COVID-19 Response Evaluation

How did the Teaching Council respond to COVID-19 in 2020 within ITE?

March 2022

Teaching Council of Aotearoa New Zealand

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Contents

Executive summary

Background — How the Council responded to COVID-19 in 2020 within ITE

This report outlines the results of an evaluation on how the Teaching Council (the Council) responded to COVID-19 in 2020 within Initial Teacher Education (ITE). The evaluation focuses on the temporary policy changes that the Council introduced within ITE to respond to COVID-19:

1. Up to 25% reduction in practical experience
2. Enhanced Induction and Mentoring
3. Temporary removal of the requirement for 'blocks' of consecutive practicum experience
4. Removal of the requirement for practicum at 'away' schools or centres
5. Removal of the requirement for employment- and field-based ECE ITE student teachers to be employed for a minimum of 12 hours per week at an ECE centre
6. Enable employment- and field-based ITE programmes to use historical and future field and employment practice
7. Alternative practicum experiences.

Findings can be used to improve future policy and processes and to respond faster and more efficiently to future COVID-19 related impacts.

The evaluation is based on surveying ITE graduates

The evaluation is based on a survey targeted at ITE graduates who completed their studies in 2020 in New Zealand.

126 ITE graduates answered the survey.

The key evaluation questions (KEQs) the survey aimed to answer were:
- Did ITE student teachers know of the temporary policy changes and, if so, use them?
- Did the temporary policy changes help ITE student teachers to complete their studies while fully meeting the learning objectives?
- Do graduates who did not use the temporary policy changes believe they would have gained from them?
- Did ITE student teachers feel informed about the temporary policy changes?
- Which concerns did ITE student teachers have during their studies, and which suggestions do they have now for managing future COVID-19-related impacts?

The response rate of the survey was not high, and therefore, caution should be taken in interpreting the results, as they are likely not statistically significant.

Findings show positive feedback to the Council's COVID-19 response within ITE

Student teachers were most aware of the 'Enhanced Induction and Mentoring' programme (EIM)

The highest awareness existed around the 'EIM' programme, followed by the 'removal of the requirement for practicum at 'away' schools or centres', as over 55% of respondents knew about these two temporary changes during their studies.

The lowest awareness existed around the 'removal of the requirement for employment- and field-based ECE ITE student teachers to be employed for a minimum of 12 hours per week at an ECE centre', as only 15% of ECE student teachers knew about this temporary change during their studies.

The number of graduates who used the 'EIM' programme was low

Not everyone who knew about the temporary changes used them. While there was a high awareness of the EIM programme's existence, and over 80% of respondents who knew of this programme were eligible, only 38% of those applied.

Student teachers used the 'removal of the requirement for practicum at 'away' schools or centres' the most

While the 'removal of the requirement for practicum at 'away' schools or centres' had the second highest awareness, it had the highest uptake. 74% of those who knew about the change, used it.

Graduates consider the temporary changes helpful for completing studies while meeting objectives

For all temporary changes, between 75 and 100% of respondents (strongly) agree[1] that the change helped completing their studies and fully meeting the learning objectives. The 'reduction of up to 25% of practical experience' received the least positive results, with 'only' 75% (strongly) agreeing.

Most graduates think that they would have gained from 'using historical and future field- and employment- based practice', followed by 'EIM'

We asked respondents who did not know about the temporary changes or did not use them, to look back and consider whether they would have gained from them.

Most respondents — between 64 and 69% — (strongly) agree that they would have gained from the following temporary changes:
- 'using historical and future field-and employment- based practice'
- 'EIM', and
- 'using alternative practicum experiences'.

However, most respondents — between 61 and 64% — (strongly) disagree[2] that they would have gained from the other four temporary changes.

The finding for this line of questioning for EIM is particularly interesting because the number of respondents who actually applied to enter the programme was low.

Majority of graduates are confident to begin working as a teacher (with support)

85% of respondents strongly agree that they feel confident to be prepared to begin working as a teacher (with support).

Interestingly, while 57% (strongly) agree that they felt informed by their ITE provider about the temporary policy changes, over 60% (strongly) agree that they were not fully aware of how the temporary changes affected their programme.

ITE students were given the opportunity to include concerns, feedback, and suggestions. Their free text responses provide a rich source of qualitative data. Concerns that ITE students experienced during their studies refer to reduced practical experience, limited communication, and balancing studies and private life. Suggestions regarding what would have made them feel more confident as a beginning teacher include more practical experience, improved online training and increased training on how to use online tools. Concerns, feedback, and suggestions that were provided as free text are summarised in section 2.3.3.

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1   (strongly) agree refers to the sum of the answers 'strongly agree' and 'agree'
2   (strongly) disagree refers to the sum of the answers 'strongly disagree' and 'disagree'

1. Introduction

1.1 Background — How did the Council respond to COVID-19 in 2020 within ITE

To prepare for future lockdowns and other impacts of COVID-19 and to be able to offer ITE student teachers the best support in the future, the Policy and Implementation team conducted an evaluation to investigate how the Council responded to COVID-19 in 2020 within ITE.

The focus of the evaluation is on the temporary policy changes that were introduced to the ITE sector in 2020, due to COVID-19.

1.2 Temporary policy changes introduced to ITE in 2020 due to COVID-19

To respond to the impacts of COVID-19 on the ITE sector and to address the resulting challenges, the Council sought advice from the sector and implemented seven temporary policy changes in 2020.

ITE providers were informed about the temporary policy changes and could apply for all or some of them. The temporary changes were:

1. Up to 25% reduction in practical experience: Providers could allow their ITE students to make use of a reduction in minimum practical experience requirements. The reduced minimum was 75% of the full requirement, meaning student teachers could still graduate with between 1% to 25% less practical experience than usual.

2. Enhanced Induction and Mentoring: Student teachers who had used the 25% reduction in practical experience (any reduction between 1% and 25%) were entitled to receive a place on the enhanced Induction and Mentoring Programme, administered by the University of Auckland, after graduating.

3. Temporary removal of the requirement for 'blocks' of consecutive practicum experience: Usually, student teachers are required to complete a consecutive 'block' of practical experience as part of their ITE programme. This policy change waived the requirement for 4-6 weeks of consecutive practical experience, i.e., practical experience in 'blocks'.

4. Removal of the requirement for practicum at 'away' schools or centres: Usually, student teachers studying on field-based and employment-based ITE programmes are required to complete a minimum amount of practical experience at an 'away' school or ECE centre. This temporary policy change waived this requirement.

5. Removal of the requirement for employment- and field-based ECE ITE student teachers to be employed for a minimum of 12 hours per week at an ECE centre: Usually, student teachers studying on field- and employment-based ECE programmes were required to be employed in an ECE centre for a minimum of 12 hours per week. This temporary policy change waived this requirement.

6. Enable employment- and field-based ITE programmes to use historical and future field and employment practice: Usually, student teachers studying on field- and employment-based ITE programmes cannot count their day-to-day field or employment experience towards their practical experience placement requirements. This temporary policy change gave providers the option to apply for student teachers' field or employment experience to be counted towards their practical experience placement requirements.

7. Alternative practicum experiences: Usually, the practical experience placements that student teachers complete as part of their study are face-to-face teaching experiences in New Zealand schools and ECE centres. This temporary policy changes allowed providers to apply to replace these face-to-face experiences with 'alternative practical experiences' that would also count towards meeting professional experience requirements.

2. ITE graduates survey

2.1 Methodology

2.1.1 Survey design

The survey aims to answer key evaluation questions (KEQs) based on three main areas:

1. KEQs targeted specifically at each of the temporary policy changes. The questions are whether ITE student teachers who completed their studies in 2020:

    1.a knew about the temporary policy changes?

    1.b used the temporary policy changes, if they knew about them?

    1.c felt that the temporary changes allowed them to complete their studies while fully meeting the learning objectives — if they used the changes?

    1.d think they would have gained from them — if they did not use the changes?

2. KEQs about the temporary policy changes in general including relevant communication around them. The questions are whether ITE student teachers who completed their studies in 2020:

    2.a felt that the temporary changes were fair and easy to understand?

    2.b felt informed by their ITE provider about the temporary policy changes?

    2.c felt informed by the Council about the temporary policy changes?

    2.d felt that their concerns were considered and addressed by the Council?

3. KEQs about concerns graduates had during their studies and suggestions for supporting future ITE student teachers impacted by COVID-19. The questions are whether ITE student teachers who completed their studies in 2020:

    3.a have suggestions about changes to their ITE programme that would have made them feel more confident in their ability to begin teaching?

    3.b think of other temporary policy changes that they would have liked to have seen?

    3.c had concerns about COVID-19 related changes during their ITE studies?

    3.d have recommendations for changes that help ITE student teachers whose studies are disrupted by COVID-19?

    3.e think of things the Council could do to support ITE student teachers in future alert level changes/ restrictions or other disruptions?

Most of the questions for KEQs 1 and 2 are closed and participant provided their answer through a Likert-scale[3] with the answering options 'strongly agree', 'agree', 'disagree', 'strongly disagree'. An even Likert-scale was chosen to avoid people's tendency to pick the mid-point, forcing them to make a choice and thereby, be more discriminating and thoughtful about their answers. These questions were mandatory throughout the survey, i.e., respondents could not skip.

Open-ended questions for KEQs 3 were included to give participants a voice and to allow them to present their opinions, ideas, and concerns. The word count was not limited, and these questions were not mandatory, i.e., respondents could skip them.

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3   A Likert-scale is a type of rating scale used to measure attitudes or opinions. On the Likert-scale used for this research, respondents were asked to respond to statements with 'strongly agree', 'agree', 'disagree', 'strongly disagree'.

2.1.2 Data collection

The survey was programmed in Typeform, an online software used for designing online surveys. The survey was programmed using many 'logic jumps', i.e., subsequent questions that each respondent saw were dependent on their answer(s) to previous question(s). For example, participants were asked whether they studied in a field-or employment-based programme, and if they answered 'no' they would not see questions purely related to those programmes. Since logic jumps allow participants to skip questions that are irrelevant to them, user experience is improved, and data collection is smoother and faster.

To be able to send the survey link to the relevant graduates, the Finance department at the Council provided the Policy and Implementation team with the email addresses of former ITE student teachers who applied for a provisional practicing certificate in 2020 and 2021. The survey link was therefore sent to 4,489 recipients by the Communications department using Mailchimp.

To ensure we only received answers from the relevant population, the first survey question was "Did you complete your ITE studies in New Zealand in 2020?" If a respondent answered 'no' to this question they were directed to the last page of the survey — "Thank you for completing the survey".

The survey was online for completion between the 8th of October and the 1st of November 2021.

2.2 Sample

The survey was clicked on 731 times and started 522 times. 295 individuals completed the survey (completion rate of 56.5%). However, 169 answered that they did not complete their ITE studies in New Zealand in 2020 and, therefore, the survey ended for them after the first question. Thus, 126 individuals who completed the survey finished their ITE studies in New Zealand in 2020 and, therefore, 126 is the sample underlying this report.

The raw data show that one of the 126 participants stopped responding to the survey at one stage, most likely due to technical issues, but is considered by Typeform as having completed the survey. Therefore, the first answers to the survey questions are based on a sample of 126 and the latter on a sample of 125. This will be considered in the result section of this report.

Table 1 provides an overview of the sample, separated by gender and type of completed programme.

Table 1

Programme	Female		Male		Gender diverse	Do not wish to provide answer		Total	
ECE English medium	26	(20.63%)	5	(3.97%)	-	-		31	(24.6%)
ECE Māori medium	1	(0.79%)	0		-	-		1	(0.79%)
Primary English medium	40	(31.75%)	9	(7.14%)	-	1	(0.79%)	50	(39.68%)
Primary Māori medium	2	(1.59%)	1	(0.79%)	-	-		3	(2.38%)
Secondary English medium	17	(13.49%)	14	(11.11%)	-	-		31	(24.6%)
Secondary Māori medium	-		-		-	-		-	
Do not wish to provide answer	8	(6.35%)	1	(0.79%)	-	1	(0.79%)	10	(7.94%)
Total	94	(74.6%)	30	(23.81%)	-	2	(1.58%)	126	(100%)

The majority (75%) of respondents were female. 40% of respondents completed their studies in a primary English medium programme.

The gender distribution within our sample seems representative of ITE enrolment data. Raw data from 'Education Counts'[4] on student enrolments in ITE, by sector and gender, between 2005-2020 shows that 86% of domestic student teachers were female and 0.01% gender diverse.

For programme type, the raw data provided by 'Education Counts' does not discriminate between Māori medium and English medium programmes. Similar to our sample, it shows that 43% of student teachers were enrolled in a primary programme; however, it shows that 47% were enrolled in a secondary programme, compared to 33% in our sample.

Most of the respondents completed their ITE studies at NZTC (15%), followed by the University of Auckland (11.9%) and the University of Waikato (11%)[5] (see Appendix 1).

The ethnicity represented most frequently is NZ European (50%), followed by Asian (19%) and Māori (14%) (see Appendix 2).

The 'Education Counts' data also shows that between 2005-2020, the ethnicity most frequently represented was European, however, with 71%. This was followed by Māori (19%), Pacific Peoples (9%), and Asian (8%).

2.3 Results

All results in this report are presented in tables.

The tables show the survey questions or statement and the answers that respondents provided. For each answer the tables show how many respondents provided this answer, in absolute numbers and percentages.

Tables 2 and 3 present the results on those survey questions that refer specifically to each of the seven temporary policy changes.

Table 4 shows the answers to statements that relate to the temporary policy changes in general, including communication around them, and concerns.

Respondents' concerns, suggestion, and general thoughts on the temporary policy changes and future impacts are summarized in the end of this section. Their open-ended answers are included in Appendix 3.

2.3.1 Feedback on each of the temporary policy changes

Table 2 first shows, for each temporary policy change, the number and percentage of respondents who knew of the temporary change. Second, it shows how many of those who knew the temporary change used it. Third, the table shows how the respondents who used the temporary change respond to the statement "The temporary policy change helped me to complete my studies while fully meeting the learning objectives".[6]

Table 3 provides the numbers and percentages of respondent who did not know the temporary changes or did not use them and how these respondents react to the statement "I would have gained from having this temporary policy change".

With respect to how many respondents knew about the temporary policy changes during their studies, results are mixed. The 'Enhanced Induction and Mentoring' (EIM) programme and the 'removal of the requirement for practicum at 'away' schools or centres' were most known to student teachers.[7] The lowest awareness existed around the 'removal of the requirement for employment- and field-based ECE ITE student teachers to be employed for a minimum of 12 hours per week at an ECE centre', as only 15% of ECE student teachers knew about this temporary change.

4   https://www.educationcounts.govt.nz/statistics/initial-teacher-education-statistics
5   None of the respondents completed their studies at EIT, MIT, NZSE, Te Pū Wānanga o Anamata, Te Wānanga o Aotearoa, Te Wānanga Takiura o nga Kaupapa Māori o Aotearoa, or UCOL.
6   For the temporary change "Enhanced Induction and Mentoring" (EIM) the statement was "The temporary policy change helped me in my new role as a teacher", because EIM happened after graduation.
7   The survey did not capture information on how many respondents knew about the temporary policy change of up to 25% reduction in practical experience.

Those respondents who knew the temporary changes were asked if they used them. The strongest uptake refers to the 'removal of the requirement for practicum at an away school' (74%). EIM had a very low uptake, even though so many respondents knew about the programme.

Results on the reaction to the temporary policy changes are generally positive. For all temporary policy changes, more respondents (strongly) agree than disagree that the change helped them to complete their studies while fully meeting the learning objectives.

Regarding whether respondents who either did not know about the temporary changes, or did not use them, think that they would have gained from them, results are balanced. More respondents (strongly) agree than disagree that they would have benefited from 'EIM', 'using alternative practicum experiences', and 'using historical and future field-and employment- based practice'.

1. Up to 25% reduction in practical experience

    44 of the 126 respondents had a reduction in practical experience and 75% (strongly) agree that this allowed completing their studies while fully meeting the learning objectives.

    82 of the 126 respondents either did not know about a possible reduction or did not make use of it. However, more than half of those (strongly) disagree that they would have gained from it.

2. Enhanced Induction and Mentoring (EIM)

    Out of the 44 respondents who had a reduction in practical experience, 29 knew of the EIM programme. However, while out of those 44, 24 were eligible for the programme, only 9 applied. All but one (strongly) agree that the programme helped them in their new role as a teacher.

    Respondents who were eligible but did not apply for EIM provide the following reasons for their decision:
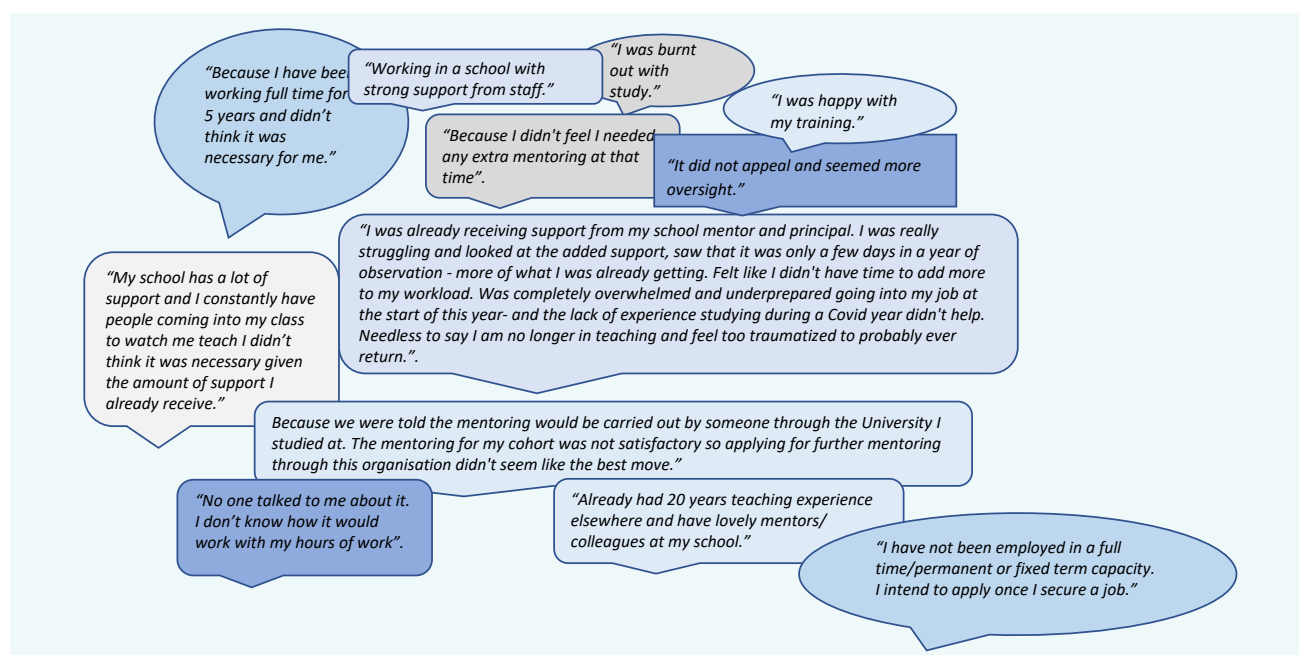
    20 respondents did not know about EIM or were not eligible and more than half of them believe that they would have gained from it.

3. Removal of the requirement for 'blocks' of consecutive practicum experience[8]

    Only 36 of the 125 respondents knew of this this temporary policy change. While the uptake was rather low (15), nearly all of those (strongly) agree that the removal of blocks of practical experience allowed them to complete their studies while fully meeting the learning objectives.

    110 of the 125 respondents either did not know about this temporary change or did not use it. However, most of them do not think that they would not have gained from it.

8   Recall that one respondent dropped out of the survey before answering this question and the sample size from here on is 125 (instead of 126).

4. Removal of the requirement for practicum at 'away' schools or centres

   Before seeing questions about this temporary policy change, respondents were asked whether they completed their studies in an employment- or field-based ITE programme. 48 participants did, 43 did not, and 34 did not know. Therefore, only 48 participants saw questions relating to the removal of the requirement for practicum at 'away' schools or centres.

   27 knew about this temporary policy change and 20 used it. All but one (strongly) agree that this allowed them to complete their study programme while fully meeting the learning objectives.

   28 did not know or did not use this temporary change. Again, more than half of them do not think they would have gained from it.

5. Removal of the requirement for employment- and field-based ECE ITE student teachers to be employed for a minimum of 12 hours per week at an ECE centre

   Questions referring to this temporary change were also only shown to those 48 participants who stated that they completed their studies in an employment- or field-based programme. Out of those, 17 haven't been ECE student teachers and, therefore, they did not see further questions regarding this temporary change.

   Only seven former ECE student teachers knew about this temporary change. Out of those, only two used it and provided positive feedback.

   Out of the 29 respondents who either did not know this temporary policy change or did not use it, the majority, again, (strongly) disagree that they would have gained from it.

6. Enable employment- and field-based ITE programmes to use historical and future field and employment practice

   Questions referring to this temporary change were also only shown to those 48 participants who stated they completed their studies in an employment- or field-based programme.

   Only nine out of the 48 respondents knew about this temporary change and six used it. Three participants strongly agree that this policy allowed them to complete their study programme while fully meeting the learning objectives and the other three agree.

   42 did not know about it, but here, the majority (strongly) agree that they would have gained from it.

7. Alternative practicum experiences

   43 of the 125 respondents knew about the possible use of alternative practicum but only 27 experienced them. Most of those (strongly) agree that these alternative practicum experiences helped them to complete their studies.

   The most frequent alternative practicum experience used was online teaching (63%), followed by scenario-based practical experience dilemmas (44%), and micro-teaching (15%).[9]

   Asked whether alternative practicum experiences are valuable additions to ITE programmes, 71% (strongly) agree.

   98 out of 125 respondents did not know about it or did not use alternative practicum experiences. Out of the 22 who responded to the question whether they would have gained from this temporary change, more than half (strongly agree).

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9   Respondents could select multiple answering options.

Table 2

	Nr of respondents (%) who knew of the temporary policy change		Nr of respondents (%) who used the temporary policy change			Answers of respondents - who used the temporary policy change - to the following statement: "The temporary policy change helped me to complete my studies while fully meeting the learning objectives" (For EIM "The temporary change helped me in my new role as a teacher"**)			
						% strongly agree	**% agree**	**% disagree**	**% strongly disagree**
Up to 25% reduction in practical experience (126)			44	(34.9%)		22.7% (10)	52.3% (23)	18.2% (8)	5.8% (3)
Enhanced Induction and Mentoring (EIM)** (44)	29	(65.9%)	24 (82.8%) eligible / 9 (37.5%) applied			22.2% (2)	66.7% (6)		11.1% (1)
Removal of blocks of consecutive practical experience (125)	36	(28.8%)	15	(41.7%)		33.3% (5)	46.7% (7)	13.3% (2)	6.7% (1)
Removal of the requirement for practicum at 'away' schools or centres (48)	27	(56.2%)	20	(74.1%)		55% (11)	40% (8)	5% (1)	
Removal of the requirement for employment- and field-based ECE ITE student teachers to be employed for a minimum of 12 hours per week at an ECE centre (48)	7	(14.6%)	2	(28.6%)		100% (2)			
Enable employment- and field-based ITE programmes to use historical and future field- and employment- based practice (48)	9	(18.8%)	6	(66.7%)		50% (3)	50% (3)		
Alternative practicum experiences (125)	43	(34.4%)]	27	(62.8%)		29.6% (8)	48.1% (13)	11.1% (3)	11.1% (3)

* Make a note: This information was not collected through the survey.

Table 3

	Nr (%) of respondents who didn't know/ didn't use the temporary policy change		Answers of respondents who did not know or did not use the temporary policy change to the following statement: "I would have gained from having this temporary policy change"			
			% strongly agree	% agree	% disagree	% strongly disagree
			0 10 20 30 40 50 60 70 80 90 100	0 10 20 30 40 50 60 70 80 90 100	0 10 20 30 40 50 60 70 80 90 100	0 10 20 30 40 50 60 70 80 90 100
Up to 25% reduction in practical experience (126)	82	(65.1%)	9.8% (8)	26.8% (22)	31.7% (26)	31.7% (26)
Enhanced induction and Mentoring (44)	20	(45%)	35% (7)	30% (6)	20% (4)	15% (3)
Removal of blocks of consecutive practical experience (125)	110	(88%)	4.5% (5)	34.5% (38)	41.8% (46)	19.1% (21)
Removal of the requirement for practicum at 'away' schools or centres (48)	28	(58.3%)	3.6% (1)	35.7% (10)	46.4% (13)	14.3% (4)
Removal of the requirement for employment- and field-based ECE ITE student teachers to be employed for a minimum of 12 hours per week at an ECE centre (48)	29	(60.4%)	10.3% (3)	27.6% (8)	41.4% (12)	20.7% (6)
Enable employment- and field-based ITE programmes to use historical and future field- and employment- based practice (48)	42	(87.5%)	19% (8)	50% (21)	26.2% (11)	4.8% (2)
Alternative practicum experiences (125)	98	(78.4%)]	9.1% (2)	54.5% (12)	31.8% (7)	4.5% (1)

2.3.2 Feedback on temporary policy changes and communication around them

Table 4 shows responses to statements regarding:
- the temporary policy changes in general
- information around the temporary changes provided to ITE graduates
- decision making process around temporary changes and concerns of ITE graduates.

The table first shows the statements and then how participants respond to them, separated by absolute numbers and percentages.

While out of the 125 respondents, 69 (strongly) agree that the changes allowed them to get enough experience despite the difficult situation, 80 respondents (strongly) agree that they were not completely aware of how the temporary changes affected their programme.

Even though 82 respondents believe that the temporary changes were a fair way to address this difficult situation, fewer respondents think that the changes were easy to understand.

For all statements, the percentage of respondents who answered 'do not know' is relatively high and lies between 8 and 21%.[10]

Regarding information around the temporary changes provided to ITE graduates, 71 respondents felt informed by their ITE provider.

Respondents wanted the opportunity to participate in the Council's decision-making process around COVID-19 related policy changes and the majority believes that their concerns were considered and addressed by the Teaching Council.

85% strongly agree that they feel confident to be prepared to begin working as a teacher (with support).[11]

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10   Note that the Likert-scale for those questions include the answering option "I don't know". The reason for including this option is that several Council staff, who were consulted during the development of the survey and who were involved in the ITE space when the temporary changes were introduced, highly recommended to include this option for this kind of questions.

11   This result is not shown in the table. This result refers to a different survey section and is represented here, as it fits the content.

Table 4

	% strongly agree	% agree	% disagree	% strongly disagree	% I don't know
The temporary COVID-19 policy changes gave me, as an ITE student teacher, flexibility, while ensuring quality learning experiences (125)	13.6% (17)	44% (55)	13.6% (17)	8% (10)	20.8% (26)
The temporary COVID-19 policy changes were a fair way to address this difficult situation. (125)	17.6% (22)	48% (60)	9.6% (12)	4.8% (6)	20% (25)
The temporary COVID-19 policy changes were easy to understand. (125)	8% (10)	40.8% (51)	24% (30)	7.2% (9)	20% (25)
The temporary COVID-19 policy changes allowed me to get enough experience, despite the difficult situation. (125)	12% (15)	43.2% (54)	24% (30)	9.6% (12)	11.2% (14)
I was not fully aware of how the COVID-19 policy changes affected my programme. (125)	16.8% (21)	47.2% (59)	20.8% (26)	7.2% (9)	8% (10)
I felt informed by my ITE provider about the temporary policy changes for 2020. (125)	12% (15)	44.8% (56)	26.4% (33)	16.8% (21)	
I felt informed by the Teaching Council about the temporary policy changes for 2020. (125)	7.2% (9)	34.4% (43)	40% (50)	18.4% (23)	
I wanted the opportunity to participate in the Teaching Council's decision-making process around COVID-19 related policy changes. (125)	16% (20)	47.2% (59)	31.2% (39)	5.6% (7)	
ITE student teachers' concerns were taken into account and addressed by the Teaching Council. (125)	4.8% (6)	60.8% (76)	23.2% (29)	11.2% (14)	

2.3.3 Suggestions and concerns regarding the temporary policy changes and future responses to COVID-19 related impacts

The survey includes five open-ended questions and respondents were not required to answer them. All answers are shown in Appendix 3 and are cleaned, i.e., grammar, spelling, and pronunciation has been proofed and corrected. This section summarizes the responses.[12]

Question 1: Do you have any suggestions about changes to your ITE programme in response to COVID-19 that would have made you feel more confident in your ability to begin teaching?

The main topics addressed by respondents are:

1. Online training and teaching

   In terms of their own training, more training should have been shared through online platforms. To be better prepared to teach, more training/tutorials and support on how to use online techniques should have been provided. This includes tools for managing classes online, getting more knowledge of online learning platforms before they start teaching, and courses on online and distance teaching. Specific online platforms mentioned are Zoom, Microsoft Teams, Seesaw, and Google Meet.

2. Practical experience

   Suggestions include having more placements, more time on placements, and having practicum at two schools rather than one.[13] Less lectures and more time in the classroom and more assistance in placements are recommended. One respondent writes that extra support going into first year of teaching has been offered but was not provided, and that additional training was only offered to those who didn't get the full required number of weeks in school, but that it should have been offered to everyone.

3. Mentors and Associate Teachers (ATs)

   Suggestions include to meet ATs earlier in the year to see how they build relationships with students and that feedback from a mentor would have been helpful, in addition to feedback from the AT at practicum. Also, having the possibility to participate in discussion forums and talking to tutors on an one-to-one basis is suggested.

4. Wellbeing

   Suggestions include to provide student teachers with more information about how to improve children's and teachers' wellbeing considering a pandemic, and how to teach wellbeing to students.

5. Resources

   More resources and improved accessibility are suggested. Examples include more support and easier to find resources and having more resources available for what evidence will be needed for Tōmua | Provisional Practising Certificate Teachers in next years.

Question 2: Please list any concern about COVID-19 related changes during your ITE studies.

The main topics addressed by respondents are:

1. Practical experience

   The major concern is the lack of placements and less time on placements. The absence of practicum affected the way learning and teaching should have been, and postponing field practices impacted physical and mental health. The lack of face-to-face teaching and practicums made it difficult to focus and learn.

2. Communication

   Concerns include limited communication between the university and the schools, for example regarding information about the status of practicum. A stronger voice and direction from the educational institution is preferred and more communication at an earlier stage about the fact that plans were being made could have reduced some concerns.

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12 Please note that some respondents used the free text space to raise issues outside the scope of the survey. These comments are not included in the report.

13 Of course, this was not possible given COVID-19. Still, many respondents mention more practical experience.

3. Private life

Examples of concerns include financial impacts due to student loans, being stressed with lockdowns due to having to study while looking after own children and mental health wellbeing — in both staff and whānau — as not having time away from studies. Other concerns relate to the timing of graduation and about the existence of plans of support for graduation. Worries about their readiness to be employed are also mentioned.

Question 3: What changes would you recommend being implemented in ITE to help student teachers whose studies are disrupted by COVID-19?

The main topics addressed by respondents are:

1. Professional support

Recommendations about professional support are mentioned most frequently. Examples include more one-on-one support from lecturers and regular check-ins from them and other university staff. Support in finding a job and continued support while working or during further studies are recommended. Mentoring, also outside of school from a different university/school, the implementation of a buddy system, and creating support groups between student teachers are suggested.

2. Online training

Respondents recommend more practical webinars, online tutorials and online co-teaching with the AT. In terms of teaching their future students, recommendations include a paper that teaches digital technology, including how to teach learners online and manage distance learning, and that placements should include virtual teaching practice practice and on how to engage children in an online environment.

3. Mental health

Emotional support, clarity, and understanding is asked for. Recommendations include the provision of online mental health support and mentored mental help support programmes to student teachers, and to provide support from therapists and counselors.

4. Communication

Recommendations include more information about the Enhanced Induction and Mentoring programme and clearer communication about the policy and requirements around completing practical experience online. Other recommendations focus on the need of communication between lecturers and providers and between the university and schools. Communication with the AT is considered important when teaching online, and to be prepared to accommodate all learning abilities.

Question 4: Are there things we've not done before that the Teaching Council could do to support ITE student teachers in future COVID-19 alert level changes/restrictions or other disruptions?

The main topics addressed by respondents are:

1. Communication

Most responses refer to improved communication, consideration of student voices, and involvement of student teachers in processes. The Council should communicate directly with student teachers; for example, email policy changes directly to them. One respondent writes that they were unaware of changes being made apart from getting extra time, that they were otherwise only aware of policy changes when they needed something and thought this was just their provider supporting them.

2. Workload

Suggestions include that student teachers with children or other dependents should be allowed a break from their studies (for a specified maximum period), and that the number of papers should be reduced during a pandemic. One respondent feels that residential students had less exemptions than international students.

3. Online experience

   Comments include encouraging student teachers to assist with online learning and to encourage practicum schools to engage their student teachers more fully in online learning. Implementing online practicum at schools to gain confidence and learn what online teaching looks like was suggested.

4. Wellbeing

   Responses include that teachers need help and support. Considering the health and wellbeing of ITE student teachers and asking them how they are going is suggested.

Question 5: Any final thoughts to share with us?

The main topics addressed by respondents are:

1. Mentoring

   One respondent explains that they signed up for the Enhanced Induction and Mentoring programme, was matched with a tutor, but had heard nothing since. This person no longer feels that this programme is useful in their teaching career. Another respondent writes that they were told that they would get extra mentor support, but once they applied, they learned that they were denied.

2. Negative feedback

   Comments include that respondents are still not sure what the Council is good for and that the Council is out of touch with the reality of teaching in today's environment. The difficulty of planning for something like COVID-19 is acknowledged but respondents still feel that the Council and providers should have had better business continuity plans for any kind of disruption to studies.

3. Positive feedback

   Several respondents say 'Thank you' for the survey, or for seeking feedback, or for being considered. Comments include that the survey should have been completed this time last year. The Council is thanked for being adaptive in these changing times and for the temporary policy changes, guidance, and support responding to the pandemic. The support post-study with a mentor through the Council is appreciated.

3. Concluding remarks and caveats

Results suggest that the overall feedback to the Council's response to COVID-19 in 2020 within ITE is positive. Over 80% of respondents strongly agree that they feel confident to be prepared to begin working as a teacher (with support).

Knowledge about the existence of the temporary changes is mixed. Most student teachers knew about the 'EIM' programme and the 'removal of the requirement for practicum at 'away' schools or centres'.

The uptake of the temporary changes varied. Despite the great knowledge of the 'EIM' programme, the application rate for the programme was low (and those who did not apply for it seem to regret it, see below). However, two-thirds of respondents who knew about the 'removal of the requirement for practicum at 'away' schools or centres' made use of it.

Respondents who used the temporary changes provided positive feedback. For every temporary change, between 75 and 100% (strongly) agree that the change helped them to complete their studies while fully meeting the learning objectives. Despite the positive reaction to the temporary changes, over 60% did not really know how the changes affected their programme.

Respondents who did not know/did not use the changes provide mixed results. For three temporary changes, the majority believes that they would have gained from using them: These are: 'EIM', 'using alternative practicum experiences', and 'using historical and future field- and employment-based practice'. For the other four temporary changes, the majority believes that they would not have gained from them.

The most frequent concerns that respondents experienced during their studies refer to reduced practical experience, combining their studies with their private life, and limited communication between universities and schools.
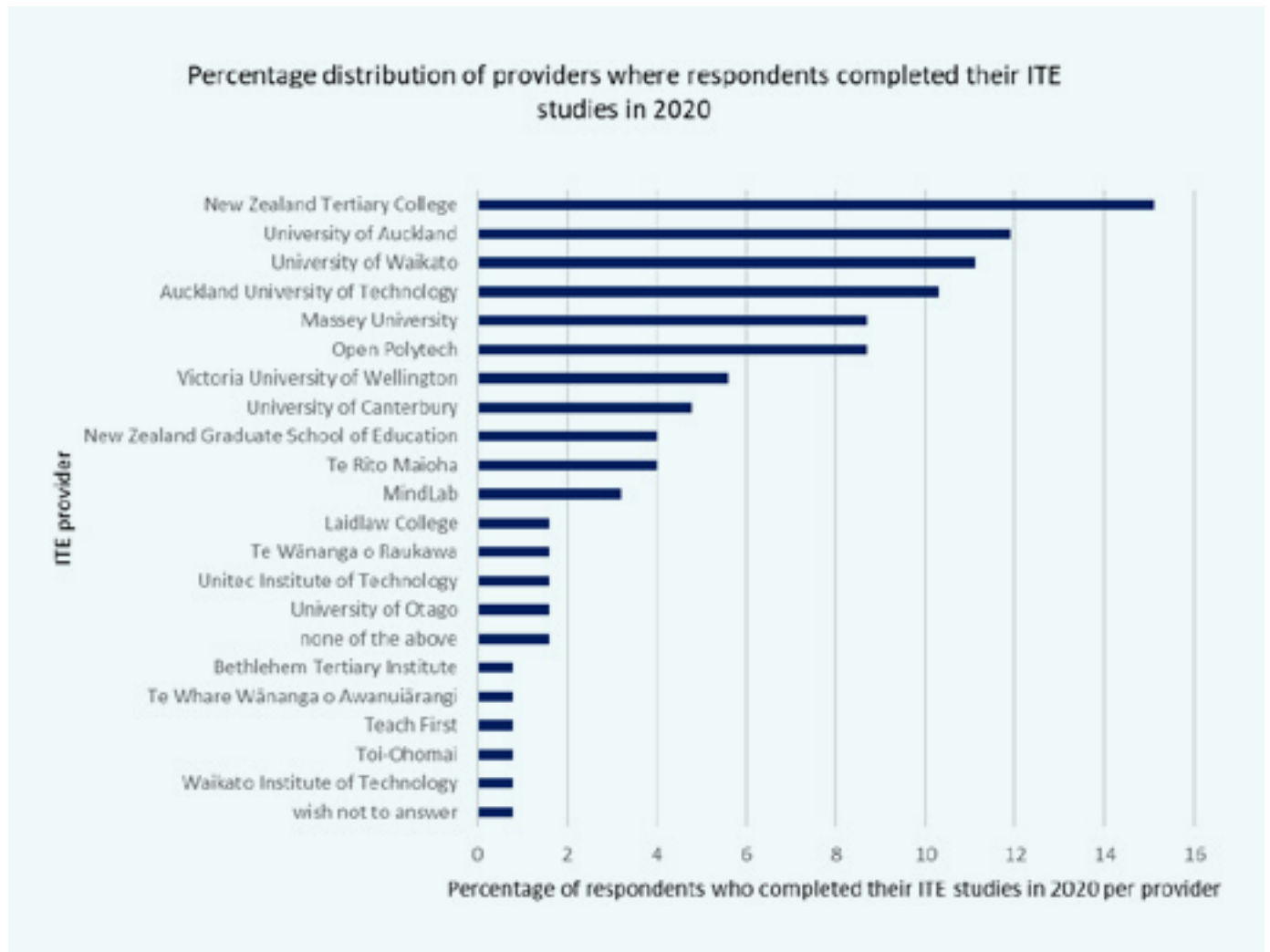
Suggestions for supporting ITE student teachers with the impacts of future COVID-19 disruptions mostly refer to increased and improved online training and teaching, the need for practical experience, improved communication, and more support regarding wellbeing.

The response rate for the survey is low and, therefore, results must be interpreted carefully. Possible reasons for this low response rate are threefold. First, the timing of the survey. Given the COVID-19 outbreak in August 2020, recipients were most likely in a more stressful environment and less keen to fill out a survey. Second, the survey asks about the COVID-19 response in 2020. This time lag and the outbreak in 2021 reduces the likelihood of recipients being interested in answering the survey questions. Third, the trade-off between capturing a lot of information and the willingness to respond needs to be considered.
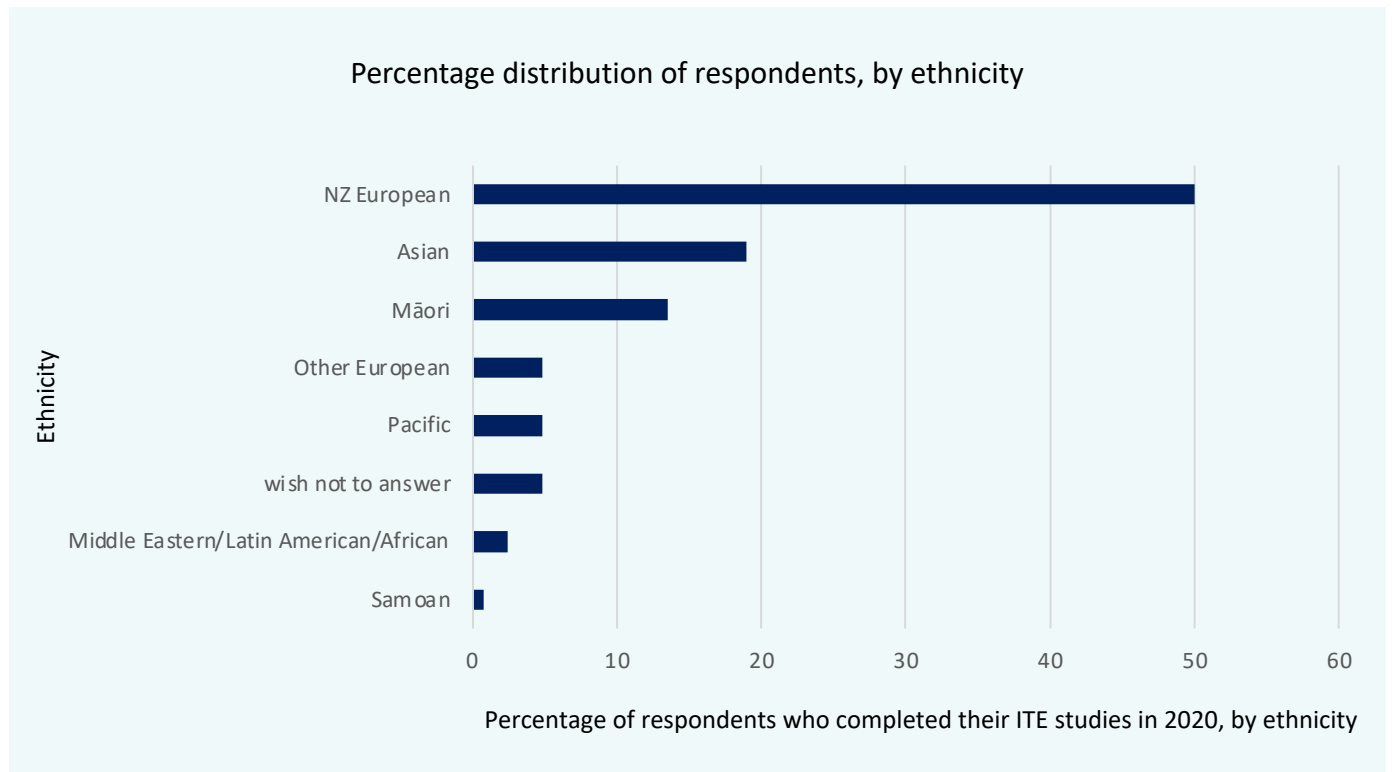
Interestingly, 27% did not know whether they studied in an employment- or field-based ITE programme. It might be worthwhile to reconsider the definition of this terminology and adapt communication accordingly.

Analysing the structure and process around the 'EIM' programme further might be valuable. It seems surprising that a high percentage of respondents knew about the programme, that a high percentage was eligible, but that the application rate was rather low. The survey tried to gather insights into why graduates who were eligible and knew the programme did not apply for it. The comments are included in the report but due to the low response rate, do not provide information to draw robust conclusions.

Appendix 1: Respondents by provider

Percentage distribution of providers where respondents completed their ITE studies in 2020

Appendix 2: Respondents by ethnicity

Percentage distribution of respondents, by ethnicity

Percentage of respondents who completed their ITE studies in 2020, by ethnicity

Appendix 3: Responses to open-ended questions

Do you have any suggestions about changes to your ITE programme in response to COVID-19 that would have made you feel more confident in your ability to begin teaching?

More training and experience shared online, since the field practices were affected by the pandemic

More hands-on experience in the classroom

More Zoom meetings to encourage students

There needs to be a module on effective techniques and tools for delivering and managing classes and content online

Include some courses relating to use of online teaching

Take it away from Open Polytech or at least find another provider so people in Wellington regions have a choice in terms of learning styles and approach. Online learning is not for everyone and while I achieved my goal, my confidence was always there before I started with this ITE, but my emotional intelligence was severely challenged

Every individual is contributing their best... Students, Teachers, mentors... ECE sector is a growing sector and more exposure to self-study contributes to new pathways

Introduction to online teaching, content creation for online activities, how to teach wellbeing to students

For the Teaching Council to communicate with students rather than ignoring their existence

Learning how to use Zoom and Microsoft Teams from the start to send invitations out for meetings I would have gained more confidence in teaching

Mentor observations. It might be better if I could have observations and feedback from a mentor, not just the associate teacher at practicum

More support and easy to find resources

Since my year 3 placement got cut short due to COVID-19, we were told we would have extra support going into first year teaching - this has not happened and would have been helpful

There should be a unit which covers more on digital technology and how to cater to situations like COVID-19, How to teach students through distance learning

Resources

Losing the face-to-face visits and hands on mentoring was the toughest part - linking the theory into practice. Lecturer visits are vital to ITE, and every student MUST have as many of these as possible

More collaboration with other beginning teachers, sharing views, ideas, struggles

A consolidated source of online Māori teaching and learning resources as well as a database of programmes and applications that would assist in teaching

We need more information about how to improve children's and teachers' wellbeing in the condition of pandemic

Nothing can change or stop me from being professional and proactive about teaching

Because the changes to provisional registration came into effect as I got qualified it would have been nice to have some information sent on how this should look, instead of searching for my own info which isn't clear

Extra training was only offered to those who didn't get the full weeks in school. It should have been offered to everyone. 2020 was a hard year

Continued support and help to find work (creating CVs, support with job interviews etc)

Not being able to complete out of home placements and getting an understanding of other centres out there.

More placements

Programmes need to include an online learning part, have us knowing programmes and online learning platforms before we are working

I felt that practicums should have started at an early stage of the programme rather than pushing them at the later stage. It could have given me less stress at the end

Needed less lectures and more time in the classroom with carefully selected AT's. Had minimal to nil focus on behaviour and learning needs of which in reality make up a large proportion of the class

More support with online learning. Classes on Zoom should mirror what was intended to be taught in person. Resuming on campus study as soon as alert levels permit

Because of lockdowns it felt really isolated. Needed to be able to meet face to face with other students as it was really disconnected

I feel fortunate to have been part of an employment-based training programme which gave me significant experience in the classroom. Peers from other ITE providers struggle due to their limited placements

As time in classrooms was limited, it meant less time on practicum, which was inevitable. However, this meant I only ever saw one school at work - thus even simply more observations, at different schools would allow for better perspective

Having practicum at 2 schools, not 1

Better access to upskilling in the areas of Te Reo Māori and New Zealand history

As a full-time working teacher, I appreciated the support to begin my qualified working journey. I knew I was ready after working full time for 4 years while studying and didn't want to be held back

Have online teaching PD's or how to better use Google Meet/Seesaw

More time on placements and more work around programme setups (maths, reading, writing rotations) and behaviour management

Having the possibility to participate in discussion forums and talking to tutors on one-to-one basis

Having tutors that understood the needs of the classroom to support me rather than tutors that were in the classroom 20 years ago. COVID-19 or not.

A greater focus on how to properly handle online teaching

I felt as though the work set for us during our online learning period was irrelevant

The Master of Teaching and Learning was good because we had placement for the whole year so we could experience the transitioning

Inclusion of instruction around online/virtual teaching. UC's Masters programme needs more practical teaching tools incorporated into the programme as this was a struggle for my whole cohort going into teaching this year after a heavy theory-based course

Massey should have continued our 1st practicums so that we could of be exposed to lockdown teaching. I felt very underprepared for it in Term 3

Programme lecturer should be justice

Meet TA earlier in the year to see how they build relationships with students

Instead of 2 years under an associate, less time with more flexibility to complete and get full registration. Schools are closed; we are unable to do anything

Have more resources available for what evidence we will need to gather for our PRT/PCT next years

Massey Uni had good Zoom lecture delivery, that helped

I would have liked the option for an extended practicum component in 2021 - my placements were rushed, and I didn't gain the experience I feel I needed in terms of observing my mentor teachers teach before teaching myself - there simply wasn't time

The lack of practicum made this very challenging, particularly at the beginning of the year. I recognise that everything was changing and new for everyone, but I really feel it did negatively impact my ability to feel confident in the classroom, going forward I would like to see clear guidelines for student teachers in an online teaching environment for practicums - meeting with AT's, planning, presenting, setting tasks etc.

Needs less theory, more practical. E.g., how to use Google Classroom, Teams, KAMAR etc.

Have a unit based on teaching from home

Placement should be all year round and the University content be done in block courses, most of the material from Uni was not applicable in a school environment

I attended NZGSE and therefore still received almost the full time in the classroom. This is where I believe the best learning is done as a student teacher. Maybe for other providers, look at how the courses can be moved around or even extended a few weeks-months to ensure that time is given

More skilful teachers to meet the needs for diverse learners and children with autistic behaviour

Assistance in placements

Possibly more links to teaching online as it has become so more relevant and needed in today's NZ

A bit more education towards online learning and activities to complete with your class online to keep them engaged

I think that the ITE needs to do more on the job experiences. The extra mentoring support should not need the sign off from the Principal as poorly run schools they don't approve it; it should have been an essential service for our growth. I don't see what purpose you (TC) have in my journey

Cut assignments about silly things like the History, and focus on practical aspects of teaching

If the programme has introduced more about the NZ curriculum

More online tutorials

More guidance on what is expected to show evidence during provisional registration process

Ongoing support is valuable especially for people who have not had experience in a school. If schools are willing to have practicum continue but online which I understand is happening at some universities is invaluable. It is not easy delivering learning online

Signs of child abuse. With everyone been home there is an increased risk and when we returned to school there were signs of abuse in tamariki I was teaching

Less theory, more time in the classroom please

More online support in lockdowns

Little bit more preparation in the classroom

Found any other option to give us more placement experience

Please list any concern about COVID-19 related changes during your ITE studies.

Lack of placement

Field practices were paused or postponed. Physical and mental health were challenged to everyone, including students

Absence of one practicum did affect the way learning and teaching should have been

In home placements does not provide a wider perspective and impartial practicum assessment. This has led to certain fellow students to pass when I had concerns about their practice

Delay in completion, inflexibility of provider to meet student needs and goal. Highlighted the monoculture approach of their delivery and leadership

Mentors in person supervision is lacking during COVID-19

Students don't have anything out from the Teaching Council as it is, but COVID-19 really highlighted this fact and how bad that actually is

I'm concerned about going into Lockdown again and using the programs such as Seesaw as I am not tech savvy

Whether I was ready to be employed or whether I was going to be employed

Uncertainty about being able to complete practicums. But Uni and TC worked to solve these concerns

Less time on placements

I think there must be an issue for new teachers but for me teaching for 23 years overseas and doing ITE in NZ. Done Diploma in Tertiary teaching earlier and taught online before was no major issue for me in COVID-19 distance learning

Practicum placements were hard to find as centres didn't want students at that time

Not graduating, more consideration

Teaching practicum and lecturer visits

It was unsettling and my immediate lecturers were great but would have been good to have stronger voice and direction from my educational institution

The gaps and regression lockdown has affected students

More online courses

Only teaching practices

I am a capable and qualified teacher, but I am also autistic (which should be recognized as a strength working with other children with autism) - yet continued stigmatization, and outright discrimination for being autistic has meant I have not been able to work. The shift to 'online' everything (meetings/zoom calls etc) has made it impossible for me as this is one of the areas I struggle with as an autistic. The lack of understanding, empathy and support has left my dreams in tatters, caused deep depression, and led to suicidal thoughts

Studying from home

My course didn't, they made sure we were not affected

Increased the teaching experience period

During my practicums, due to COVID-19 situation, I was always worried about finishing my programme at the right time

The pressure and expectation of continuing to produce quality work/assignments in often back-to-back timeframes whilst trying to manage your own family/children and perhaps work commitments was beyond realistic. This caused a HUGE amount of pressure

Majority of study remained online throughout the year with limited classes and support on campus which was difficult. Communication between University and the schools at times was very limited

Reduction of practicum hours

I found all the changes to be fair, and within the scope of reason. More communication at the outset that plans were being made could have assuaged some concerns

Will we graduate? Are there actual plans of support?

Practicums

Impact of mental health and wellbeing on studies, as our assignments were not adjusted to online platform, they were merely taken online

COVID-19 did not have an impact on me while I studied

No placements

There needed to be more support for students that resided away from their universities' campus. Not all students were given appropriate access to tutors, class resources etc

Not enough variety when choosing placements

Stress, inability to conduct in-person

Financial impacts due to student loan

The online learning format was poor

Reduced/eliminated placement time in schools. When offered mentoring this year it was linked to mentors that my cohort had placed a formal complaint against

Victoria University were one of the last to close, and seemed underprepared for the shift to online learning

Not enough time to get experience in schools

I still remember my field practicum was postponed so that it delayed my graduation

Just the practical assignments were hard

Lack of face-to-face teaching and practicums made it very hard to focus and learn (again, I understand it was necessary, but it did make it harder). I felt I began to work to the assessment rather than actually learning

The last practicum was a farce

The worst part was the communication

Placement

Full time placement in the last few weeks

Missing out on one-to-one interaction

We didn't adapt to the changing world

Forever changing expectations within studies. Changes in registration fees caused stress with loss of money. Less support at Uni

We had a lot less time on practicum

We had to cancel or change some learning programmes, which was not the same as delivered online. Did not have enough practicum from different age groups. Too much time spent on theory. The learning depth often did not go to the 'application' level

The secondary school was hesitant of us wearing masks & the classroom was very crowded

Stressful with lockdowns as having to study while looking after my own children's needs

We were lucky to fit in at school practicums between lockdowns. I think the expectations sometimes were not realistic. Different classroom structures are not taken into consideration. E.g., modern learning vs single cell

Collaborative project work which was a requirement of my programme was made much more difficult. Increased stress led to me feeling less able to cope with the challenge of ITE

Mental health wellbeing in both staff and whanau, not having time away from 'work' and studies. As we are studying and working from home it feels like you can't escape it sometimes. Having check ins with staff, actually having the 'how are you' really conversation helps

Uncertainty

Reduced face-to-face time

Communication with Uni over the status of practicum. I was a part timer so 2020 was my year for the 2 x 7-week practicums which I still managed to complete through my own negotiations with the second school

Severe lack of placement experience

What changes would you recommend being implemented in ITE to help student teachers whose studies are disrupted by COVID-19?

Just make sure that graduates get the right amount of real exposure to teaching situations

I was lucky to finish the program before we were placed in Level 3

More experience sharing and training to be provided online to students; Mental health support to be provided online to students

Mentored programmes to support mental health of student teachers. Most of them take loans to complete the program and when such pandemic comes it is beyond anyone's expectations. One gets panic thinking about the future. I think more videos on teaching should be provided when there is no practicum in order to support teaching and learning

Different associate teachers within home placements for each practicum. Visits by lecture need to happen

Be clearer about the policy and requirements around completing the practicum online

Online learning needs to reflect and deliver an approach that still meet the priorities of key education manifestos. Most students are returning qualified teachers who are undertaking refresher courses, so understanding that they are agentic leaders and are respected as peers not as empty vessels. I had an immense dislike of this provider's approach and would not recommend their programme to anyone from diverse backgrounds. What COVID-19 did is highlight how linear and narrow their approach was

More self-study is good, read more research work, reflect more, discuss with mentors and team members

Treat students like valuable members of the profession rather than just unqualified cheap labour with zero support

More 1:1 online support

More free professional development opportunities

I felt very well supported by my training provider and they adapted the program very quickly

More help as a beginning teacher

Overall, the programme should be structured like, 1st semester on campus then should be placed in school on LAT as a teacher and get wider experiences with their associate teacher for a whole year. And there should be a paper that teaches digital technology and how to teach learners online/distances learning. I think it should be a mixture of tertiary programme and Secondary Programme

Mentoring and support

Communicate with your lectures and provider

Extensions, follow up, support especially at a time like this

1-1 support from lecturers, needs to be a way of observing students in practice

Nationwide framework to support any students disrupted by COVID-19. One response from everyone

More communication, check ins

More focus on the practice of teaching. Simplify expectations to only what is necessary. Pre-recorded content particularly for those with families at home

Perhaps a mix of on-campus and online study, that way it's not such a hug adjustment to go fully online during lockdowns

More practical webinars may help

Online study worked very well

Just get on with it and stop complaining

Online teacher courses/pld offered

Mentors, extra advice, and help wanted or needed. Support from therapists and councillors as it can also be very anxious inducing and nerve racking for some

Continued support into work or further studies

Standing up for human rights would be a great start

More information about the induction and mentoring

They need to have been extended to complete more practical time

Communication is a must

I think practicums should be started at the very early stage of programme. Practicums can also be divided into parts to avoid disruptions due to level changes

Have realistic expectations. Consider that whilst the lecturers have had industry experience and have an in-depth understanding, student do not and cannot equate 'reading' about situations etc

More time in practical situations, back to campus as soon as permitted, solid communication between the University and schools especially where assignments rely on this communication

Buddy system where you can bounce off each other

Structured support the year following including observations and assisted / collaborative reflection

Practicum even as online learning

Lower teaching load in Term One or Two. A mentor outside of school, maybe from another school or University - to provide some outside perspectives

Job hunting support

Having alternatives study doesn't get put on hold

Encourage keeping contact with associate teachers and classrooms, to maintain awareness of what is happening in education during this disruption

Honestly, I don't have any ideas, as I was not impacted by n disruption, I was in my final 6 months of study when the first lockdown hit

For student teachers who only come in 16 hours a week I believe practicum are very important and is needed

Provide proper online tutorial

Having a more in-depth final evaluation and induction process at all ECE services would ensure that beginning teachers would feel confident in their abilities as a beginning teacher

Creating support groups so student teachers do not feel isolated or cut off from the system

Ring the students to ask about their health and mental situation so that people can feel being cared for

More face-to-face time with lecturers even online meetings

Support for all students - not only those who had their practicums impacted. Those of us studying our master's in teaching and Learning were greatly impacted too - we had to juggle online learning with our own childcare and household stressors - we had our course requirements and criteria for achievement changed too

To have a short break - it was a massive change during lockdown, but to keep going. Study is something that can be done in lockdown or not - just not the practical parts

Make sure that they have had solid student teaching time

Looking into different ways of online learning

Placement to include practice around virtual teaching and cultivating online engagement in tamariki

A comprehensive online option

Practicum - lockdown teaching; extra time in full control

On-line co-teaching with AT

Less theory more hands on stuff

Faster way to get full registration

Less theory and more ability to observe teachers in other schools. More practicum teaching time.

If your practicum is interrupted by a lockdown, supporting online learning should count as practicum hours as it is valuable learning going into teaching, where you are thrusted into it with your own class

Good communication. Allow practicum to include online learning environments

Regular check-ins from lecturers and other Uni staff - even a google form weekly (2 minute how're you doing, anything you're finding tricky) would have helped. I felt that I was alone and hard to navigate some problems I was having. Phone call or zoom rather than email to ask questions (during 'office hours')

Important to get all practicums

Online programs

Help them to build a strong digital resource database

Fulltime placement in schools

They just need more time in the classroom

Online classes are an essential way to study

Not much change I think we are pretty good here

Communicate with lecturers as much as possible and if online teaching then ask the AT what you would be doing in class and how to accommodate all learning abilities

Currently relief teaching

More support for their autonomy

Extra support during their first year of teaching - I don't believe they should be held back due to COVID-19 which is out of their control

Clarity, emotional support, and understanding

Focus on educating upcoming teacher on online content and learning as well as classroom behaviour management

Make the extra mentoring support compulsory and the choice of the PCT to opt out

Give options for students to put their study on hold till the next year. It was mentally crushing trying to study from home with the stress of COVID-19

I don't know, it would depend on the trainee, younger people struggle

Additional on-site coaching from the experts

More online tutorials. More group catch ups

Extensions on assignments

Give support where needed. Be clear with expectations, the uncertainty is what causes the most anxiety. We are now gaining a clearer picture of what lockdown learning looks like

Supportive and adaptable

Having 'how are you really' time with your study peers, having help available if they need it, reminding them to take time for themselves so they're not submerged in their studies, sharing the signs of child abuse

Extra time and support to complete studies/ assignments

Just checking on them

A bank of video resources that allows student teachers to watch experienced teachers so that we gain pragmatic knowledge

Making home centre hours optional

Visible online support like we teachers are now expected to give our own secondary school students with connections with counselling

Lots of communication

Provide more chances to make up for lost time on placement

Times where lecturers are available for quick feedback. Reduced fees. Prioritise work - only give what's necessary and no "busy" work

Are there things we've not done before that the Teaching Council could do to support ITE student teachers in future COVID-19 alert level changes/restrictions or other disruptions?

Teachers need help, teachers need support. I would suggest looking closely at the health and wellbeing of particularly 2020 Graduate Diploma students as we already are undertaking a crash course in education - only to have it disrupted further by COVID-19. I am a strong, intelligent young man and I know I didn't cope. I worry about others still in the profession

I am not sure. To be honest, there will be a lot of policies in place now that we have this new mandate. But whatever policies or rules that will come up, surely it will be for the common good

Allow for a pause/break from studies while being in a pandemic for a maximum period to be flexible for students with children or other dependents

A lot

I think everything was good

There was NO communication from the Teaching Council neither during my time as an ITE student nor later when I became a provisional teacher. The only messages I got were about your muck up with the fees. That was not helpful at all during COVID-19

Talk to students to see what they need and involve them in the process

Kāore anō

The number of papers and workload should have been reduced in the program, especially those teachers who were teaching on LTA as full-time teachers, where they were looking after the department, tutor class, and teaching from year 9 to year 13. Preparing class online and doing their own assignments and at the same time marking kids' assessments, and moderating. Neither the Teaching Council nor the University was any help to those teachers in the COVID-19 lockdown. When these teachers were back to school, they were asked to do full weeks of practice experiences and keep all records. When fees were not paid on time to the University those teachers were been told that they cannot do their practicum. There was no support from the university at all. There was some support from the Teaching Council where they allowed teachers through universities to do both practicum in the same school and some weeks of practicum was reduced.

Vouchers of support

Manaakitanga and Pono includes palliative care of student teachers. Much like Maslow's hierarchy of care, if a family's basic needs are not met, study cannot be prioritised. Housing, food, and counselling need to be considered also

I really appreciate your support and benevolence throughout my teaching journey and experience. I am grateful to be a NZ registered teacher. I feel blessed to be a part of teaching council of Aotearoa New Zealand.

I was unaware that there were changes made apart from getting extra time. I was otherwise only aware of policy changes when I needed something, and I thought this was just Polytech helping me out

Again, stand up for human rights and the treaty

Opportunity to teach / collaborate online as part of an experienced based requirement

I'm not sure as my ITE supplier made sure my program wasn't disrupted

More information

In my views residential students had less exemptions as compared to international students which somehow felt unfair when we all are facing COVID-19 situation together. All ITE students should be allowed to benefit from any policy changes during alert level changes in future

Face to face is so important

Online learning as practicum

Communicate directly to students

Ask the students how they are going? I felt all the information was second, third hand by the time it got to me

Interview skills/ how to decide whether a centre is the right one for me

Practicum experiences are the most beneficial part of university studies to become a teacher! They are vital to support beginning teachers. Do not slim these down! You will have begging teachers struggling without these experiences. I do not agree with mandatory vaccinations for teachers and unfortunately our tamariki and teachers will suffer because of this decision.

Support equitable responses from all ITE providers

More matauranga Māori

Email policy changes direct to ITE students, as providers may not relay them all

Make sure they get their full practicum. Even if it means graduating later

If training was done in school full time, there would be no need to change policy

Open up the commutation lines quicker. Talk to the providers about student teacher progress... see how it will impact them by having less practical experience. I know it will be different everywhere, but it is not fair to send teachers into the workforce unprepared if they haven't had the time to learn and develop the necessary skills. Even time management in planning and work life balance is an important one to learn as a student teacher, with the shorter placements, I'm not so sure that it happens

Improved communication

Encourage student teachers to assist with online learning - it will still be valuable learning

All Uni's should have a practical paper where we are in the classroom all the time not just blocks to reward us for unnecessary papers. Considering the Teaching Council during COVID-19 was looking and planning how to increase our registration fees I find it unethical that you now show concern for how we felt through COVID-19 in our ITE.

Encourage the practicum schools to more fully engage their ITE student teachers in the online learning

We were given different options depending on our situation. So, while I was able to complete the in-school practicum others did online tasks. I think the way forward is to do an online practicum with a school, if possible, to gain confidence and know what online teaching looks like. It felt unfair to the different expectations for those doing online tasks to the ones who were still doing them in person. That is from talking to friends who did last year's online version. Teaching online everyone is on a level and the expectations are the same

Consider the students voice

Consult! Seek first to understand before making yourself understood

We effectively heard nothing from you at all, so anything would have been a positive start

Communicate clearer

Better open communication throughout & treating individual cases on their own merits

Any final thoughts to share with us?

Why bring in more overseas teachers

The TER through Open Polytechnic was exasperating; very unpleasant to deal with. If you must insist on the TER, please allow more than one online provider: Consider Victoria University of Wellington as I trust their quality and professionalism is superior

Thank you for being adaptive in these changing times

Thank you for seeking feedback!

Nope, stick to your lane, fees should be paid by the government or individual teachers, when I was a lawyer my registration fees were paid by my employer, why should teachers be any different

I am struggling to understand what your purpose and value is. I feel the TC has lost touch with who and what your purpose is. Most PCTs just see you are a tac collected for being a teacher. I know that you will just rewrite your policy to make us pay more but what for. What are you really doing for us as PCTs

I think we are doing fine. We can get through this and back to normal if we think positive. Good luck :)

This survey should have been completed this time last year or at the end of Term One this year

The council is out of touch with the reality of teaching in today's environment

Keep up the good work!

I signed up for the Enhanced Mentoring programme, and was matched with a tutor, but have heard nothing since. I no longer feel that this is useful in my teaching career (I am learning with support from other teachers at my school) so am unsure how useful it would be. I know of several others who didn't bother to sign up as it just seemed like more work

I'm grateful that I was able to complete my teaching even though we had cover to get through. I would not have survived another year of study to 'catch up'. I was ready for the classroom. I also think that people who have been out of the classroom for more than 10+ years should have to go back into the classroom for a month or two. Some of my tutors had no idea about the type of learning different schools did (learning through play) and thought I wasn't teaching because of that. It's important to keep up to date with the new ways that are used in the classroom

Hopefully, TC can do more and think more for the teachers, especially for the beginning teachers

Many students missed out on graduations! Even though this is from the separate services many students feel

Practicums should start asap when level changes are not very restricted as that is the main practical experience for ITE student and weekly hours should be counted towards it. ITE students should be allowed to collect evidence of their teaching practice for meeting their learning outcomes during weekly hours. It will reduce a lot burden on students and ITE providers too

I am fortunate to be in teaching profession

I was annoyed that I was told I would get extra mentor support but only to find when I applied, I was denied. We were told we would get it but there was no follow through. I was shocked to be told I was not eligible

It's so hard to plan for something like COVID-19 but I do feel that you and educational providers should have had better business continuity plans for any kind of disruption to studies

Really loved the support post study from the TC with a mentor through TC - invaluable

Thanking you for this survey

Some appreciation or certificate should be awarded to those student teachers who have completed their whole ITE program during this pandemic year/2020

When lockdown began, I assumed that I would not be able to complete my qualification. But both Uni and the TC responded with ways to make completion possible. Under the circumstances, I think that good solutions were provided

Yes, I found it hard teaching year 1 and 2 students in a kura when it came to planning as they plan with extra curriculum such as reading etc... is there any way to have any training in this area implemented into ECE?

I am still not sure what the Teaching Council is good for, to be honest. I pay way too much money to you and get a plastic card. That is about it. What else do you actually do?

I learnt a lot from ECE graduation diploma, and do hope to keep growing

Thanks for considering me

Thank you for your temporary policy changes, guidance, and support responding to the pandemic for student teachers to grow to professional teachers to the most potential in this difficult time

I think the goal of getting teachers across the line of training in 2020 should have been more balanced with the need to finish with a well-rounded and experienced base to start from. I personally would have rather been told I had to do another 6 months of training to qualify than to end up in the position I did - inexperienced and out of my depth. I will likely never return to teaching and now have thousands of dollars added to my student loan in order to pay for what was ultimately quite a traumatic experience

Teaching Council of Aotearoa New Zealand