APPROVAL REQUIREMENTS FOR ACHIEVEMENT AGAINST THE STANDARDS (WITH SUPPORT), December 4 2018

Rationale

Each learner has an entitlement to teaching of the quality indicated by the Standards regardless of whether they are taught by a new graduate or an experienced teacher. The beginning teacher has an entitlement to support (time allowance and mentoring) to achieve the Standards but the expectations of the quality of their work with learners should be no different than the expectations for experienced teachers. To adopt any different position would be to suggest that learners should expect to receive an inferior experience with beginning teachers.

It follows, therefore, that Teaching Council (TCANZ) decisions about approval to deliver ITE programmes are best made with reference to **evidence about the quality of assessments used to determine graduates' achievement of the standards (with support).**

Because there are a range of legitimate approaches to programme and assessment design approval adopts a "Tight but Loose" framework[1] that prescribes central design principles (the "tight" framing) but that allows contextual interpretation by sector or by programme orientation and values *as long as those interpretations are consistent with the principles*. During the approval process the provider will be asked to explain and justify their interpretations through collegial and robust discussion with the approval panel.

The following chart provides an overview of the "tight" framing. It begins with the *Programme Context* (A1) or the story that enables the Approval Panel to understand the lens through which the provider is unpacking or interpreting the Standards. While that lens, and therefore the interpretation of the Standards, will vary by provider the interpretation is not entirely discretionary. It proscribed by a set of requirements to ensure *Coverage with Rigour* (A2). **Unpacking the standards** (**Section A**) provides the foci for assessment against the Standards. Assessments aligned to these foci need to attend to three **interrelated principles** (**Section B**) – *Variety* (of assessment sources and types) (B1), *Diversity* (of learners, contexts and subjects) (B2), and *Partnership* (with PSTs, and with practice) (B3). Overall the assessments need to give **confidence** that the PSTs have achieved the Standards (Section C) by providing evidence that graduates can perform key practices from Day One of teaching – *Readiness* (C1) – and that they understand the importance of drawing on multiple sources of information to address the complexities of practice – *Complexity* (C2). While some documentation will be required to as evidence for approval the intention is that the way each provider is meeting the requirements is the basis for a conversation between the Approval Panel and the provider – a conversation that is likely to be iterative as the Panel satisfy themselves that the requirements have been met.

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[1] Thompson, Marnie & Wiliam, Dylan (2007). *Tight but Loose: A Conceptual Framework for Scaling Up School Reforms* Paper presented at the annual meeting of the American Educational Research Association (AERA) held between April 9, 2007 - April 13, 2007 in Chicago, IL. Downloaded from http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers.html

OVERVIEW OF APPROVAL PRINCIPLES for ACHIEVEMENT AGAINST STANDARDS (WITH SUPPORT)

SECTION A
Unpacking the Standards (with support)

SECTION B
Assessing the Standards (with support)

SECTION C
Meeting the Standards (with support) at Exit

A1. Contextualisation
The standards are unpacked consistent with the orientation and values of the programme (the Conceptual Framework)

A2 Coverage with Rigour
The standards are unpacked in a comprehensive and rigorous way to ensure that the capability of students to meet the intent of each standard with support is assessed.

B1 Variety
Summative assessment decisions draw on a variety of robust information from a range of assessment sources and types.

B2 Diversity
Assessments across the programme capture the PST's capability to work effectively with diverse learners, in multiple settings, and across multiple curriculum contexts.

B3 Partnership
Assessment processes seek consensus among stakeholders about judgements of student teachers' capabilities.

C1 Readiness
Assessments give confidence that graduates are ready from the outset for role of a beginning teacher.

C2 Complexity
Assessments gives confidence that graduates can address the complexities of practice by demonstrating the ability to draw on and integrate elements from across the standards.

Approval REQUIREMENTS guide the professional CONVERSATIONS between the Teaching Council and the ITE providers

Overview of Requirements

Principles	Requirement	Expectation of levels of rigour (prompts for discussion between provider and panel)
A1. Contextualisation	A description of the **conceptual framework** and the relationship of this to the standards.	Identification of the values, ideas and philosophies that underpin and shape the programme, and how they influence the positioning and interpretation of the standards
A2. Coverage with Rigour	A completed template to show how each standard is unpacked to identify the assessment foci consistent with the full intent of the wording of the standard.	Alignment of unpacking to specific wording of the standards. Reference to related sources - national education priorities, Code of Professional Responsibility, Tātaiako, and Tapasā, Beginning Teacher.
B1. Variety	A description of the variety of assessment opportunities, approaches and modes used across the programme.	Alignment of assessment examples to assessment foci identified in unpacking of standards including examples of foci combined within single assessments. Explanation of how judgements against the standards will draw on multiple sources of evidence and take account of situations PSTs have not directly experienced.
B2. Diversity	An explanation of how the different contexts of teaching are reflected in the assessment programme.	Explanation of how PSTs capability will be assessed with diverse learners, in different educational settings, and across various curriculum contexts relevant to the sector acknowledging that direct experience of the full range of diversity is not possible. Explanation of how assessments will capture PSTs capability in areas of national educational priority.
B3. Partnership	An explanation of how practitioners are involved in assessment design and assessment processes.	Explanation of involvement of practitioners in a meaningful ways in the design of assessment within your programme. Explanation of approach to reaching consensus. Explanation of how PSTs are encouraged to recognise and act on their own and others assessment of progress towards the standards.
C1. Readiness	An explanation of the assessment of PSTs progress on key teaching tasks, and of trust in their ability to perform these with independence at graduation.	Explanation of approach to identifying sector-specific key teaching tasks and their connection to the standards and the practicum report. Explanation of the process of tracking progress towards independence on the key teaching tasks. Explanation of the moderation processes to optimise trust in the assessment of key teaching tasks.
C2. Complexity	A description of the capstone assessment that all PSTs need to complete towards the end of their programme as a for-credit part of their programme.	Based on an *authentic practice situation.* Assessed for: - Understanding and analysis - Ability to consider a range of alternative approaches - Evidence of integrative learning - Ability to explain how their response to the capstone reflects elements drawn from across the standards. - Ability to reflect on gaps in their learning and their intentions to address these - Overall communication and teamwork skills. Explanation of moderation process to ensure consistency of judgements.

SECTION A: Unpacking the Standards

The standards are framed in general terms and as such need to be unpacked, or interpreted, by providers to identify the foci for assessment against the standards. Interpretations are influenced by two factors – programme context, and the requirement for coverage with rigour.

A1. Contextualisation
The standards are unpacked consistent with the orientation and values of the programme (the Conceptual Framework)

Rationale

Assessment is located within and aligned to a programme's curriculum and teaching approach. It is the curriculum that decides what is taught and when. It is the teaching approach that decides how it is taught. It follows that any approval based on assessment needs first to understand the programme "story" – its underlying philosophy; what it is trying to achieve and the lens or lenses through which it is trying to achieve that; the values and assumptions on which it is premised. While in the end all graduates need to show they have achieved the standards, the ways in which a particular programme demonstrates this achievement will be determined by its priorities and values and these will influence the relative emphasis placed on each standard and on the relationships between the standards.

Requirement

A description of the **conceptual framework** and the relationship of this to the standards.

Prompts as the basis of discussion between the TCANZ approval panel and the provider:
Share with us the values, ideas and philosophies that underpin and shape the programme, and how they influence your positioning and interpretation of the standards (for example, the relative importance of the standards, the relationships you see between the standards)

Possibilities for prepared evidence to support responses to prompts
- An illustration of the conceptual framework and the connection of the standards to that framework
- An illustration of how you see the relationships between the standards

A2. Coverage with Rigour
The standards are unpacked in a comprehensive and rigorous way to ensure that the capability of students to meet the intent of each standard with support is assessed.

Rationale

Preparing students to meet the standards with support means that each standard must be addressed. This is not to suggest that each standard needs to be separately assessed. Rather that there must be sufficient assessment evidence collected to demonstrate

coverage of the standards. In unpacking the standards rigour is achieved by ensuring that the assessment foci address not just the title of the standard but the full intent of the wording of the standard, including the dispositional aspects of the wording. The Elaborations of the Standards in *Our Code: Our Standards* may assist with interpretation but coverage of the Elaborations is not required. Other points of reference to assist with interpreting the Standards are national education priorities, the Code of Professional Responsibility, Tātaiako, Graduating Teacher Level and Tapasā, Beginning Teacher Level.

Requirement

A completed template to show how each standard is unpacked to identify the assessment foci consistent with the full intent of the wording of the standard.

Prompts as the basis of discussion between the TCANZ approval panel and the provider:
a. Show us how you have unpacked each of the standards to identify the key elements of each standard that you intend to assess, and how these key elements reflect the wording of the standard.
b. Show us how you have incorporated national education priorities, the relevant elements of the Code of Professional Responsibility, Tātaiako, Graduating Teacher and Tapasā, Beginning Teacher into your unpacking of the standards.

Possibilities for prepared evidence to support responses to prompts
- A completed template (see examples below) to identify key assessment foci against each standard and note within the unpacking references to the Code of Professional Responsibility, Tātaiako and Tapasā.

Clarification of the Requirement
The following examples illustrates a limited and a stronger response to unpacking the Te Tiriti o Waitangi Partnership standard and the Professional Learning standard. The Provider Interpretation column in the 'stronger' responses integrates assessment design considerations (or foci) with broad assessment requirements and key judgement criteria.

An example of a limited response			An example of a stronger response		
Standard	**Provider Interpretation – Unpacking the Standards** *What are the key elements of each standard that you intend to assess?*	**Commentary explaining why this is a limited response**	**Standard**	**Provider Interpretation – Unpacking the Standards** *What are the key elements of each standard that you intend to assess?*	**Commentary explaining why this is a stronger response**
Te Tiriti o Waitangi Partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand	PSTs will develop their use of te reo and tikanga. PSTs will be assessed on their commitment to the vision in Ka Hikitia of Māori students enjoying and achieving education success as Māori.	The first is more descriptive of a learning process than an assessment focus. "Develop" does not give a strong enough sense of what is acceptable at graduation. While commitment to Ka Hikitia signals an important disposition, and relates to a national education priority, the assessment focus is not clear – how will you know the graduate is committed? What will you see in their practice? More generally neither focus acknowledge the "partnership" sense of the standard and that Te Tiriti has relevance not for Māori students but for all learners as Treaty partners.	**Te Tiriti o Waitangi Partnership** Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand	PSTs will be assessed throughout the programme on their competence in te reo Māori culminating in their ability to pronounce Māori words correctly and to use te reo Māori accurately in teaching settings (CPR 1.4, 2.4, 4.2; TP 1.8) On practicum and in coursework PSTs will be assessed on their ability to show in their planning and teaching how they use concepts and examples relevant to Māori and that affirm Māori knowledge, language, identity and culture (CPR 1.4, 2.3, 2.4, 2.5, 4.2; TT Wānanga 4, Manaakitanga 3, Tangatawhenuatanga 4, Ako 2; TP 2.8, 3.6) PSTs will be assessed on their ability to explain the historical and contemporary significance of the Te Tiriti in education, and their own identity in relation to Te Tiriti (TT Whanaungatanga 1, Tangatawhenuatanga 1-3; TP 2.7)	A sense of development ("assessed throughout the programme…") accompanied by a level of performance is provided ("pronounce Māori words correctly … use te reo accurately"; "show in planning…use of concepts and examples…"; "explain…significance..") Context of performance is described ("in teaching settings", "on practicum and in coursework"). Applies to all learners and to more than a single isolated example ("planning that uses concepts and examples … and that affirms Māori knowledge…") Cross-references to other sources to strengthen understanding of what is intended (*Code of Professional Responsibility (CPR), Tātaiako, Graduating Teacher (TT) and Tapasā, Beginning Teacher (TP)*) The omission of reference to Ka Hikitia may be limiting unless that is addressed in the unpacking of assessment against other standards.

6

	An example of a limited response			An example of a stronger response	
Standard	**Provider Interpretation – Unpacking the Standards** *What are the key elements of each standard that you intend to assess?*	**Commentary explaining why this is a limited response**	**Standard**	**Provider Interpretation – Unpacking the Standards** *What are the key elements of each standard that you intend to assess?*	**Commentary explaining why this is a stronger response**
Professional Learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	PSTs will participate in collaborative assessments throughout the programme. PSTs will be assessed on their ability to set goals and make progress towards achieving them. PSTs will be assessed on their use of inquiry on practicum. (Primary English-medium) PSTs will be required to develop their knowledge of content and resources in each learning area of the NZC.	The four foci each connect to the wording of the standard (inquiry, collaborative problem solving and professional learning) but in a very general way. It is not clear exactly how what will be assessed impacts on the "learning and achievement of all learners". The expected benchmarks of "improved professional capability" are not specified and there is no prioritising of particular professional learning.	**Professional Learning** Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	PSTs will be assessed on their ability to take responsibility for prioritising and addressing gaps in professional knowledge (content, curriculum, assessment, pedagogy, technology, inclusion) and capabilities to the point where they are fluent in their ability to draw on content, resources and ideas that will engage all learners. (Primary English-medium) PSTs will be assessed on their subject matter knowledge in mathematics and English culminating in their accurate use of written and spoken English language in teaching contexts, and in their confident and accurate knowledge of mathematics to at least Level 6 of the NZC. PSTs will be assessed on their informed and reasoned responses to authentic teaching and learning challenges (their own and other common situations) using systematic inquiry both independently and with peers PSTs will be assessed on the critical examination of their assumptions and beliefs and sustain change in these where they are not helping learners.	These foci address the wording of the standard (inquiry – "take responsibility for prioritising and addressing…", "using systematic inquiry", "critical examination of assumptions and beliefs"; collaborative problem solving – "both independently and with peers"; and professional learning to improve capabilities). A sense of benchmarking is signalled ("to the point where they are fluent…"; "to at least Level 6 of the NZC") along with a specific focus on a contributing factor associated with a national educational priority (mathematics and literacy achievement). One of the focusses also specifically addresses professional learning related to situations the PSTs themselves may not have directly experienced ("their own and other common situations"). The foci also include reference to the dispositions to be open to new learning ("take responsibility for addressing gaps…") and to be flexible ("sustain change" in beliefs")

SECTION B: Assessing the Standards (with support)

Unpacking the standards gives a sense of assessment direction and priority but not of approach. This section focuses on the forms of assessment, the contexts within which the assessments are applied, and ways in which practitioners are involved as partners in assessment design and processes.

B1. Variety
Summative assessment decisions draw on a variety of robust information from a range of assessment sources and types.

Rationale
Assessments used for summative purposes against the standards (at whatever point in the programme they occur) have enduring consequences and as such they need to assure high levels of certainty. Because every assessment method has its strengths and limitations greater certainty is achieved when assessment decisions are based on a variety of assessment information, over time. Furthermore, the more complex the performance being assessed, the greater the requirement to gather a range of assessment information (such as portfolios, demonstrations, practicum, scenario analyses, problem-solving, written reports, interviews, samples of work/documents).

Requirement
A description of the variety of assessment opportunities, approaches and modes used across the programme.

Prompts as the basis of discussion between the TCANZ approval panel and the provider:
a. Show us some examples of how you intend to assess the key foci you identified on the template in section A2, and how these foci may be combined within particular assessments.
b. Show us how in making judgements against the standards you are going to use different types of assessment and draw on varied sources of evidence, across time.
c. Show us how you intend to assess PSTs on the complexities of practice that they may not directly experience on practicum.

Possibilities for prepared evidence to support responses to prompts
- A chart/table of the variety of assessment types (b)
- Examples of case-based or scenario-based assessments (c)

B2. Diversity
Assessments across the programme capture the PST's capability to work effectively with diverse learners, in multiple settings, and across multiple curriculum contexts.

Rationale
Teaching is significantly influenced by context. While it is not realistic to assess graduates for every eventuality it is important that they are able to operate flexibility and competently in a range of contexts. This means being able to work with different levels of learner, with learners from different backgrounds, and with learners with special educational needs. It also means being able to work in different types of school/centre/kura[2], and across the range of curriculum relevant to the sector for which the graduate is being prepared.

Teaching in state schools is also influenced by government priorities for education that may from time to time require providers to give particular contexts (learners, subjects) more emphasis.

Requirement
An explanation of how the different contexts of teaching are reflected in the assessment programme.

Prompts as the basis of discussion between the TCANZ approval panel and the provider:
a. Show us how you intend to assess PSTs capability in ways that capture a diversity of contexts:
    o   capability with diverse learners.
    o   capability in different educational settings.
    o   capability across the various curriculum contexts relevant to the sector.
b. Show us how you will monitor and ensure that assessments capture PSTs capability in areas of national educational priority.

Possibilities for prepared evidence to support responses to prompts
*   Overview of practicum requirements to illustrate attention to diversity of settings[3]. (a, b)
*   Examples of assessments against the curriculum relevant to the sector. (c)
*   Examples of assessments in areas of national priority. (d)
*   Scenario or case-based assessment to illustrate full range of responses to diversity. (a-d)

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[2] Working in different types of settings does **not** mean that students need to have direct practicum experience of the full range. It is often the case that stronger provider-practice partnerships – see B3 - can be built around fewer placements. Other assessment approaches – vignettes, scenarios, case studies, observations – can be used to increase diversity of experience and to assess response to that diversity.
[3] See footnote 2.

B3. Partnership

Assessment processes seek consensus among stakeholders about judgements of student teachers' capabilities.

Rationale

Because graduates capabilities are ultimately tested in practice settings it is important that partnerships are established between providers and practitioners to optimise the support for PSTs, and to ensure that the expertise of practitioners contributes in a meaningful way to consensus-seeking about the judgements of PSTs achievement of the standards. Consensus-building also involves the PSTs themselves. Coming to shared, honest judgements about personal capability is an important element of being a reflective teacher who can set goals for improvement.

Requirement

An explanation of how practitioners are involved in assessment design and assessment processes.

Prompts as the basis of discussion between the TCANZ approval panel and the provider:

a. Explain to us how you involve practitioners in a meaningful way in the design of assessment within your programme.
b. Explain to us the processes you use to involve practitioners in a meaningful way in the assessment of PSTs, and how you reach consensus.
c. Show us how you involve PSTs in recognising and acting on their own and others assessment of progress towards the standards.

Possibilities for prepared evidence to support responses to prompts
- Explanation of partnership arrangements with practitioners (a, b)
- Examples of co-design with practitioners (a)
- Examples of shared assessment with practitioners (b)
- Examples of PSTs tracking their progress and setting goals (c)

SECTION C: Meeting the Standards (with support) at Exit

Assessment throughout the programme provides an important assurance that PSTs are meeting the standards. However, the guiding principle that each learner has an entitlement to teaching of the quality indicated by the Standards **regardless of whether they are taught by a new graduate or an experienced teacher** requires an additional assurance that graduates are ready to carry out key teaching tasks from day one, and that they can address the inevitable complexities of practice they will face by drawing on and integrating multiple sources of knowledge.

C1. Readiness
Assessments give confidence that graduates are ready from the outset for role of a beginning teacher.

Rationale

Learning to perform key professional tasks competently is a process all PSTs must navigate on their path to professional independence. Identifying the most vital of these tasks and reliably assessing PSTs progress towards independence provides confidence that PSTs can be entrusted upon graduation to take on the full responsibilities of teaching. While some of these tasks will be shared across sectors many of them will be sector-specific.

Identifying key teaching tasks is an important component of the partnership relationship between providers and practitioners, and also offers the opportunity for moderation by sector across the system. Agreement about what constitutes key teaching tasks essential to successful beginning teaching is commonly reflected in the practicum report. Assessing PSTs ability to carry out key teaching tasks also forms a basis for assessing their progression towards independence.

Requirement
An explanation of the assessment of PSTs progress on key teaching tasks, and of trust in their ability to perform these with independence at graduation.

Prompts as the basis of discussion between the TCANZ approval panel and the provider:
a. Explain to us how you arrived at your identification of sector-specific key teaching tasks and how these connect to the standards and are reflected in your practicum report
b. Explain to us the process you are using to track PST progress towards independence on the key teaching tasks.
c. Talk us through the moderation processes you use to optimise trust in the assessment of key teaching tasks.

Possibilities for prepared evidence to support responses to prompts
* A grid that maps key teaching tasks against each standard (a) – see Example below
* A grid showing expectations of progress at different stages of the programme against each of the key teaching tasks (b,c) – see Example below
* A practicum report that illustrates the incorporation of key teaching tasks (a).

- Explanation of the assessment process including induction of assessors and moderation of assessments (d)

A sample grid mapping examples key teaching tasks against each standard

Illustrative Key Teaching Tasks	Treaty of Waitangi	Professional Learning	Professional Relationships	Learning Focused Culture	Design for Learning	Teaching
Design a series of learning experiences for a class with wide ranging abilities including several with dyslexia	●			●	●	●
Help students grasp a complex new curriculum concept with which they are unfamiliar				●		●
Make sense of data from standardized tests or exam results that reveal problems in patterns of achievement including gender and ethnic group variations	●	●	●	●	●	

A sample grid showing expectations on the progress scale at different stages of the programme and against each key teaching task

Illustrative Key Teaching Tasks	Student can do this with specific direction and direct supervision	Student does this with direct supervision and frequent feedback that guides performance improvement	Student does this with limited feedback. The student is self-directed and seeks guidance as necessary	The student completely and accurately completes the activity as an independent practitioner on graduation
Design a series of learning experiences for a class with wide ranging abilities including several with dyslexia	Early practicum	By programme midpoint	By programme midpoint	Final Practicum
Help students grasp a complex new curriculum concept with which they are unfamiliar	Early practicum	By programme midpoint		Final Practicum
Make sense of data from standardized tests or exam results that reveal problems in patterns of achievement including gender and ethnic group variations		Early practicum	By programme midpoint	Final Practicum

Clarification of requirement[4]

Key teaching tasks do not replace the standards, rather they draw on the **professional expertise** (knowledge, skills and understandings) embedded *in* the standards. They are a sample of **discrete** tasks, aligned to the standards, that are **observable and measurable** and that capture **essential** aspects of **practical**, professional work. They are **high priority** in the sense that they represent key aspects of the *trust* that is placed in beginning teachers in their **direct work with learners** to be able to operate from day one with independence.

Some examples might be:
- Design a series of learning experiences for a class with wide ranging abilities including several with dyslexia
- Help students grasp a complex new curriculum concept with which they are unfamiliar
- Make sense of data from standardized tests or exam results that reveal problems in patterns of achievement including gender and ethnic group variations
- Carry out a running record for a learner whose current reading level is unknown, and who has expressed reluctance to read.
- Give feedback to a group of students when you have noticed from listening to their talk, several conceptual misunderstandings from some of the group, that you have previously attempted to clarify with the whole class
- Handle a situation in which a student becomes angry and threatens to behave in a way that could harm others.
- Support a child/young person transitioning into the school, and who is feeling isolated, by building strong relationships and learning focused class community
- Welcome a new child and his/her whanau to a setting who has become upset on arrival
- Facilitate a student/parent/teacher conference that shares learning progress and next steps with a parent whose child has not progressed as expected

*Some examples that are important but are **not** key teaching tasks might be:*
- Undertake a professional inquiry (important work but not a key teaching task because it does not represent **practical, direct work with learners**)
- Engage in a informed conversation with a colleague about institutional barriers to Māori experiencing success as Māori (an important ability but not a key teaching task because it does not represent **practical, direct work with learners**)
- Be a resilient leader of learning (an important quality but not a key teaching task because it is not **observable, measurable and evaluable**)
- Dress professionally and be punctual (important commitments but not a task that requires **professional expertise**)

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[4] Drawn from ideas developed in medicine - for example: Ten Cate, O., Chen, H. C., Hoff, R. G., Peters, H., Bok, H., & Van Der Schaaf, M. (2015). Curriculum development for the workplace using Entrustable Professional Activities (EPAs): AMEE Guide No. 99. *Medical Teacher, 37*(11), 983-1002. 10.3109/0142159X.2015.1060308

C2 Complexity
Assessments gives confidence that graduates can address the complexities of practice by demonstrating the ability to draw on and integrate elements from across the standards.

Rationale

Most of the in-the-moment and planned decisions that teachers make are complex because they require the teacher to draw on multiple sources of information and to integrate knowledge and skills that relate to more than one Standard. While the integration of elements of the Standards will be a feature of assessments across the programme the full integration of the PSTs' learning, and their ability to access and integrate multiple sources of knowledge and skill to address problems of practice, can only be comprehensively assessed towards the end of the programme. Providers therefore need to incorporate towards the end their programme some form of **culminating integrative capstone assessment** that requires PSTs to apply the knowledge, capabilities and skills they have learned during the programme to an authentic situation that relates closely to the professional work of teachers in the sector for which they are being prepared. As part of this process PSTs will also be able to explain the connections of their actions and decisions to the Standards.

Requirement

A description of the capstone assessment that all PSTs need to complete towards the end of their programme as a for-credit part of their programme.

Clarification of Requirement

The capstone assessment must be based on an unstructured authentic practice situation that requires complex decision-making and the synthesis of learning (cognitive and affective) from across the programme. The *authentic practice situation* could be:
-   drawn from the PST's own description of a challenging practice situation they have faced on practicum, or
-   a case study based on a real example
-   a vignette or scenario that replicates the type of complex decisions that teachers regularly need to make
-   a visual prompt (photograph or video)
-   a posed problem (from a teacher or school-leader)
-   a role play or simulation

In order to ensure that PSTs engage with the integrative nature of task Assessment Criteria and their associated rubrics should reference:
-   Understanding and analysis of the situation including the ability to identify the underlying contributing factors to the described situation.

- Ability to consider a range of alternative approaches to address the situation along with a commentary on their likely efficacy.
- Evidence of integrative learning – the ability to synthesise prior knowledge and learning (cognitive and affective) across courses within the programme.
- Ability to explain how their response to the capstone reflects elements drawn from across the standards.
- Ability to reflect on gaps in their learning and their intentions to address these as they progress to their next career stage.
- Overall communication and teamwork skills.

Two common practices in Initial Teacher Education have many of the characteristics of a capstone but do not in themselves meet the conditions described above:
- *E-portfolios*: these are records of learning that provide collections of evidence against the standards but that is not the same as a culminating capstone where PSTs are required to draw on their learning to explain their thought processes and decision making in relation to an authentic problem of practice. It is this applied, integrative nature of the assessment that distinguishes it from an e-portfolio although clearly material can be drawn from an e-portfolio record of learning in response to the task.
- *Practicum debriefing*: these bear some of the similarities of a capstone in that they are based on authentic examples of practice but the debriefing itself is not a capstone. It could be adapted to a capstone were the PST to take a key practice challenge emerging from the discussion and analyse it by drawing on a synthesis of learning from across the programme. It is this formal synthesising of material and connection back to the standards that distinguishes the activity as a capstone.

Given the focus on the complexities of practice it is appropriate to include a teamwork component in capstones but individuals need to demonstrate their ability to analyse the problem situation, to synthesise prior knowledge and learning, to design solutions and to reflect.

Prompts as the basis of discussion between the TCANZ approval panel and the provider:
a. Explain to us how you decided on the authentic practice situation and how it reflects complex decision-making
b. Explain to us how practitioners contributed to the design and assessment of the capstone
c. Talk us through the assessment criteria and rubrics that you are using to assess the capstone.
d. Talk us through the moderation processes you use to optimise consistency of judgement for the capstones.

Possibilities for prepared evidence to support responses to prompts
- Sample capstone assessment task, assessment criteria and rubric that clearly shows acceptable performance.