

Briefing Paper



DATE:	28 June 2023	PRIORITY:	Low
TO:	Hon. Jan Tinetti	FILE:	EC-3122
FROM:	Lesley Hoskin – Chief Executive	SECURITY LEVEL:	In Confidence

Recommendations

It is recommended that the Minister:

- i. Notes the attached report “Initial Teacher Education Interim Monitoring Evaluation Report 2021-2022”

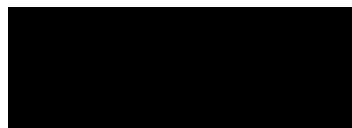
Proactive release

Agree that the Teaching Council release this briefing in full once it has been considered by you.

Agree Disagree



Lesley Hoskin
Tumu Whakarae | Chief Executive
Teaching Council of Aotearoa New
Zealand 28/06/2023



Hon. Jan Tinetti
Minister of Education
02/ 07 / 2023

Initial Teacher Education Interim Monitoring Evaluation Report 2021-2022

Attached for your information is the Teaching Council's evaluation of ITE programmes using our interim monitoring arrangements which are in place while the Council reviews the current approach to monitoring, review, and moderation of ITE programmes.

Our evaluation considered monitoring undertaken for programmes delivered by nine ITE providers – five universities, three Private Training Establishments (PTE), and one Institute of Technology/Polytechnic (ITP). The monitoring visit was undertaken for between 1-6 programmes at a time.

For NZQA providers a joint interim monitoring process involves an external monitor, usually a member of the original approval panel, NZQA evaluator and the Provider Lead Advisor from the Council. This enables the provider to meet both NZQA and Teaching Council expectations within one event, saving considerable duplication of information and time for staff and partners.

For universities, Interim Monitoring is carried out by Council staff, based on information provided from universities' internal review of their programmes.

The Council plans to publish the report in the near future.

Summary of the report's findings

- Programmes are performing well – monitoring noted that programmes overall were meeting the intent and vision of the ITE Requirements, with key shifts embraced by providers and featuring as strong aspects of programmes.
- Providers are clear which aspects of programme delivery require further focus and strengthening. For example, the development of relationships with iwi and rūnanga from a largely strategic focus to a more operational focus, particularly developing localised programme content and supporting te reo Māori teaching.
- Providers spoke positively of the changes implemented as a result of the new 2019 requirements. Of note are the benefits that they see beginning to emerge for student teachers who now have a significantly increased time in professional experience placements in centres and classrooms.
- Providers did note pressures on both staff and student teachers – for staff, workload implications associated with programme expectations; for student teachers, the challenges of managing study with paid employment – for some this was particularly associated with meeting the requirements for professional experience placements.
- Teaching staff are finding the Culminating Integrative Assessment (a final assessment where student teachers analyse a puzzle or problem of practice, using the skills/knowledge they have developed over the course of their studies) to be a helpful diagnostic tool for refining and improving programme design.
- The new Key Teaching Tasks (KTT) design and assessment has overall been well-received by ITE providers, principally as an outcome of the assessment's positive reception from the profession. During the development of the new programmes, the need for agreement upon the KTTs were a principal reason for partnership consultation and from that point onwards the KTTs have possibly represented the aspect of the new Requirements which the profession most easily identify with.