• Assessment of student teachers is negotiated, transparent and agreed between the student, provider and school/kura/ECE setting.</td>
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</table>

Practica arrangements are structured so that:

- student teachers have school/kura/ECE setting experiences early in their programme
- student teachers are taught how to approach early observation, immersion, and relationship-building in schools/kura/ECE settings
- arrangements are fewer and longer – long enough for genuine relationships to develop and be maintained
- the student teacher has a sense of “belonging” and “being” at the host school/kura/ECE setting
- a contrasting experience is provided in an additional context to build the student teacher’s knowledge and skills; and
- practica are integrated with other courses in the ITE programme.

The next phase of this proposal would be to make recommendations about the capability and ongoing development of associate teachers and mentors.

### Questions to consider:

- Do you support the proposal for practica arrangements to meet quality requirements? Why do you think that?
- What practica quality features may take more support and time to implement?
- Do you support replacing the term ‘practica’? If yes, what replacement word(s) do you suggest?
- What else do we need to consider?
<table>
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<tr>
<th>Proposal Three</th>
<th>Expected proposal outcomes</th>
<th>Current requirements</th>
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<tbody>
<tr>
<td>Programmes that prepare teachers to teach across different ranges of year levels.</td>
<td>Teachers can take advantage of more diverse career opportunities within schools/kura/ECE settings and Communities of Learning/Kāhui Ako. Over time the teaching workforce will become more flexible and better able to respond to changes in national, regional and local teaching workforce needs. Schools, kura and ECE settings will be able to better support learners across the transition stages between traditional year levels.</td>
<td>Most ITE programmes prepare teachers to teach at a traditional education level. For example; early childhood, primary or secondary school/kura.</td>
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</table>

Approval requirements would enable the development of programmes that expose ITE students to the characteristics of learning and development across a different range of year levels than traditional school/kura/ECE settings. This approach acknowledges the individual nature of learning and development and would prepare teachers to teach across different ranges of year levels than happens now. Programmes could have a focus on particular years. For example: early childhood/primary (0 to 8 years of age) or ‘middle’ school/kura (9 to 14 years of age).

Questions to consider:
- Do you support programmes that prepare teachers to teach across different ranges of year levels? Why do you think that?
- What else do we need to consider?
### Proposal Four

<table>
<thead>
<tr>
<th>Every ITE student must meet the Standards for the Teaching Profession (with support) prior to graduation.</th>
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<tr>
<td>The new Standards would replace the Graduating Teacher Standards (GTS) from 2020.</td>
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<tr>
<td>Individual ITE students would need to demonstrate that they meet the new Standards (with support) prior to graduation.</td>
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<tr>
<td>The Education Council will work with sector representatives and education agencies to consider how best to provide employers of teachers, and the general public, with confidence that ITE graduates meet the new Standards (with support) and are ready to enter the profession.</td>
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<tr>
<td>It is envisioned that teaching professionals will have a greater role in the assessment or moderation processes that determine whether students meet the Standards (with support).</td>
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<tr>
<th>Expected proposal outcomes</th>
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<tbody>
<tr>
<td>Requiring every ITE graduate to demonstrate they meet each new Standard (with support) will provide employers and the public with a high level of confidence that every new teacher possesses the knowledge and skills required to be a member of the profession.</td>
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<tr>
<th>Current requirements</th>
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<tr>
<td>ITE programmes must demonstrate how graduates will meet the current GTS.</td>
</tr>
<tr>
<td>The GTS do not easily align with the Practising Teaching Criteria (PTC). This makes it harder for graduates to demonstrate how they meet the PTC when they apply for a full practising certificate.</td>
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</table>

### Questions to consider:

- Do you support replacing the Graduating Teacher Standards with the new Standards? Why do you think that?
- Do you support giving teaching professionals a greater say in making sure each ITE student meets the Standards (with support) before graduation? Why do you think that?
- What else do we need to consider?
### Proposal Five

**Strengthened approval requirements for all programmes from 2020**

Starting from 2018 all programmes would be required to:

- use the Literacy and Numeracy for Adults Assessment Tool (Assessment Tool) to assess the literacy capability of all applicants prior to entry to ITE.

We will continue to work with the Māori medium sector to develop an alternative approach for their programmes.

By 2020 all current and new programmes would be required to:

- ensure students meet higher literacy and numeracy requirements;
- demonstrate the features of quality practica arrangements; and
- assess every student against the new Standards for the Teaching Profession with an expectation that they meet those Standards (with support) on graduation.

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<tr>
<th>Expected proposal outcomes</th>
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</table>
| Strengthening current and new ITE programmes will lift the calibre and capability of new teachers entering the profession. | Current programme approval requirements are set out in ‘Approval, review and monitoring processes and requirements for initial teacher education’.

New ITE programmes usually take up to two years to develop and gain New Zealand Qualifications Authority/Committee on University Academic Programmes (CUAP) and Education Council approval (as appropriate). |

**Questions to consider:**

- Do you support using the Assessment Tool to assess the literacy capability of all ITE applicants from 2018? Why do you think that?
- Do you support requiring all ITE programmes to meet strengthened programme approval requirements by 2020? Why do you think that?
- What else do we need to consider?
### Proposal Six

Expanding the availability of postgraduate ITE qualifications, with the long-term aim of all teachers entering the profession with a postgraduate qualification

We support expanding the availability of postgraduate qualifications at level 8 or above on the New Zealand Qualifications Framework (NZQF), and over time increasing the proportion of new teachers graduating with a postgraduate qualification.

Our long term aim is for all new teachers to enter the profession with a postgraduate qualification. Our first step towards this goal is to extend the New Zealand evidence base by encouraging more postgraduate ITE qualifications, and to support providers to evaluate the outcomes from these programmes.

Research tells us that high-performing education systems have implemented a range of measures to lift and strengthen initial teacher education. While it is difficult to attribute success to any one intervention, there is an international trend towards postgraduate ITE qualifications and for teachers to require greater subject expertise.

We want all teachers to enter the profession with the skills they need to be a great teacher when they first start teaching and to adapt their professional practice to meet the challenges of future learning environments. In particular, we want all ITE programmes to provide students with:

- adaptive expertise skills, and
- in-depth subject knowledge in one or more learning areas within the New Zealand Curriculum/Te Marautanga o Aotearoa/Te Whāriki. For example: English, Te Reo Māori, science/pūtaiao, mathematics and statistics/pāngarau and tauanga, and child development etc.

### Expected proposal outcomes

Research indicates that well-educated and competent teachers are critical to high-performing education systems. A strong understanding of pedagogical knowledge, adaptive expertise, subject/content knowledge and pedagogical content knowledge, would support higher learner achievement.

Expanding the availability of postgraduate qualifications, including in early childhood education, would:

- grow pedagogical and professional leadership,
- strengthen inquiry-based practice,
- strengthen understanding of child development, and
- enhance cross sector conversations across education levels and within Communities of Learning | Kāhui Ako.

Expanding the availability of postgraduate qualifications would grow the evidence base about outcomes from postgraduate ITE in the New Zealand context.

The expansion of postgraduate ITE is managed in a way that makes sure any potential impacts are identified and managed. For example, to monitor changes in student enrolment patterns and teacher supply.

**Also see:**

An advice paper on positioning ITE as a postgraduate qualification is included in the consultation information pack.

### Current requirements

There are a wide range of ITE programmes leading to teacher registration. Most lead to a qualification at level 7 on the NZQF. They include:

- undergraduate degrees taking three or four years to complete
- undergraduate diplomas of three years (in early childhood education)
- graduate diplomas taking a year to complete
- ITE postgraduate (exemplary master’s) programmes taking a year to complete; and the
- Teach First postgraduate diploma taking two years to complete.

The majority of ITE students currently attain a qualification at level 7 on the NZQF.
**Proposal Six**

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<tr>
<th>Expected proposal outcomes</th>
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<tr>
<td>We are considering options to strengthen and expand pathways into the profession including:</td>
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<tr>
<td>• Option A) Increasing the availability of postgraduate ITE qualifications for graduates who already have a degree that provides them with subject knowledge in curriculum learning areas. Over time we want to encourage providers to replace graduate diplomas (level 7) with postgraduate diplomas (level 8).</td>
<td></td>
</tr>
<tr>
<td>• Option B) Redesigning Bachelor of Education/Teaching degrees leading to teacher registration to strengthen graduate skills in adaptive expertise, subject knowledge in curriculum learning areas and child development.</td>
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<tr>
<td>• Option C) Developing non-ITE Bachelor of Education/Teaching degrees that pathway graduates into postgraduate ITE qualifications.</td>
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<tr>
<td>The recent government decision to lift the ITE moratorium from the start of 2018 allows for the development of new programmes. However we will only approve programmes that meet strengthened approval requirements.</td>
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</table>

**Questions to consider**

- Overall, do you support expanding the availability of postgraduate programmes? Why do you think that?
- Do you support our longer-term goal of all new teachers entering the profession with a postgraduate qualification? Why do you think that?
- Do you support expanding the availability of postgraduate ITE qualifications for graduates with a prior degree (Option A)? Why do you think that?
- Do you support redesigning and strengthening Bachelor of Education/Teaching degrees (Option B)? Why do you think that?
- Do you support developing Bachelor of Education/Teaching degrees (non-ITE) that pathway students into postgraduate ITE qualifications (Option C). Why do you think that?
- What else do we need to consider?