



EDUCATION COUNCIL  
NEW ZEALAND | Matatū Aotearoa

## Initial teacher education (ITE) - September Progress Report

ITE is critical to building high-quality practice within the teaching profession. We want to ensure ITE graduates have the capability to successfully teach in today's teaching environments as well as the skills to adapt to meet the needs of teaching in the future.

In July we released a paper on the [strategic options for future-orientated ITE](#) which set out a range of recommendations for ITE provision. Work on some of these recommendations has already started, for example, developing new teaching standards.

### ***Developing an action plan to lift the professional capability of ITE graduates***

We met again with sector representatives last month to agree to develop a shared action plan to progress many of the other recommendations that aim to lift and strengthen ITE provision. The group endorsed the Council's role in facilitating this important work across the various stakeholder groups.

The action plan will clearly set out the steps we as a sector need to take. Over the coming months we will engage with individual ITE providers and other key stakeholders about our progress and suggested timelines.

### ***Deciding the future NZQF level, content and entry requirements for ITE programmes***

One of the first decisions we are seeking to make is about the design and NZQF level of future qualifications. While the Council sets the standards for the profession and approves ITE programmes, we aren't the only player in this space. The Tertiary Education Commission, the Ministry of Education, New Zealand Qualifications Authority and the Committee on University Academic Programmes, each have a role.

Changes to the NZQF level of a qualification also have implications for the cost to government of tertiary education and the flow on employment costs. The Council is actively working with these organisations to consider and plan the way forward. We are seeking to develop qualifications that provide a balance between theory, practice and research, and which provide a range of pathways for potential candidates. We are working towards decisions about future qualification requirements being announced in 2017.

Strengthening candidate entry requirements, particularly for literacy and numeracy, is also one of the recommendations to improve the quality of graduates. Many providers already make their own assessment of capability in these areas. The Council is exploring the introduction of a common assessment tool, or a set of prerequisite

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standards. We will be working with our stakeholders over the coming months to agree a way forward.

### ***Reviewing the standards for the teaching profession***

Work to review the future standards for the teaching profession, including those graduates will need to meet, is well underway. An initial framework, developed in consultation with a sector working group, has been endorsed by the Board of the Education Council. This framework provides the foundation for further work to refresh and streamline the standards for graduating teachers, registration and practising certificates. [Learn more](#)

### ***We want to progress all the recommendations in the options paper***

As well as the priority areas already highlighted, we will be seeking to progress all of the recommendations in the options paper. In the coming months we will be talking with the sector about plans to:

- issue the new standards for graduates, registration and practising certificates
- develop professionally focused qualifications, including enhanced practicums, that will over time become the new benchmark for membership of the teaching profession
- lift the entry requirements for ITE programmes to ensure the profession attracts high-calibre candidates, for example literacy and numeracy requirements
- enhance ITE assessment and moderation processes to ensure individual graduates consistently meet the standards required
- streamline programme approval, monitoring and review processes to improve efficiency and reduce compliance
- consider how professional leadership and development can support the induction and mentoring of graduates into the profession
- work with other agencies, including the Tertiary Education Commission, to develop a more effective and efficient network of provision that is focused on producing high quality outcomes from ITE programmes, and
- facilitate discussion among ITE providers about developing a more coherent network of provision that better aligns with future workforce trends.

### ***We will report back to you regularly on our progress***

We will keep you up to date as this work progresses through Highlighter and do a fuller report back to you at least twice a year.

Getting started on this work now is a priority because it will take several years before ITE student teachers graduate from new programmes designed to meet the future standards and entry requirements.