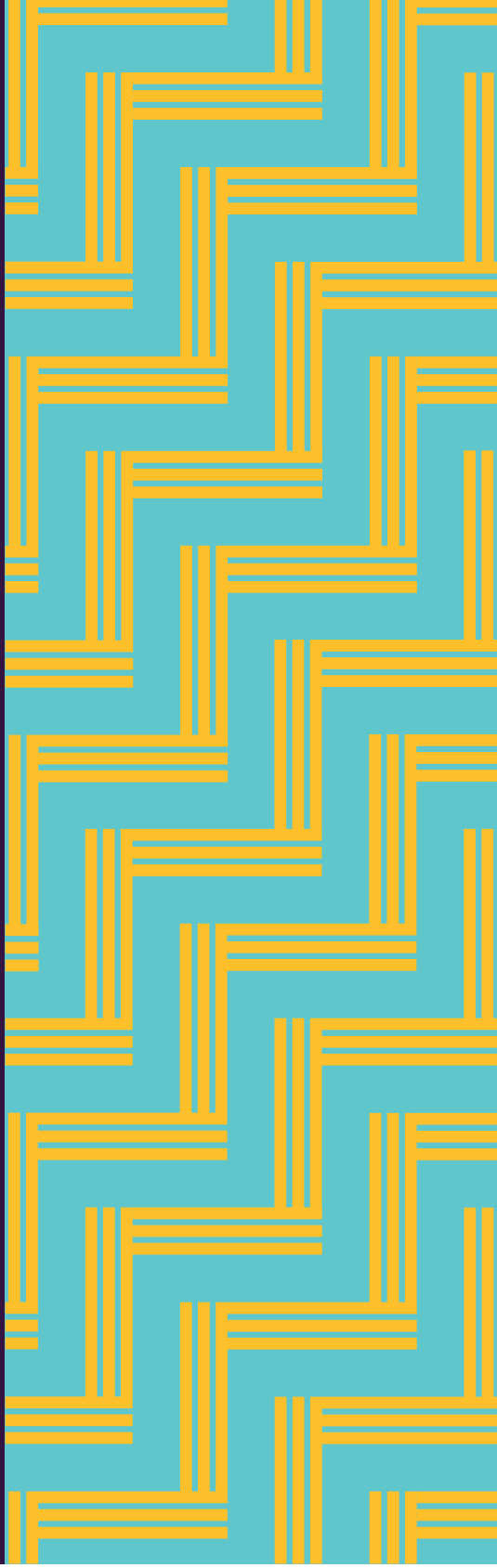
Initial Teacher Education monitoring, review, and moderation

Consultation on proposed changes to Part Two of the ITE Programme Approval, Monitoring and Review Requirements.

30 August 2023



Teaching Council of Aotearoa New Zealand

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Overview

Initial Teacher Education (ITE) plays a pivotal role in ensuring our teaching workforce is well-prepared to meet the needs of diverse ākonga | learners and their whānau | families and communities. It marks the beginning of a kaiako | teacher's journey as they prepare to gain the skills and knowledge needed for high-quality teaching practice and to continue to learn and adapt their practice to meet future challenges.

In 2019, the Teaching Council introduced the new *ITE Programme Approval, Monitoring and Review Requirements*, as the first stage of a multi-year journey of change for the ITE sector. The ITE Requirements are the primary means by which the Council can work with ITE providers to shape a future focused ITE system that is responsive to the needs of our diverse ākonga | learners, whānau | families, and communities.

Introducing the new ITE Requirements was a major milestone. We are now at the next stage of the journey as we start to build a picture of the ITE Requirements' impact on graduate outcomes and ultimately, the teaching profession. With the completion of programme approvals under the ITE Requirements, it is now time to focus on our approach to quality assurance, so that the Council and our quality assurance co-regulators, ITE providers, funders, the Government, the teaching profession, ITE students, and communities have a clear picture of the impact of the implemented changes.

The Teaching Council of Aotearoa New Zealand (the Council) would therefore like your feedback on proposed amendments to Part Two of the *ITE Programme Approval, Monitoring and Review Requirements* – specifically requirements 9.1 to 13.1. This section sets out the requirements for monitoring, review, and moderation of ITE programmes.

In 2024 the Council will work with Māori medium ITE providers to develop a process for monitoring, review, and moderation that is aligned with the principles of *Te Whare o Rongotauira.*

Timeline of the ITE change journey

2015

Review of the future direction of Initial Teacher Education, initiated by the Education Council and undertaken in partnership with the teaching profession, ITE providers, and stakeholders.

2016

Publication of a discussion paper *Strategic options for developing future-orientated Initial Teacher Education*.

2017

Publication of NZCER research *High quality practica and the integration of theory and practice in ITE* which underpinned thinking for the development of new requirements for professional experience placements.

Our Vision for Initial Teacher Education 2021 developed by the Education Council with the sector, setting out the future direction for the ITE sector.

2018

Establishment of the Initial Teacher Education Advisory Group to support the work of developing and implementing the new ITE Requirements.

Commissioned Graeme Aitken and Claire Sinnema to develop the new assessment framework – central to the outcomes-based approach of the 2019 ITE Requirements

2019

Publication of *ITE Programme Approval, Monitoring and Review Requirements* as the first stage of a multi-year journey of change for the ITE sector. They set out the expectations for ITE programme design and delivery, focused on ensuring new kaiako | teachers are equipped with the skills, knowledge, and practice they need in their first teaching role.

First programme approvals using the new ITE Requirements.

2020

Programme approvals continue using the ITE Requirements.

First graduates of one-year programmes approved under the new ITE Requirements.

2021

Publication of *Te Whare o Rongotauira* – the requirements for Arareo Māori | Māori Medium programme approvals, providing a conceptual framework and pathway for how approval panels engage with and undertake approvals for Arareo Māori | Māori Medium ITE programmes (at immersion levels 1-2).

Interim monitoring of programmes using the ITE Requirements begins.

First programme approvals using *Te Whare o Rongotauira*.

Programme approvals continue using the ITE Requirements.

2022

January - Deadline for ITE programmes to be submitted for approval under the ITE Requirements.

February – Publication of *Creating an equitable future-focused ITE system: the new ITE Requirements – the journey so far*. The report outlined why the change journey was undertaken, the changes introduced by the new ITE Requirements and Te Whare o Rongotauira, and where we were two years after implementation of the ITE Requirements.

July - Deadline for programmes to be submitted for approval under Te Whare o Rongotauira.

September - Council began the next phase of the ITE change journey, with work starting on reviewing the approach to monitoring, review, and moderation of ITE programmes approved under the ITE Requirements to ensure that these processes were better aligned with the tenor and direction of the ITE Requirements.

2023

First graduates of three-year programmes approved under the new ITE Requirements.

June – Publication of the Interim Monitoring 2021-2022 Evaluation Report.

August - Consultation on proposed approach to monitoring, review, and moderation of programmes approved under the ITE Requirements. **{We are here}**

August - Work beginning on a review of induction and mentoring guidelines.

December – Deadline for submitting programmes for approval under Te Whare o Rongotauira.

2024

Begin work on reviewing the approach to monitoring, review, and moderation of programmes approved under Te Whare o Rongotauira.

Begin implementation of the revised approach to monitoring, review, and moderation for programmes approved under the ITE Requirements.

How to have your say

The Council welcomes feedback from all ITE providers, kaiako | teachers, professional leaders, peak bodies, and other stakeholders, including members of the public, ECE, and kura | school communities, who may be interested in or potentially affected by the proposed policy changes.

The deadline for feedback is **Friday 29 September 2023**. You can submit your views on the proposals via a survey on our website. However, you can also make a written and/or oral submission. If you wish to provide more detailed feedback in response to this consultation document and other material available on our website, please send written comments to MRMConsult@teachingcouncil.nz.

What we will do with your feedback

The Council will analyse and consider your feedback before making decisions on the proposed amendments to the policy. An analysis of the submissions will be published.

The Council is required to consider any request to release the submissions under the Official Information Act (OIA). Any submissions released under the OIA will be anonymised. You cannot veto the release of your submission under the OIA, but you can let us know if there are specific reasons why you would like your feedback to remain confidential, and we will consider those reasons before deciding on any OIA request that is received.

How we approached this project

The Council convened an external working group comprised of ITE sector representatives, partner representatives, and other stakeholders to assist us in designing the proposed approach. The working group established and subsequently used the following principles to frame their thinking:

- The approach is Te Tiriti-led.
- It is co-designed between ITE providers and the teaching profession.
- It strengthens the high-trust model in place between the Council and ITE providers.
- It allows for systematic collection of information, a continuous cycle of improvement, and shared learning across the ITE system.
- It ensures collaboration, coherence, and interconnectedness across all aspects of our quality assurance - monitoring, review, and moderation.
- It focuses on outcomes that support student teachers, quality of teaching, quality of learning, and *Ngā Tikanga Matatika, Ngā Paerewa* | *Our Code, Our Standards*, rather than just regulatory processes.
- It has a low administrative burden for ITE providers by avoiding duplication of processes required by other agencies and aligning information gathering with internal institutional processes.

As well as meetings held with the working group, the Council also sought feedback from the Initial Teacher Education Advisory Group (ITEAG), the Council of Deans, and participants at the TEFANZ forum held in June 2023.

Detailed proposals

The proposed approach aims to contribute to the ongoing work of building a high-quality ITE sector that produces confident and capable new/beginning kaiako | teachers. It also seeks to prioritise and make sense of information that helps build our shared understanding of the impacts that changes to the requirements have had, so that a clear picture of the effectiveness of the ITE system is built up over time.

As well as this, it seeks to continue the collaborative, educative approach towards the Council's quality assurance responsibilities that was in place during the interim monitoring phase.

Additionally, the approach is intended to offer appropriate levels of individualised support to programmes throughout delivery as needed.

The proposed approach would use:

- Information already provided from ITE provider internal and external reporting processes.
- Feedback from partners (sought directly or through ITE provider reporting).
- Additional information requested by the Council that could be included in current reporting templates which is focused on expectations from the ITE Requirements.

By doing this, the proposed approach seeks to avoid unnecessary duplication of effort and information that would place a cost and resource burden on ITE providers.

What information do we need to understand impact?

Our data collection helps us gather insights into the impact the key shift areas that were introduced for ITE programmes in 2019 are having on individual programmes and across the ITE system. Therefore, we are proposing focusing data collection on the areas noted below, as well as ensuring programmes are meeting any other regulatory requirements:

- Graduate readiness to meet *Ngā Paerewa* | *Standards* (in a supported environment), including impact of new approaches to assessment and impact of longer professional experience placements on readiness.
- The development/maintenance of authentic partnerships and their impact on the programme/s, including partners involvement in assessment processes, with a specific focus on development of Tiriti partnership relationships in the context of the programme's rohe | region, inclusive education, and equitable outcomes for Pacific peoples.
- Progressing student teachers' competency in te reo Māori using sound second language acquisition principles.
- Progressing student teachers' preparedness and confidence in inclusive practices.
- What changes have been made to reflect the changing education landscape – for example, new research, changes in Government policy, priorities identified by programme partners, and other contributions to the wider education sector.
- Information collected about student experience of the programme.
- Graduate experience of first employment.
- Feedback from first employers.

Who is responsible for the costs of monitoring, review, and moderation?

The proposed approach to monitoring, review, and moderation seeks to avoid unnecessary duplication of effort and information that would place a cost and resource burden on ITE providers.

However, ITE providers are responsible for the costs of monitoring, review, and moderation of their programmes – including where the Council determines that additional support is required.

The Council will work to ensure that any quality assurance requirements established following the consultation process will be cost-effective and streamlined as much as possible for ITE providers, while still meeting our statutory obligations to the ITE sector.

Question 1

Are there any costs associated with monitoring, review, and moderation that you think could be reduced with further streamlining of processes? (Please note these as well as your suggestions for reducing cost).

The proposals in brief

The proposals are:

1. Annual reporting that is aligned to ITE provider internal and external reporting.
2. Monitoring information is reviewed by Council staff.
3. Additional support would be provided using concepts derived from an educational support model called *Response to Intervention*.
4. Current programme review schedules would be retained (as outlined in Requirement 9.1), with the option for a 'lighter-touch' approach.
5. Introduce a biennial national moderation event.

Please refer to Appendix 3 for examples of the MRM process by year.

Table 1: Current monitoring, review and moderation requirements and proposed changes

Requirement	Current requirement (summarised)	Proposed changes
9.1	Programme review with a representative review panel	Retain programme review with a representative review panel, but with the option for a lighter-touch review on Council matters, if agreed by the Council.
9.2	Programme monitoring – annually in the first three years of delivery for one-, two- or three-year programmes and annually in the first four years of delivery – for four- year programmes. Thereafter every second year.	Retain this schedule, but the Council's focus will be on questions relating to key shift areas. Other information can be obtained from monitoring reports and other internal and /external reporting ITE providers already undertake.
10.1	Withdrawal of programme approval	Individual programmes can receive additional support using options from a suite of interventions, with a focus on quickly addressing any issues or concerns. This approach allows for intensification of support which in most instances would avoid the need for withdrawal of programme approval. However, requirement 10.1 is retained so that there is still a mechanism available for withdrawal of approval.
11.1	National moderation – provision of assessment information. Notes that ITE providers must provide assessment information and participate in a national moderation process.	Introduce a biennial national moderation event that is focused on assessment judgements, but also allows for the opportunity to address any themes that may have emerged in annual reporting and monitoring visits.
12.1	Conducting audits and special reviews.	Retain this provision.
13.1	Fees payable to Council.	Retain this provision.

Monitoring

Proposal 1: Annual reporting aligned to ITE provider internal and external reporting

The Council is proposing to retain the approach to monitoring that has been used through the interim monitoring stage, where agencies have a shared agreement about what information is sought, and we use these processes to collect information specific to our requirements. This approach has programmes undertaking internal and external reporting according to the NZQA schedule and/or their internal reporting requirements.

We would seek to have additional information/data collection included in these schedules that enables us to gather insights about the key shifts sought through changes to the ITE Requirements.

We would also use data held by or available to us from other agencies, such as how many graduates from different ITE programmes are still teaching after five years, as a way of building a cohesive picture of the ITE sector over time. Appendix 2 outlines the information already collected by ITE providers, NZQA, and CUAP.

Feedback from partners

A key element of the new ITE requirements is the role that partners have in the design and delivery of programmes. The Council is particularly interested in understanding how partners have experienced the relationship with a programme and/or ITE provider, and what impact their involvement is having on design and delivery. We may seek this information directly from partners and/or through ITE provider self-reporting.

Feedback from student teachers

An important focus for annual reporting will also include gathering insights from student teachers about their experience of the programme, and how these may have been integrated into programme delivery.

Question 2

Do you agree with the proposal to use information already prepared for other internal and external reporting, along with information specific to the Council's requirements, as a means of streamlining processes for ITE providers?

Question 3

Do you think feedback from partners should be obtained directly from them or through ITE provider reporting?

Question 4

Do you agree with the proposal to largely gather student feedback from ITE provider reporting, or do you think alternative approaches should also be used?

Proposal 2: Annual reporting aligned to ITE provider internal and external reporting

Analysis of internal and external monitoring information would be performed by Council staff. We would receive each programme's internal or external monitoring report to confirm regulatory and programme approval requirements are being met and to collate system shift information as part of our responsibility to monitor/report on the impact of changes at a system level.

During review of this information, if any unresolved issues or concerns about programme delivery are identified, the Council would discuss these with the ITE provider and establish whether any intensification of support was required.

Where analysis identifies issues (or where these are identified through external monitoring reports), support and advice would be provided using one or more options from the proposed suite of interventions detailed below.

Question 5

Do you agree that Council staff (as opposed to a panel or peer) should be the first point for review of monitoring information?

Proposal 3: Additional support would be provided using options from a suite of proposed interventions

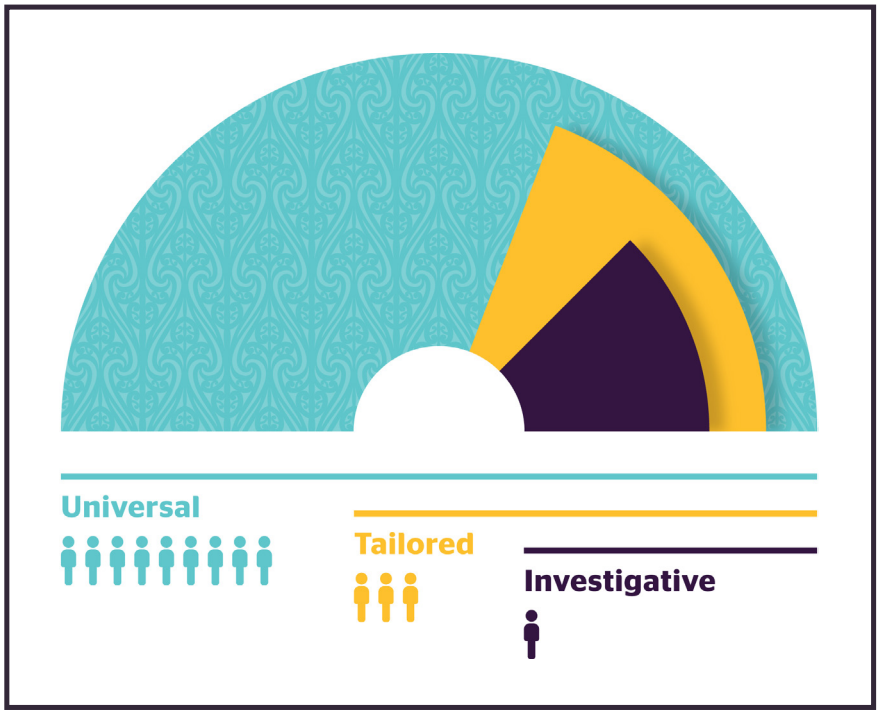
The proposed approach is also intended to provide space for intensification and individualisation of support to ITE providers at any stage of their programme's delivery, based on concepts from an educational support model called *Response to Intervention*.

This model is widely used in the education sector as a supportive tool for providing systematic, well-timed support for ākonga | learners, but the concept translates well to the monitoring, review, and moderation process for the ITE sector. This is because its overall premise is to provide a framework for prediction, remediation, and prevention of negative outcomes, using a system of supports to contribute to a high quality ITE sector.

The concepts we have drawn from this model are designed to support improvement in outcomes, with the overriding premise being to identify additional support needs early so that advice can be sought, and the appropriate interventions quickly implemented. The proposed approach also allows a programme to move flexibly between levels of support as and when required.

Support interventions are:

- Intentional – focused on a particular area where the programme is facing challenges/issues.
- Specific and formalised – they have an agreed timeframe and progress is reviewed at agreed intervals.
- Flexible – they allow adaptation (e.g., if an intervention is not working) and intensification of support as needed.



Programmes operating at level one

This can be described as the 'universal state' – programmes in this context would be delivering as expected with no support interventions needed.

Current evidence indicates most programmes would sit in level one most (or all) of the time. The universal tool used to identify whether a programme is needing any further support would be annual self-reporting (which would integrate into NZQA's schedule and/or each institution's internal processes) and engagement in a national moderation event.

The annual self-reporting would largely comprise ITE providers sharing information already supplied to NZQA and/or used in internal institutional processes. Additional information about the key shifts sought through changes to the ITE Requirements will also be requested by the Council and would be supplied in template form.

Engagement at level one will be minimal from the Council, with ITE providers operating in a high trust and self-governing manner.

Programmes that may need level two support

This can be described as the 'tailored state' – programmes in this context would need tailored support interventions.

If any triggering data/events occur at level one, extra support can be provided by moving the programme to level two. However, identification of triggers will not automatically mean the programme needs intensification of support at level two. The issues would be discussed further with the ITE provider first, and at this point may be resolved or clarified, with the programme continuing to operate in a level one context.

Triggering data/events that may indicate a need to move to level two could include:

- New ITE provider (we are proposing that it would be mandatory to receive additional support at end of first year of programme delivery).
- Significant change in leadership or programme staffing.
- Issues identified in self-monitoring information (including information from external agency reporting) that do not have a plan for resolution.
- High programme dropout rate (where this cannot be contextualised).
- Overly high or low pass rate (where this cannot be contextualised).
- Low enrolment rate (where this can be linked to poor graduate outcomes or programme quality issues).
- Multiple risk factors identified from analysis of self-monitoring information.
- Student teacher data/feedback indicating significant issues or concerns.
- Staff data/feedback indicating significant issues or concerns.
- Programme partner data/feedback indicating issues or concerns.
- ITE provider self-nomination for more support.
- Reporting from TEC, MOE, NZQA, and/or CUAP regarding issues at an organisational level.

Should any of these triggers occur, Council staff would contact the ITE provider to discuss possible causes and whether level two support would be beneficial.

Options for level two support

This support would include an external monitoring visit (by an approved external monitor or other approved individual) to gather more data and information to enable identification and remediation of any issues.

Support to remediate at level two could include:

- Peer support (from within or external to the institution).
- The development of an action plan with agreed actions and goals.
- Programme partner support.

Once the remediation work has been completed and the Council, other agencies (as appropriate), and ITE provider are satisfied the programme no longer requires level two support, it would return to level one and continue with provision of self-monitoring information.

If issues remain, the ITE provider does not engage with level two supports, actions agreed for level two support have not been satisfactorily completed, or there is a continued risk that the programme may not be meeting its approval mandate, a move to level three support may be necessary.

Analysis and decision-making regarding increasing or decreasing support

The 'relationship manager' Lead Advisor would provide background/contextual information and analysis, with decision-making on recommendations about whether to increase or decrease support being undertaken by the Council's chief executive (or their delegate). We consider this a more cost-effective approach for ITE providers, while still addressing the need to separate approval and review roles.

Programmes that may need level three support

This can be described as an 'investigative state' – programmes in this context would need a higher level of support, including an exploratory review, to gain a deeper understanding of programme issues.

The need for level three support is likely to be infrequent but is an indicator of significant concern. It therefore poses risk for the programme and student teachers which need to be considered and managed.

Options for level 3 support: 3a – Exploratory review

The purpose of an exploratory review is not to determine whether the programme continues to be approved, but to collect further information and gain a deeper understanding about a programme, based on the triggers and identified risks that initiated the light-touch review. As the exploratory review depends on the triggers and risks identified, the panel composition, the type of information collected, and whether a physical visit is needed, is not fixed or predetermined to allow for flexibility.

Exploratory review support

Following the exploratory review any of the following supports can be put in place:

- Peer support (from within or external to the institution).
- Detailed remediation action planning, goals, and timeframes.
- Programme partner or student teacher consultations.

Once the remediation work has been completed and the Council, other agencies (as appropriate), and ITE provider are satisfied the programme no longer requires level three support, it will return to level two (which would normally also include an external monitoring visit), or level one, self-reporting following a discussion about which level is more appropriate.

If issues remain, the ITE provider does not engage with level three support, actions agreed for level three supports have not been satisfactorily completed, or there is significant risk that the programme may not be meeting its approval mandate, a move to an early full programme review will be necessary.

Analysis and decision-making regarding early full programme review

The 'relationship manager' Lead Advisor would provide background/contextual information and analysis. The final decision on whether a full review is required would be made by the Council's chief executive (or their delegate). We consider this is a more cost-effective approach for ITE providers, while still addressing the need to separate approval and review roles.

3b – Early full programme review

An intensive, one-off event earlier in the cycle (i.e., before the programme review period). This level of intensification of support is likely to be rare and would be communicated to the ITE provider prior to any processes beginning. A decision about whether to undertake an early programme review would be based on a summary report provided to the chief executive and ITE Provider outlining programme issues and noting that serious issues have been identified that warrant an early formal review, as well as the rationale for this. The Council would advise the chief executive (or equivalent) of the organisation, its regulatory partners (NZQA and CUAP), and would establish a special review panel to consider whether the programme should continue to be approved. A panel report would be provided to the Council for decision-making, with the Council's chief executive responsible for the final decision.

The outcome of a full review at level 3b will primarily consider if the programme can continue to be delivered, or if the conditions put in place need to be met before delivery can continue. If the programme is approved to continue, it will be held at level two until the Council, NZQA, or CUAP and the ITE provider are satisfied that no extra support is needed, and the programme can return to level one.

If a decision is made to consider withdrawing programme approval, the Council will:

- Provide written notice to the ITE provider.
- Give the ITE provider a reasonable time (specified in the notice to withdraw approval) to make submissions on the decision.
- Consider any submissions on the decision to withdraw approval.
- Provide a final decision to the ITE provider outlining reasons for a withdrawal decision.

If the Council withdraws programme approval, it will not register or grant a practising certificate to any graduate who is admitted to the programme after the date of withdrawal of approval.

Question 6

Do you agree with the proposal to use concepts from the Response to Intervention approach for provision of support when individual programmes may need this?

Question 7

Do you agree with the proposal that it would be mandatory for a new ITE provider to receive additional support at the end of first year of programme delivery?

Proposal 4: Current programme review schedules retained, with the option for a lighter-touch approach

The summary information the Council would receive annually from ITE providers would ensure it has up-to-date information about how effectively the ITE provider is meeting programme and regulatory requirements throughout programme delivery.

The Council's focus for the programme review would therefore be on how effectively the programme's approval mandate has been met, particularly in terms of whether the impact the key shifts sought through the new requirements can be evidenced. The focus areas would largely mirror those considered in earlier stages of the MRM cycle, but with greater emphasis on understanding outcomes and impact over the duration of programme delivery.

Approach to review with NZQA-co-approved ITE programmes

The Council partners with NZQA to undertake programme reviews after the second cohort of student teachers have graduated (for three-year programmes or longer), or the third cohort (for shorter programmes).

If the ITE provider is not seeking significant changes to their programme approval mandate and are meeting all regulatory and other approval requirements, they could request a streamlined review in relation to the Council's expectations. NZQA would still need to complete their programme review processes. If significant programme changes were sought, a full programme review would be undertaken.

If the Council advises NZQA that a light-touch review has been requested, we will work to clarify our individual roles in that process. Likewise, if significant changes are highlighted during NZQA review, the Council would need to be made aware of this.

Approach to review with university ITE programmes

CUAP requires all new programmes to complete one Graduating Year Review, which means the programme has undergone internal scrutiny under headings prescribed by their regulator. CUAP then requires existing programmes to undertake formal academic reviews, usually after five years or at any other interval the university deems appropriate.

If the ITE provider is not seeking significant changes to their programme approval mandate and are meeting all regulatory and other approval requirements, they could request a streamlined review in relation to the Council's expectations. If significant programme changes were sought, a full programme review would be undertaken.

Audit of quality assurance processes

From time to time the Council may seek an audit of the Council's monitoring, review, and moderation processes.

The Council will advise ITE providers of any audit being undertaken and whether any additional information or engagement may be needed.

The Council will share the outcomes of any such audit with ITE providers.

Question 8

Do you agree with the proposal to retain current programme review schedules?

Question 9

Do you agree with the proposal to include an option to request a lighter-touch approach to programme review?

Proposal 5: Introduce a biennial national moderation event

The Council is proposing that a national moderation event be run every two years, with the expectation that all ITE providers participate.

The purpose of the national moderation event would be to provide the Council, ITE providers, and their partners assurance that regardless of where and who is delivering an ITE programme, every student teacher can expect to have met similar outcomes before graduation, in terms of skills and knowledge that enable them to demonstrate using and meeting *Ngā Paerewa* | *Standards* (in a supported environment). Over time, we would seek to develop shared understanding of pre-entry and in-programme assessment practices used across the ITE sector, which may lead to the development of a shared measurement framework for assessing these outcomes. The national moderation event would help the sector identify best practice in relation to assessment, and to understand what elements contribute to this, what is going well across the sector, and what may need to be strengthened.

The national moderation event would include opportunities for sharing and interrogating different approaches to expectations for Culminating Integrative Assessments (CIA) and other assessment practices to determine whether the range of approaches still ensure graduates complete their programme having achieved similar outcomes in relation to using and meeting *Ngā Paerewa* | *Standards* (in a supported environment).

It could also provide an opportunity to discuss any specific theme/s emerging from internal quality assurance information shared with the Council through self-monitoring or external monitoring, such as recruitment into teaching, teaching for equity, strengthening literacy and numeracy, teaching practice, and development of te reo me ngā tikanga Māori, and use these to form the 'ITE continuous improvement agenda'.

In addition, it could be an opportunity to discuss system changes and how these impact on ITE programmes (for example, curriculum reviews).

While the focus for national moderation would primarily be sharing insights and learning arising from moderation of assessments across the sector and across programmes, the Council may discuss any issues or concerns that emerge from an individual programme with the ITE provider at a later time, if these are not already being addressed.

Why are we proposing a shared moderation and learning event?

A focus on emergent themes (which could be new areas of development/practice or areas where providers were experiencing challenges), as well as more formal moderation of consistency of performance metrics, provides a good balance between more formal quality assurance and opportunities to share best practice across the sector.

While this information is likely to emerge through individual monitoring and review, bringing this analysis to a shared moderation and learning event keeps both the Council and ITE providers accountable to the broader education system and communities with an interest in Initial Teacher Education. Including a learning and development focus also meets Council and ITE provider intentions to continue working to support a learning-focused approach to improving ITE programme development and delivery.

Question 10

Do you agree with the proposal to introduce a biennial national moderation event?

Question 11

Do you agree with the proposed focus for the national moderation event?

Question 12

Considering the overall proposed approach, do you think that it will assist in achieving the goals for initial teacher education set out in *Our Vision for Initial Teacher Education 2021* (referred to as the ITE Strategy)?

Appendix 1: Proposed focus for Council annual reporting

The table below describes the areas the Council would require ITE providers to report on annually.

	Annual reporting information				
Focus area	**Progress over the past 12 months**	**Evidence to support progress**	**Impact of change**	**Issues/risks identified**	**Mitigation**
1. Capacity of the programme to graduate teachers who meet *Ngā Paerewa* | *Standards* What (if any) changes have occurred in the conceptual framework, learning outcomes, graduate profile, programme structure/ delivery and assessment framework that could impact graduates capability to demonstrate meeting the Standards (in a supported environment)					
2. Upholding/meeting *Ngā Tikanga Matatika, Ngā Paerewa* | *Our Code, Our Standards* (with support) What (if any) changes have been made which could impact graduates' capability to demonstrate that they are able to uphold the expectations outlined in *Ngā Tikanga Matatika* | *Code* and the values that underpin it?					
3. Unpacking *Ngā Paerewa* | *Standards*	(Proposing that ITE providers are not asked questions about unpacking *Ngā Paerewa* | *Standards* during annual reporting as they have done this in programme development. However, it would be appropriate to ask this for programme review.)				

Focus area	Progress over the past 12 months	Evidence to support progress	Impact of change	Issues/risks identified	Mitigation
Design and delivery					
4. Design and delivery based on authentic partnerships. How have programme processes, actions and decision-making been informed and shaped by both tangata whenua and tangata Tiriti worldviews/perspectives? How are programme staff working in partnership with mana whenua? What specific actions have been undertaken to ensure equitable outcomes for tangata whenua? Have any other changes been made in response to feedback from programme partners?					
5. Integrating te reo me ngā tikanga Māori into delivery Has the intended design of supports for development of capability in te reo me ngā tikanga Māori enabled progress for all? Has the expected level been able to be achieved or exceeded? What changes have been implemented in response to these outcomes?					
6. Integrating inclusive education practices into delivery How is the programme integrating inclusive education practices into delivery? How are student teachers assessed in their own skilled use of inclusive approaches during PEP?					

Focus area	Progress over the past 12 months	Evidence to support progress	Impact of change	Issues/risks identified	Mitigation
Professional Experience Placement					
7. Professional Experience Placements What (if anything) has impacted Professional Experience Placements? How have Associate and Mentor Teachers been supported to understand fully the expectations for support that is required?					
8. Student satisfaction with support received during PEP Provide any student feedback analysis undertaken about support received during PEP.					
Assessment framework					
9. Key Teaching Tasks How effective have Key Teaching Tasks been as a tool to determine readiness for teaching? Were there aspects that caused issues? How have these been addressed?					
10. Culminating Integrative Assessment How effective was the CIA in determining that a student has met *Ngā Paerewa* | *Standards* including their ability to make complex decisions requiring cognitive and affective synthesis of learning?					

Focus area	Progress over the past 12 months	Evidence to support progress	Impact of change	Issues/risks identified	Mitigation
Other					
Staff research/programme contribution Provide evidence of programme staff research contributions into the programme and the broader field of education.					
Student experience of the programme Provide any student feedback analysis undertaken about student experience of the programme. Please also provide information on the feedback loop and how feedback was used to inform best practice models for the future.					

Changes to programme design and delivery

	Proposed change	Rationale	Impact of change
Are any other changes planned for programme design (for example in response to external factors)?			
Are any other changes planned to programme delivery (for example in response to external factors)?			

Information received annually would be analysed to establish whether the programme is being delivered as approved, and to identify programme strengths or any areas that may require additional support. It will also help us identify any themes that we may seek to have highlighted in future annual-monitoring, programme reviews, and/or in the national moderation event.

Appendix 2: Available programme information

The Council also receives and reviews monitoring reports or other relevant information from NZQA and CUAP – either from the ITE provider or the relevant agency.

The summary table below shows the information available to the Council through these sources.

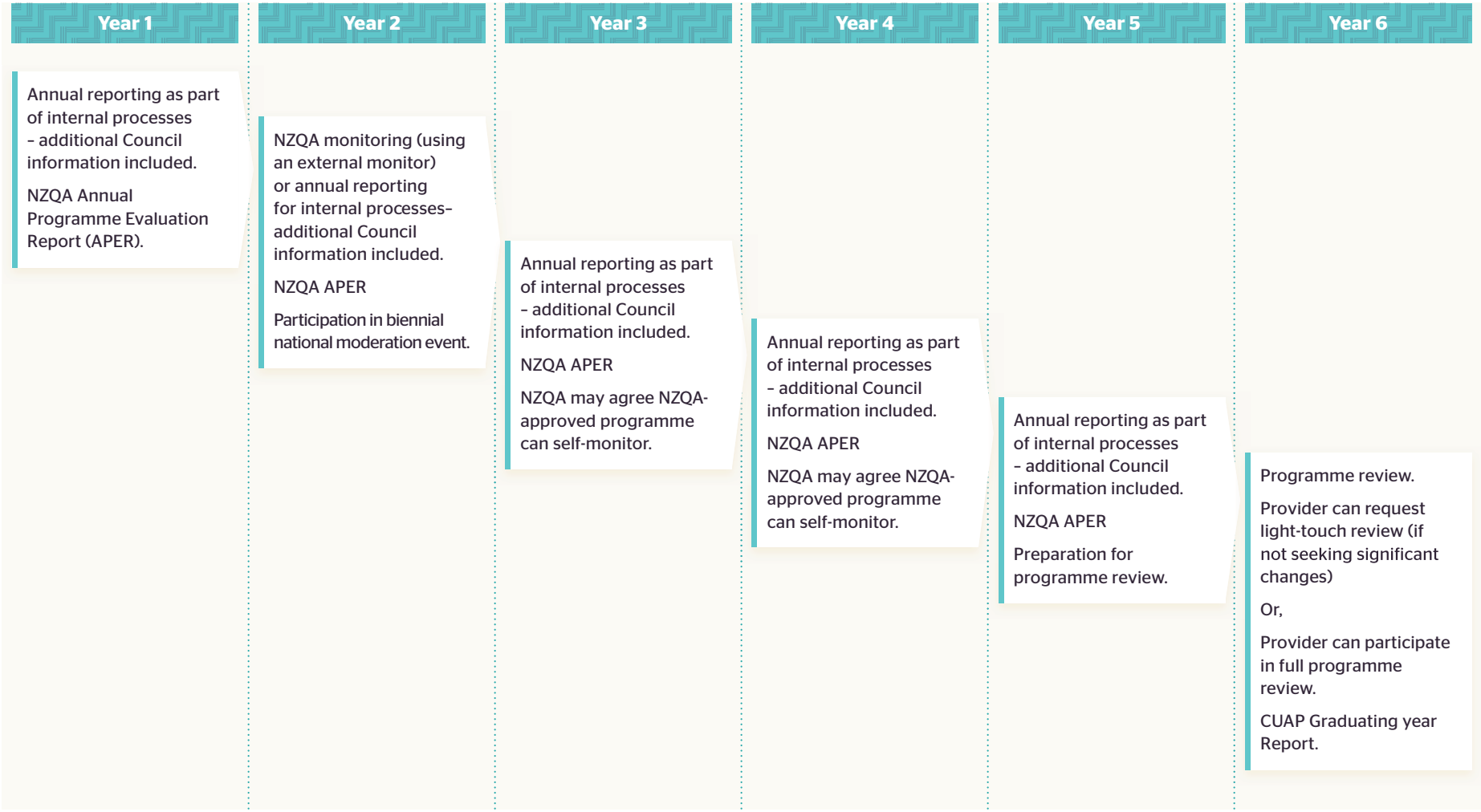
Information available from NZQA through monitoring report (APER reports)	Information contained in the APER report	CUAP reporting requirements
• If the programme is being managed, planned, and implemented as it was approved. • If consideration has been given to any recommendations made during the programme approval and accreditation process. • Whether any minor modifications and enhancements made by the institution are consistent with the intent of the approved programme and the ongoing development of a quality programme. • If there is independent, external academic input during reviews and consideration of significant programme enhancements. • Issues affecting the satisfactory provision of the programme. • If quantity/quality of staff research outputs are consistent with the development and maintenance of an ongoing research culture in support of the programme.	• Enrolment information. • Learner retention and achievement. • Graduate destination information. • Internal and external moderation activities. • Feedback from learners, teaching staff and external stakeholders. • Consultation with external stakeholders. • How the institution has addressed any recommendations from: the initial evaluation report and/or the most recent monitor's report. • Changes to the programme and/or its delivery since the last report. • Staffing changes since the last report. • Current resources to maintain delivery of the programme. • Staff professional development activities. • Research activities of staff. • Significant issues and challenges. • Collaborative and/or-subcontracting arrangements.	• Description of the programme structure and how it has been introduced and consolidated. • Statement on the extent to which the stated goals in the original proposal have been achieved. • Any significant changes that have been made to the programme since approval, including specification of any changes to regulations. • Overview of university's GYR processes. • Outcomes of the review process: • A statement of the ongoing adequacy and appropriateness of the: i. Title, aims, graduate outcomes and coherence of the whole programme. ii. Regulations for admission, credit for previous study, recognition. • A statement of the ongoing acceptability of the programme to the relevant academic, student, industrial and professional communities. Provide evidence that the graduate profile of the programme is being achieved. If applicable comment on how any concerns raised by CUAP at the point of approval have been addressed. • A statement on the ongoing appropriateness of methods of assessment, including (if relevant) any procedures for external assessment and/or moderation. • Information on student numbers enrolling and completing. This should be provided in an easily interpreted format with a commentary.

Information available from NZQA through monitoring report (APER reports)	Information contained in the APER report	CUAP reporting requirements
		• Information on programme evaluations. • External reviews: If the programme has been subject to any external reviews (e.g., by professional or accreditation bodies, a statement of intention, or revisions, to address any recommendations identified in an external review). A summary evaluation of the outcomes of the GYR review panel and a summary of actions that are being put in place to address any recommendations identified by the GYR panel and that support the continuation of the programme. • Date when the programme will next be reviewed. • Overview of university's GYR processes. • Outcomes of the review process.

Appendix 3: Process model examples

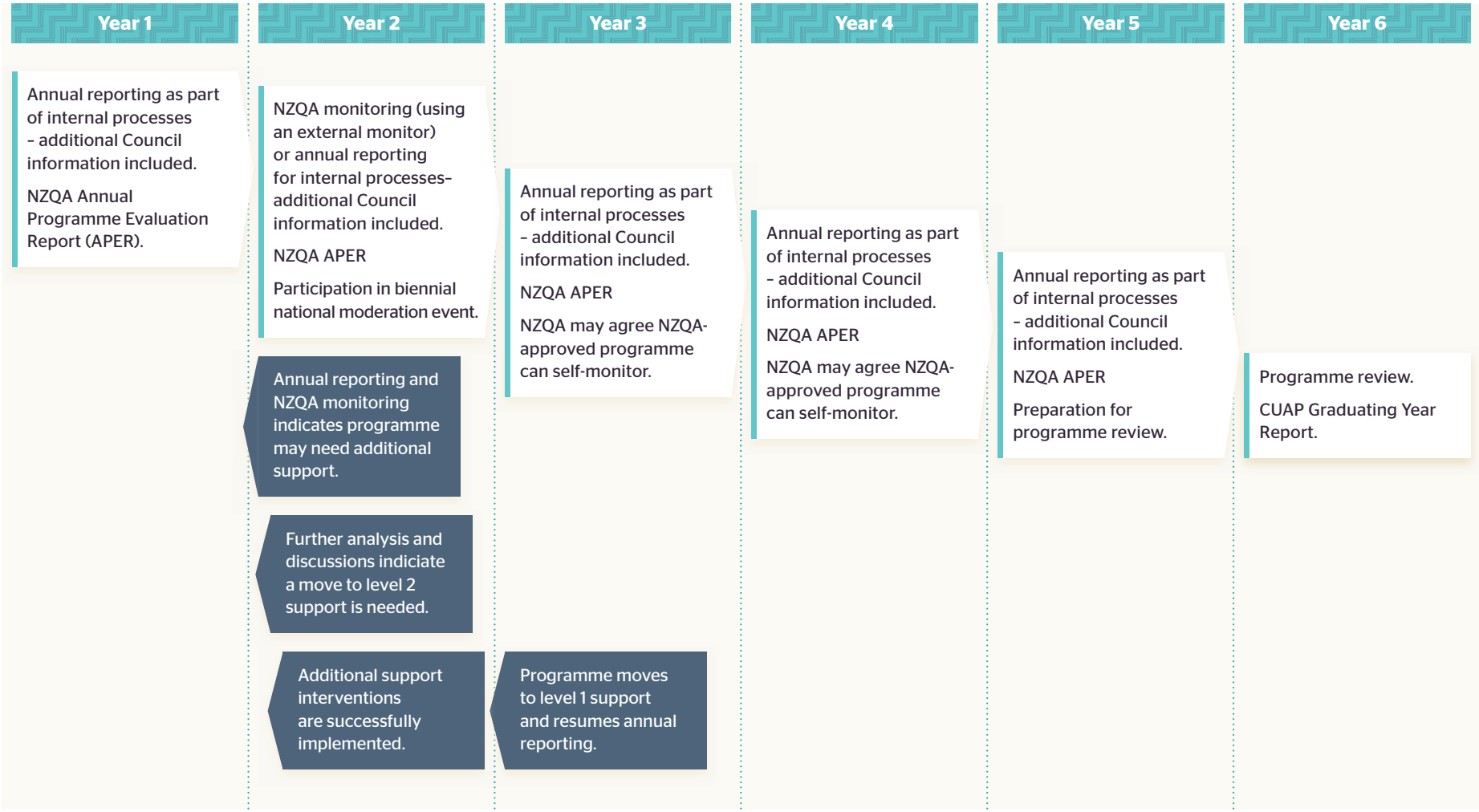
Example A: Provider A has programme approval for a three-year programme

The flow chart below illustrates how the MRM process would work for a programme that is successfully meeting all elements of its programme approval mandate.



Example B: Provider B has programme approval for a three-year programme

The flow chart below illustrates how the MRM process would work for a programme that is identified as needing additional support following Year Two reporting or monitoring.



Appendix 4: Group membership

To assist us in designing the proposed approach, the Council sought expressions of interest from across the sector, including ITE providers, unions, peak bodies, and the ECE, primary, and secondary sectors. From this process, we convened an external working group comprised of ITE sector representatives, partner representatives, and other stakeholders. We also sought input and feedback from the Initial Teacher Education Advisory Group (ITEAG).

Monitoring, Review, and Moderation working group members.

Name	Organisation
Gavin Beere	Hillpark School
Andrew Bird	Kelburn Normal School
Karina Bird	NZEI
Rosalie Connors	NZ Catholic Education Office
Xitao Fu	NZQA
Gina Hardaur	Stonefields School
Heidi Hayward	NZ Principals' Federation
Tracey Hooker	Wintec
Naomi Ingram	University of Otago
Ruth Lemon	University of Auckland
Jae Major	University of Canterbury
Wendy Robinson	Universities NZ
Liam Rutherford	NZEI
Misty Sato	University of Canterbury
Kylie Smith	Manukau Institute of Technology
Tui Summers	Te Rito Maioha
Ani Rolleston (unable to attend)	Ngā Kura ā Iwi o Aotearoa

ITEAG members (in attendance at June meeting)

Name	Organisation
Gina Hardaur	Stonefields school
Don Klinger	University of Waikato
Emily Nelson	Eastern Institute of Technology
Hohepa Campbell	Te Rūnanganui o ngā Kura Kaupapa Māori
Jon Smith	NZQA
Margaret Naufahu	Waikato Institute of Technology
Jae Major	University of Canterbury
Arihia Stirling	Te Kura Māori o ngā Tapuwae
Nuzhat Sohail	NZQA
Paul Heyward	University of Auckland
Rayoni Keith	Ministry of Education
Tui Summers	Te Rito Maioha
Wendy Robinson	Universities NZ
Leigh Ellis	University of Canterbury
Vicki Barrie	Northcote School
Xitao Fu	NZQA
Rosalie Connor	NZ Catholic Education Office
Rose Carpenter	Ministry of Education
Graeme Severinson	Te Rito Maioha

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