

Initial Teacher Education Policy and Practice

Final Report

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MASSEY UNIVERSITY

Te Kunenga
ki Pūrehuroa

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Initial teacher education in New Zealand has been operating within a competitive environment over recent decades, yet involvement in this national project demonstrates our shared commitment to examining ways to enhance and advance the preparation of quality teachers. Cooperation from providers reflects also their support for the compilation of a national data-base for initial teacher education to serve as an important resource for future and ongoing development of ITE within Aotearoa New Zealand. The electronic data-base established in the process of this research project has the potential to serve this purpose.

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ABSTRACT

The purpose of this study was to generate a systematic description of policy and practice across qualifications of initial teacher education in Aotearoa New Zealand. The study was conducted in two phases. Data from publicly-available documentation of the 27 providers of initial teacher education were recorded in an electronic data base as a means of compiling individual profiles of each qualification. Subsequently, twenty-five providers participated in interviews to ensure that profiles accurately reflected the policy and practice of the qualification. Qualification profiles were reviewed to identify common and distinctive characteristics of initial teacher education according to sector (early childhood, primary and secondary), type of qualification and type of provider. Findings were considered within a framework of contemporary national and international research and implications identified for future research, policy and practice in initial teacher education.

This project confirms that initial teacher education is incredibly complex and multi-faceted and that New Zealand qualifications reflect many of the achievements and the challenges of implementing quality teacher education that are experienced internationally. The official documentation reveals that there is a general lack of explicit coherence among components of many qualifications, that in some cases there is no clearly articulated conceptual or theoretical base underpinning qualifications, and, that, in the documentation of many qualifications, there are conspicuous silences surrounding aspects of initial teacher education critical to the New Zealand context. There is also evidence that the regulatory and compliance environment within which providers operate is sometimes perceived as distracting, rather than ensuring quality.

This national project has enabled us to identify key areas for further and ongoing attention both by individual providers of initial teacher education and, more importantly, by the professional community of teacher education in collaboration with the Ministry of Education, the New Zealand Teachers Council and others. We need to determine, and thence articulate more clearly, the fundamental goals of initial teacher education and to demonstrate how programmes of ITE are coherent in their underlying values, goals, design, curriculum, pedagogy and implementation. There is a need also to consider how current external quality assurance processes can be made more coherent with fundamental goals of initial teacher education and the research on theory and practice that underpins these goals.

KEY WORDS

Initial teacher education, preservice teacher education, teacher training.

EXECUTIVE SUMMARY

Initial teacher education has a fundamental goal to graduate teachers who are able to ensure high quality learning outcomes for all children and young people with whom they work. Those responsible for initial teacher education policy and practice have a responsibility to examine the ways in which we are today, preparing student teachers to teach in the centres and schools of the future. This research report addresses the following two research questions: What are the distinguishing characteristics of New Zealand initial teacher education qualifications? and, What processes are in place to ensure quality implementation of the qualifications?

The findings provide a comprehensive picture of initial teacher education qualifications within New Zealand based solely on documentary analysis and discussion with providers. We are very much aware that there are many colleagues throughout New Zealand who contribute to initial teacher education, each of whom bring personal and professional knowledge, experience, and interpretations to their work of preparing teachers. This study did not have the capacity to capture this detail of teacher educators' work with student teachers.

The study was conducted in two phases. Data from publicly-available documentation of the 27 providers of initial teacher education were recorded in an electronic data base as a means of compiling individual profiles of each qualification. Subsequently, staff from 25 providers participated in interviews to ensure that profiles accurately reflected the policy and practice of the qualification. Qualification profiles were reviewed to identify common and distinctive characteristics of initial teacher education according to sector (early childhood, primary and secondary), type of qualification (undergraduate diploma, degree and graduate diploma), and type of provider (university, college of education, polytechnic, private training establishment and wānanga). Findings were considered within a framework of contemporary national and international research and implications identified for future research, policy and practice in initial teacher education. This summary presents findings and implications organised according to the key sections of the report.

The Shape of Initial Teacher Education in Aotearoa New Zealand

Initial teacher education in Aotearoa New Zealand is clearly a complex and multi-faceted endeavour with the underlying goal of preparing quality beginning teachers in specific areas of education and, in secondary, in specialised subjects. Associated with this complexity is a need for teacher education providers to respond to the demands and expectations from a number of quarters. Initial teacher education (ITE) in New Zealand is characterised by a range of providers (universities, colleges of education, polytechnics, private training establishments and wānanga) offering qualifications through internal face-to-face and alternative modes of delivery. In spite of the number of providers, universities and colleges of education prepare most teachers in New Zealand. Twenty-five of the twenty-seven providers of initial teacher education across New Zealand provided data for this national study. These providers are responsible for eighty-one of the eighty-five different qualifications leading to teacher registration and, together, account for approximately 97% of the student teacher intake in 2005.

- Twenty-seven different institutions offer initial teacher education qualifications leading to teacher registration – ten providers offer secondary qualifications, 17 offer primary qualifications and 20 offer qualifications in early childhood education.
- Qualifications are offered by nine private training establishments, seven polytechnics, six universities, three wānanga and two colleges of education. The range of providers is atypical in comparison with other countries where teachers are prepared primarily in universities.
- Universities and colleges of education are responsible for 96% of secondary, 90% of primary, and 45% of the early childhood student teacher intake of 2005.
- Private training establishments and polytechnics offer predominantly early childhood qualifications - together they account for over 50% ECE intake in 2005. Together they account for under 12% of the total student intake in 2005.
- Wānanga offer only early childhood and primary qualifications and account for less than 3% of the student intake in 2005.
- Early childhood ITE is characterised by a number of different providers (a total of 20) and a range of different types of qualifications: undergraduate diplomas and degrees, and graduate entry diplomas. The predominant form of qualification is the three-year undergraduate diploma.
- Primary ITE is predominantly offered through a three-year undergraduate degree although there are eight one-year graduate entry qualifications available.
- Secondary ITE continues to be offered mainly as a one-year graduate diploma although there are specialist two-year, four-year and double-degree qualifications.
- A relatively recent development in ITE qualifications are the early-years (birth to eight focus) qualifications offered by two institutions and two combined primary and secondary qualifications.
- Some qualifications are offered through a number of modes of delivery including internally on the main and satellite campuses, through distance, flexible and/or web-based delivery, and through a field-based or centre-based approach (limited to early-childhood qualifications). Typically each of these alternative locations and/or modes of delivery have been approved as distinct programmes.
- The 85 ITE qualifications are offered through a total of 131 programmes enabling students access teacher education from rural locations and/or at flexible times.

The Curriculum of Initial Teacher Education

In general, students who gain a dmission to ITE qualifications of similar types (i.e. undergraduate degrees, or diplomas, or graduate diplomas) within each sector, face similar programmes of study in terms of the shape, content and organisation of the qualifications. Most undergraduate and graduate qualifications (diploma, degree and graduate diploma) are organised into distinct papers, most have some form of conceptual framework, philosophy and/or statement of goals, and most articulate outcome statements in the form of a graduate profile.

CONCEPTUAL FRAMEWORKS

- The conceptual frameworks presented reflect interesting and insightful elements and most either explicitly or implicitly demonstrate that initial teacher education across New Zealand is grounded in relevant research on teaching, learning and learning to teach.

- There are, across the institutions, a range of understandings as to the structure, content and purpose of conceptual frameworks within initial teacher education. It is apparent that across all three sectors there is a lack of clarity as to the purpose and content of conceptual frameworks with respect to initial teacher education.
- In general, the conceptual frameworks presented typically describe what the student teachers will do or what they will achieve and are presented more in terms of outcome statements and goals rather than underlying conceptual frameworks for the qualification.
- There is, in the majority of cases, a lost opportunity to present the principles, theoretical informants, values and conceptual understandings that underpin the design and implementation of initial teacher education qualifications, although these may very well be evident in individual paper outlines and required reading lists associated with individual components of the qualification.
- Conceptual frameworks presented by those qualifications offered by Māori-centred providers or through the medium of Māori, reflect particular philosophical approaches to initial teacher education located in a Māori worldview and focus on enhancing the achievement of Māori students in schools.
- There is less compelling evidence from the other conceptual frameworks that initial teacher education qualifications are underpinned by critical themes or ethics, such as a commitment to inclusion or social justice.
- The conceptual frameworks for the small number of qualifications offered for Pacific Island teachers articulate clear rationale for their development and are supported by particular commitment to enhancing access and achievement of Pacific peoples.
- There is very little evidence within the conceptual frameworks of qualifications seeking to privilege information communication technologies as fundamental cultural tools for life in the twenty-first century.
- There is an absence within all but very few conceptual frameworks of any reference to second language learners and the needs of new immigrants as a particular feature of the New Zealand educational context.
- There are other examples of well articulated and coherent statements upon which their respective qualifications are based. In each case, institutions make explicit, and support with relevant research, the ways in which they understand:
 - Teaching and learning within the sector;
 - How best one learns to become a teacher; and
 - The contexts for which and within which teachers are prepared.

GRADUATE PROFILES

All qualifications are required to have a statement of outcomes presented as a graduate profile.

- The depth and breadth of graduate profiles across the ITE qualifications is variable. In general they are presented as outcome statements of what graduates will know, understand, be able to do, and the dispositions they will display.
- Some institutions indicate that their graduate profiles are represented in whole or part by the Teachers Council Satisfactory Teacher Dimensions and Fit to be Teacher Criteria. In these cases there is a missed opportunity to articulate clearly particular qualities of graduates from specific programmes of study.
- The early childhood graduate profiles reflect a distinctive focus on dimensions of teachers' work such as working in teams, understanding of *Te Whāriki*, advocacy for parents and children and knowledge of government initiatives and policy developments.

- Most of the graduate profiles include statements about, or reference to, what could be broadly understood to be addressing diversity, often expressed in terms of preparing graduates to “work with all children”.
- Fewer than half the profiles submitted make explicit statements that could be considered to reflect graduates’ knowledge and understanding of the foundational areas of the study of education, history, philosophy, sociology etc. In many cases this is subsumed in statements related to ‘understanding the context of New Zealand education’.
- The majority of the graduate profiles include outcome statements related to the Treaty of Waitangi and working within the bicultural context of New Zealand.
- Fewer than half the graduate profiles include any reference to knowledge and understanding or use of assessment to inform planning and support children’s learning.
- There is limited attention across all sectors to statements regarding graduates knowledge and/or abilities with respect to information communication technologies as cultural tools of the future.
- There is a notable absence across all graduate profiles of explicit reference to graduates having knowledge and understanding of working with students for whom English is a second or subsequent language.
- There is also a notable absence across all graduate profiles of explicit reference to graduates having knowledge and understanding of responding to the needs of gifted or talented students.

CONTENT OF INITIAL TEACHER EDUCATION

These statements are to be read with caution as it is conducted with highly variable levels of data across the qualifications. The research team had access to paper titles and, where available, brief descriptors and so interpretations can only be claimed as tentative at best.

- Early childhood qualifications are characterised by an integrated approach to curriculum which reflects the holistic and integrated philosophy of *Te Whāriki*.
- Primary and secondary qualifications place considerable emphasis on Curriculum Studies which, in all degree and diploma programmes with the exception of the University of Otago, are presented as distinct curriculum papers in each of the essential learning areas.
- Primary qualifications give increased attention to Curriculum Studies in mathematics and English language/literacy.
- Subject Studies per se are rare in early childhood or primary and secondary graduate diplomas. The two areas closest to a Subject Study involve cultural/Māori studies where the focus is on te reo Māori and cultural knowledge. Primary degree and diploma qualifications offer variable opportunities for students to advance subject or content knowledge.
- All undergraduate degree and diploma qualifications give some attention to Education Studies, although the degree to which foundational studies such as history, philosophy, sociology of education etc. are included is either minimal or unclear. Attention to Education Studies in the one-year graduate diploma qualifications is variable and, in most cases, notably less than is provided for in the longer undergraduate qualifications.
- ICT is evident as a distinct area of study in only two of the qualifications reviewed.
- Explicit attention given to inclusion theory and practice is variable at best or apparently absent from most qualifications.
- Some qualifications are entirely prescribed, allowing no choice of study for students.

- There is a considerable range of structures adopted by institutions with some qualifications being fragmented into numerous papers of variable weightings. This has implications for student and staff workload, especially with respect to assessment and also raises concerns regarding the coherence of such qualifications.
- When considered alongside the analysis of conceptual frameworks and graduate profiles, coherence across the three is not always apparent.
- There are significant difficulties in differentiating and identifying content trends among the qualifications, which was due in no small part to the absence of a shared common language through which the institutions describe the various component knowledges of teacher education.

ASSESSMENT WITHIN INITIAL TEACHER EDUCATION

- All institutions have assessment policies that guide the practice of assessing student learning within initial teacher education programmes which typically make explicit the purposes of assessment and the need for assessment to be fair and valid.
- Initial teacher education qualifications are characterised by a high level of monitoring of student progress and associated pastoral care and support.
- Providers have formal and informal procedures to ensure students who are struggling to meet requirements are identified and provided with individual support.
- Requirements for graduation are typically articulated in terms of passing all qualification components and a commitment to NZ Teachers Council requirements are embedded in paper requirements rather than considered specifically at graduation.
- Generally, there is a practice of allowing re-submission of assessment items at least once and a commitment to ensuring students are supported to improve their performance.
- Repeated failure of a qualification component (on-campus paper or practicum) typically results in the student being counselled out of the qualification or excluded for a period of time.

TREATY OF WAITANGI – POLICY AND PRACTICE IN INITIAL TEACHER EDUCATION

- Reference to the Treaty of Waitangi is included in most of the qualification graduate profiles.
- Typically three and four-year degree qualifications require students to complete at least one and sometimes more papers with a specific focus on aspects related to the Treaty of Waitangi.
- There is some evidence that understandings of the Treaty of Waitangi are assessed within a number of the qualifications.
- One-year graduate diploma qualifications typically ‘integrate’ issues related to the Treaty throughout papers within the qualification due to the limited time available.
- There is limited evidence from this study of the degree to which ITE qualifications respond to the literature on barriers to educational achievement for Māori students and teachers’ responsibilities under the Treaty of Waitangi in teacher education.

INCLUSION

- The majority of ITE providers do not appear to have a clearly articulated policy that guides practice on inclusion within ITE qualifications.
- Most of the ITE qualifications include reference to inclusion within the graduate profiles or outcome statements rather than within explicit policy.
- Typically three and four-year degree qualifications require students to complete at least one and sometimes more papers with a specific focus on aspects related to inclusion. In many cases, the titles of the required papers reflect a focus on diversity and or special needs rather than inclusion.
- One-year graduate diploma qualifications typically adopt an infusion or integrated approach to inclusion where concepts and practices related to inclusion are claimed to be embedded across all or most of the papers within the qualifications. There is little evidence from this study about what theoretical informants guide the approaches claimed, or how they are manifest in teacher education practice.
- There is limited evidence from this study of the degree to which ITE programmes respond to the literature on barriers to inclusive teacher education.

PRACTICUM

Professional practice is an essential component of ITE and is critical if student teachers are to have opportunities to make sense of how theory and practice are inter-dependent.

- All qualifications offer centre-based or school-based practicum experiences as an integral part of the ITE qualification.
- Early childhood centre-based qualifications require students to be employed or working voluntarily in an early childhood setting for a minimum number of hours per week. Practicums at other centres are a requirement of these qualifications.
- All institutions seek to offer their students a range of practicum experiences, though this is restricted in the one-year programmes, where student teachers may have only two or three practicum blocks.
- All institutions require that student teachers are supervised during their centre- or school-based practicum by experienced, registered teachers.
- Although associate teachers and student teachers typically have input into the assessment of practicum, the final assessment is usually made by the lecturer/s or tutors from the institution, taking into account the feedback from the school or centre-based associate teachers.
- All institutions have processes in place for identifying and addressing students who are at risk of not meeting the practicum requirements.
- Most institutions offer one opportunity to repeat a practicum should the student teacher not reach an acceptable level of performance.
- The larger institutions often offer formal associate teacher professional development.

Māori-medium and Māori-centred qualifications

The qualifications offered as Māori-medium and or from Māori-centred providers are few in number and present both cause for celebration and concern. Celebration at their culturally-based approach to preparation of teachers, their commitment to addressing the achievement of Māori students and the alternative opportunities they offer to prospective teachers. The challenges relate predominantly to the additional burden placed on students and staff of

Māori-medium (bilingual and Immersion) qualifications in particular. These challenges need to be addressed by the whole ITE community if we are going to meet our goals of preparing effective teachers who will make a difference for Māori students in schools.

- In addition to other entry requirements, about half the programmes expect or recommend iwi attestation for student entry for either te reo Māori competency, or suitability for teaching, or both.
- As the pool of Māori speakers wishing to enter the teaching profession is relatively small, a number of the providers have a bridging or full time te reo Māori programme to grow their own applicants.
- In addition to meeting the learning objectives of their mainstream colleagues, bilingual and immersion student teachers are expected to devote some of their study time to ongoing upskilling of te reo Māori and not only are they becoming familiar with the seven national curriculum documents or *Te Whāriki* for planning they are required to learn all the new Māori language that has risen with the advent of the seven Māori medium curricula.
- Some of the providers articulate an expectation that their graduates will become a resource in the wider community for te reo and tikanga and contribute to the development of whānau, hapu, iwi.
- The qualifications tend to provide significant encouragement and opportunities to ensure students meet the learning objectives and progress through the programme of study including providing the opportunity for students to re-submit assessments; and additional one-to-one tutor assistance.
- All programmes have some expectation of bilingualism and expect a level of competency in te reo Māori for staff and students. There is also an expectation that upskilling in te reo Māori is on-going, even for Māori staff and students who have a native-like fluency in te reo Māori. This places an extra burden on Māori that mainstream teacher educators do not have.
- Māori-centred and Māori-medium programmes require staff with appropriate academic qualifications, teaching experience and also expertise in te reo Māori and tikanga Māori. In addition to the formal (and informal) qualifications, staff are expected to have established community/iwi/hapu links.
- Most of the Māori programmes expect students to have an understanding of both Māori and English curriculum documents. This increases the workload and time factor considerably for staff and students.

Quality Assurance of Initial Teacher Education

EXTERNAL QUALITY ASSURANCE

- All qualifications have been approved through the QABs and the NZTC.
- All institutions report that they participate in annual external monitoring and moderating as required.
- Many qualifications are currently undergoing re-approval which is required at least every five years.

INTERNAL QUALITY ASSURANCE

Entry Criteria and Selection Processes

In spite of the increasing rhetoric surrounding perceived falling entry standards and less than rigorous selection processes of initial teacher education, the evidence provided in this national study from 25 of the 27 providers of ITE demonstrates that there is consistency across programmes in the academic entry requirements, and selection processes reflect considerable similarity.

- Entry requirements for candidates under 20 years of age or degree and graduate qualifications are consistent with entry requirements in other disciplines, with the added requirement of demonstrating personal qualities suitable for the teaching profession. Applicants into all qualifications are required to demonstrate evidence of a appropriate personal attributes, a commitment to teaching and to make declarations regarding criminal convictions.
- Entry requirements for candidates over 20 years of age offer greater opportunity for variation across providers and between qualifications.
- Entry into graduate diploma qualifications consistently requires a degree or equivalent and, in the case of secondary, the degree must include advanced (200-level and 300-level) study in two teaching subjects.
- The selection processes for all candidates reflect requirements for confidential reports from referees, a demonstrated commitment to teaching as reflected in a personal statement, and participation in interviews for all but a few candidates.
- RPL policies are evident for all providers. However, the level of data collected in this study does not provide the fine detail of how policies are applied in practice.
- Entry requirements and selection processes closely reflect the NZTC guidelines for approval of teacher education programmes and in many cases, require additional attributes related to the particular nature of the qualification and/or its mode of delivery.

Other Internal Processes

- Most institutions also have institution-wide requirements for internal moderation of qualification components.
- Institutions with qualifications offered on different sites and through different pathways report that internal processes ensure multi-site consistency
- All institutions report some form of student feedback and evaluation as part of their commitment to continually improving their programmes of study.
- All institutions report that they have systems for staff appraisal as institution-wide policy and practice.

Constraints on Implementation of Quality Initial Teacher Education

During Phase Two of the project participants had an opportunity to identify constraints on the implementation of quality initial teacher education.

- The first, and most influential, is the competitive environment within which ITE prepares teachers and within which teachers educators work. The increase in the number of providers and qualifications over the past decade raises questions regarding the capacity of such a system to be able to consistently provide quality programmes in the face of competition for students, for appropriately qualified and experienced staff, and for effective centre and school-based practicum placements for student teachers.

- Funding of ITE is viewed as a constraint on the effective delivery of quality programmes of study and particularly on the effective operation of the practicum. Funding of ITE has considerable influence on the quality of ITE in terms of securing highly qualified teacher education staff, providing effective practicum opportunities for students, supporting a diverse range of students and restricting the length of ITE qualifications in a way that is atypical internationally.
- While there is, among teacher educators a willingness to engage in quality assurance both internal and external, the current requirements of approval, monitoring, moderating and re-approval are interpreted as unnecessarily prescriptive, expensive and resource intensive.
- There is a continued challenge of meeting the wide range of needs of potential students (cultural, isolation, family commitments, resource) and thereby providing diversity of qualification and mode of study within ITE, whilst still maintaining quality of the qualifications.

These four areas present fertile ground for continued investigation at a deeper level to explore strategies and identify indicators of quality ITE. Any such investigations would need to examine carefully the ways in which perceived constraints on quality are experienced operationally and strategies that could be employed to effectively overcome constraints without compromising quality.

IMPLICATIONS OF THIS STUDY

This project has enabled us to identify key areas and questions for further and on going attention both by individual providers of initial teacher education and, more importantly, by the professional community of teacher educators in collaboration with the Ministry of Education, the Teachers Council and others.

This project confirms that initial teacher education is incredibly complex and multi-faceted and that qualifications reflect many of the challenges of implementing quality teacher education that are experienced internationally. We should embrace this complexity and seek to better understand and convey the critical responsibility that teacher educators have in the preparation of teachers for New Zealand centres and schools. There is a need for continued systematic investigation through well supported research into a number of areas to inform policy and enhance practice in initial teacher education.

On the nature of initial teacher education in Aotearoa New Zealand:

- The particular features of the different modes of delivery of initial teacher education need to be explored to shed light on both the benefits and challenges of different modes of delivery and to provide evidence of processes that ensure quality of student teacher experience.
- The Ministry of Education and Teachers Council need to acknowledge the typical nature of provision of ITE within New Zealand in terms of number and types of providers and duration of qualifications and to examine the nature of the unique contribution made by the niche providers.
- Providers of initial teacher education should be encouraged to engage in critical examination of the conceptual coherence and curricular integration of each of their ITE qualifications to ensure that all qualifications are built upon a strong, shared vision of good teaching practice that is itself supported by sound theoretical informants and relevant research on curriculum development within teacher education, the design of

teacher education programmes, quality teaching, how people learn and, equally important, how people learn to teach.

- Providers of ITE are encouraged to examine what should comprise an ITE programme of study and what should be more realistically left to the induction years. This may well require a reconsideration of partnerships between ITE providers, schools and centres and more coherence between preservice and induction.
- In the ongoing examination of their qualifications, providers of ITE should be encouraged to give particular attention to the ways in which student teachers in their programmes are required to demonstrate understandings and practices related to working effectively with and supporting the achievement of Māori and Pasifika children and young people. This is especially serious in light of the projected enrolments in centres and schools coupled with the realisation that the student teachers enrolled in today's ITE qualifications will be working in centres and schools that may well reflect quite different cultural characteristics than those they themselves have experienced.
- Providers need to consider how their commitment under the Treaty of Waitangi is operationalised in their work with student teachers and how this directly results in graduates who have the understanding and capability to work within bicultural contexts including proficiency in the use of te reo Māori.
- Consideration has to be given to the provision of additional support for Māori total immersion qualifications in light of the workload implications for students and teacher educators.
- Providers also need to give attention to identify ways in which their student teachers are gaining understanding and demonstrating abilities to meet the educational needs of children and young people with special needs and of children and young people for whom English is a second or other language, and to promote inclusion and social justice as educational goals.
- The curriculum of initial teacher education qualifications needs to reflect the ways in which prospective teachers are prepared to meet the future needs of children and young people in terms of understanding and using information and communications technologies to support learning.
- Attention needs to be given to examining the curriculum of teacher education as one that incorporates both initial teacher education and the two years of beginning teacher induction with a view to ensuring that both components are informed by a shared vision and commitment to quality teaching and a realistic assessment of how both contexts contribute to the preparation of teachers.

On the quality assurance of initial teacher education in Aotearoa New Zealand:

- The approval of initial teacher education qualifications needs to be based on criteria that are derived from relevant research on theory and practice related to the preparation of quality teachers and on broad consultation with teacher educators and the wider educational community. Approval processes need to be rigorous, professionally acceptable and publicly credible. It is timely that the current "standards" used in the approval process (the Satisfactory Teacher Dimensions) will be reviewed in 2006, however, it is critical that this review takes account of the aforementioned national and international research in addition to wide consultation.
- Criteria for entry into ITE qualifications and processes of selection require further investigation in light of the concerns expressed in New Zealand-based research and issues emerging from recent international research. In particular, there is a need for further research on procedures to ensure the appropriateness of applicants' subject matter knowledge and on the ways in which applications from prospective students over the age of twenty are considered.

- Establishing a research culture within departments, schools, faculties, and/or colleges responsible for initial teacher education will require ongoing commitment of institutional management in terms of targeted strategies and significant resourcing over a number of years. Teacher educators require support in terms of structured leave, mentoring and supervision as they shift into research embedded practice, achieve higher degree qualifications and establish platforms of research within their areas of expertise and interest.

Issues for early childhood teacher education

There is a need for further research into several challenges that reflect the unique aspects of early childhood teacher education and the nature of the early childhood curriculum. Growth within the sector has been so rapid within the past decade that philosophies and policies can be ahead of an empirical research base to inform decision-making. For example, a research base is needed to allow further debate and policy development to occur with regard to the following.

- The specific contributions and issues surrounding field-based teacher education programmes.
- The nature of and distinction between early childhood diploma and degree qualifications.
- The place of subject content and pedagogical content knowledge in teacher education programmes that prepare early childhood teachers to work with an holistic integrated curriculum.
- The extent to which early childhood teacher education should share the wider disciplinary bases of education (e.g. primary teacher education) and related disciplines in the community (e.g. health professionals).

Critical Conversations

Teacher educators across all sectors, policy makers and others need to engage in critical conversations both within and across institutions around key questions including:

- What are the most useful theoretical informants for initial teacher education?
- What are the most appropriate curricular arrangements based on curriculum theory?
- How do we achieve a genuine synthesis of the curriculum of initial teacher education, the role of the teacher educator, the structural arrangements of initial teacher education and the policy milieu, to ensure graduation of quality teachers?

INTRODUCTION

Initial Teacher Education is the focus of increasing interest in New Zealand (and internationally), as agencies responsible for the preparation of teachers seek to answer critique from many quarters. Deregulation, competition, and changing funding policies have resulted in increasing numbers of providers of Initial Teacher Education (ITE) offering a wide range of qualifications for the preparation of teachers for early childhood centres, kohanga reo, kura kaupapa, Māori and English-medium schools, including those with immersion and bilingual centres. Current government policies on teaching quality and anecdotal evidence of concerns about quality of beginning teachers reinforce the need for research that examines ITE and provides a credible evidence base of the nature and quality of qualifications currently available.

As part of a common focus on teaching quality, the Ministry of Education and the New Zealand Teachers Council seek a credible evidence base on the quality of Māori-medium and general stream early childhood, primary and secondary initial teacher education in New Zealand, and the quality of graduates from these qualifications. A number of pieces of research into initial teacher education have been undertaken in 2004 and others are currently underway in 2005.

The project at the centre of this report responds to Request for Proposals (RFP 3008-01) which called for research that will generate *a systematic description of policy and practice, across qualifications of initial teacher education, using documentary analysis and discussion with providers, to answer the following key research question:*

What are the comparative characteristics of particular approaches in initial teacher education in New Zealand?

Background

THE CURRENT CONTEXT OF NEW ZEALAND INITIAL TEACHER EDUCATION¹

By and large, New Zealand primary and secondary teachers, up until the 1990s, completed their teacher preparation in one of six specialist colleges of education, each of which had well established relationships with local schools and offered substantial professional development to teachers within their region (Alcorn, 1999). The Campbell Report (Department of Education, 1951) confirmed that the purpose of teacher training was “to produce teachers able to exercise professional judgement and freedom” (Alcorn, 1999, p. 110) and reinforced the need for teacher preparation to remain the responsibility of teachers’ training colleges as opposed to universities (Openshaw, 1999). This consensus of primary and secondary teacher preparation remained largely unchallenged for the following two decades as teachers’ training colleges continued to grow in autonomy and cooperated to some degree with local universities. Roger Openshaw, a New Zealand educational historian, reports that the traditional culture of the colleges of education included allegiance to and transmission of government education policy; staff were, and in most cases continue to be,

¹ This section predominantly addresses ITE for the compulsory sector (Primary and Secondary) although reference is made to early childhood. A separate section on the distinctive context of ECE initial teacher education follows.

recruited almost exclusively from primary and secondary schools, and were required to be broadly supportive of departmental and ministerial policies (1999, p. 329).

The easy consensus of the 1950s through the 1970s was disturbed by a series of reports, that together, were to have a significant historical influence on the shape of teacher education in New Zealand. These included the Scott Report, a parliamentary select committee report on the quality of teaching (Education and Science Select Committee, 1986); the Hawke Report on post-compulsory education and training (Department of Education, 1988a); the Meade Report of the working group on early childhood care and education (Ministry of Education, 1988b); and, the Picot Report (Department of Education, 1988c). In the decade that followed, widespread education reforms had significant impact on all levels of education from early childhood to tertiary (Alcorn, 1999). Codd, a New Zealand educational researcher, has argued elsewhere that the educational reforms of the 1990s brought about fundamental changes in the policies which governed the interactions of those involved in education (1999).

Reforms in both the compulsory and post-compulsory sectors were evident in changes in where and how teachers were to be prepared. Universities lost their monopoly as degree granting institutions, effectively opening the way for colleges of education and other alternative providers to set up degree and postgraduate teacher education and teacher research programmes. The colleges of education could now access the same funds as universities and offer teaching degree qualifications; they became autonomous bodies in what has subsequently become a very competitive tertiary environment. Agencies were established (for example, Education Review Office, New Zealand Qualifications Authority) to monitor and review the performance of educational institutions and to set standards for teaching and learning (Codd, 1999).

Colleges of education moved to gain approval for degree level qualifications and some began to explore more formal relations with universities. To date, four of the original colleges have followed the international trend and amalgamated with universities. The most recent unions have been Wellington College of Education with Victoria University of Wellington and Auckland College of Education with The University of Auckland. The remaining two colleges of education (Christchurch College of Education (CCE) and Dunedin College of Education (DCE)) have signalled their intention to formalize amalgamations with their neighbouring universities in the near future (University of Canterbury and University of Otago respectively). In addition, a range of alternative teacher education providers has emerged resulting in an internationally atypical preservice sector that includes: universities, colleges of education, wānanga (Māori tertiary education institutions), polytechnics and private training establishments.

Today twenty-seven different institutions offer qualifications in initial teacher education throughout New Zealand. These include six universities, two colleges of education, seven polytechnics, three wānanga, and nine private training establishments (PTEs). Of these, fifteen offer degree or post-degree entry qualifications and twelve offer only sub-degree diploma qualifications to the New Zealand population of approximately four million. The sub-degree qualifications are most typically offered by the PTEs and polytechnics for early childhood teachers, although the two remaining colleges of education still offer diplomas for primary (DCE) and early childhood (CCE and DCE). To meet the needs of those wishing to prepare as teachers across New Zealand, institutions have expanded their modes of delivery to include distance, web-based and flexible options. This variety of modes of delivery of initial teacher education reflects the national trend to increase access to tertiary education to

a greater proportion of New Zealanders. New Zealand initial teacher education provision reflects a diversity of the programmes that is atypical internationally.

Alcorn argues that this diversity is a result of complex factors including:

the deregulation of higher education; the government's policy of encouraging institutions to compete in an educational market place; policy initiatives hastily put together in response to a teacher shortage that promised to cause considerable political embarrassment; local requests for programmes to be offered in smaller centres remote from existing institutions; and, demand for specialist programmes (1999, p. 112).

While it is not the purpose of this report to re-litigate the historical development of initial teacher education, it is important to locate the current shape and nature of initial teacher education within the historical context from which contemporary policy and practice has emerged.

Aspiring teachers within New Zealand have a wide range of ITE qualification options available to them. There are 33 early childhood education (ECE) qualifications offered by 20 different providers; two combined early childhood/primary qualifications offered by two providers; 32 primary qualifications offered by 17 providers; two combined primary/secondary qualifications offered by two different providers; and 16 secondary qualifications offered by 10 providers. There are 14 qualifications that prepare teachers for bilingual or Māori medium contexts and three qualifications (all early childhood) with a specific focus on Pacific Island education. The 85 ITE qualifications currently approved are offered through multiple modes of delivery including face to face, multi-site, centre-based and distance delivery qualifications across New Zealand. Face to face programmes are offered in 23 towns and cities within New Zealand. The rapid increase of qualifications in initial teacher education within New Zealand has given rise to questions as to how we can be assured of quality across such diversity. The government and the profession are growing increasingly concerned about the supply and quality of beginning teachers.

Early Childhood Teacher Education: Historical Context

Up until the 1970s, kindergarten teachers completed a two-year government-funded course at one of four kindergarten colleges under the control of the four Kindergarten Associations. In 1975, kindergarten colleges were disbanded and preparation moved to the teachers' colleges in an effort to "upgrade the status of kindergarten training, break down its isolation and provide the breadth of curriculum and benefits enjoyed by primary student teachers" (Middleton & May, 1997, p. 277). Colleges of education continued to provide two-year Diploma qualifications for kindergarten teachers alongside primary (three-year) and secondary (one-year postgraduate) qualifications, thus signalling a lower status through the shorter preparation. Wellington Polytechnic offered a one-year qualification for childcare workers which was transferred to the Wellington College of Education in 1975. The four colleges of education offered one-year government-funded childcare qualifications. The Department of Social Welfare was responsible for childcare centres. While there were many untrained staff working in centres, research from the 1970s and 1980s shows that over 50% of childcare workers held either a childcare or primary teacher qualification. A range of qualifications, including from health (nurses and Kaitiaki nurses) were accepted for the 'person responsible' in centres. Some additional preparation was carried out by the New Zealand Childcare Association, using a field-based model.

From the mid-1970s New Zealand witnessed a decade of reports recommending government support for childcare. Middleton and May (1997, p. 280) report that the then Prime Minister “shelved the *State Services Commission Report on Early Childhood Care and Education* (1980) which called for childcare to be shifted into the Department of Education and for government to pay 50 per cent of its costs”. Early childhood education and related issues of equity for women and opportunities for women in the workplace rose to the focus of political debate in 1984. With the election of Fourth Labour Government (1984-90), responsibility for childcare services was transferred from the Department of Social Welfare to the Department of Education in 1986. The Department of Education already had responsibility for kindergartens and playcentres. The rationale for this was that childcare was as much concerned with education as with care and that three-year teacher education was required to provide some recognition and parity with primary teachers. Subsequently, from 1988 all six colleges of education were funded to teach three-year integrated teacher education qualifications encompassing birth to five years, for kindergarten and childcare teachers, thus ending the two-year kindergarten diploma and the one-year child care certificate courses.

The integration of care and education prompted a review of the regulations about the ‘person in charge’, and a subsequent review of training requirements. In 1990, the licensing points system was implemented through the newly established New Zealand Qualifications Authority to enable partially qualified staff with diverse formal preparation (certificates and modules in early childhood education and health) and experience, to reach the Diploma of Teaching benchmark, then set at 120 licensing points. Kindergarten teachers with a two year qualification were grand-parented into this system without having to do further training but workers with other qualifications were required to do a maximum of five papers, taught by accredited providers, mostly colleges of education. During the 1990s, it was possible to gain an NZQA Diploma of Teaching (equivalent) by studying a range of modules in conjunction with at least a one-year base qualification.

In 1999, it was announced that licensing points were to be phased out and, in 2000, the Labour Government announced that the Diploma of Teaching (ECE) would be the requirement for all new ‘persons responsible’ in centres by 2002. Existing ‘persons responsible’ in centre-based services and home-based network coordinators would have until 2005 to upgrade to at least a three-year level 7 diploma. Present government policy as outlined in the Strategic Plan for ECE, *Pathways to the future Nga Huarahi Arataki* (2002), requires all people working in teacher-led early childhood services to be early childhood qualified and registered by 2012. This is to take place as part of a graduated plan. All of these initiatives will require increases in initial teacher education for early childhood services.

This increased emphasis on staff qualifications is supported by the growing literature on the effects of qualified staff on early childhood qualifications (see Smith et al., 2000, and Podmore & Meade, 2000 for a summary of this research). Early childhood teachers are now increasingly required to be registered teachers, as are primary and secondary teachers, thus fulfilling the requirements of the New Zealand Teachers Council. This is a considerable change from the mid-nineties when kindergarten teachers were excluded from the State Sector and from registration.

The 1990s were marked by an increase in the number of providers outside of the ‘traditional’ college of education sector, as private providers and polytechnics tapped into the increasing demand for trained early childhood teachers, teaching three year diplomas registered under NZQA. This has added to the complexity of qualifications and there have

been concerns about a lowering of teacher education quality. From 1990, all new initial teacher education qualifications had to be approved by the Teachers Registration Board (TRB – later the New Zealand Teachers Council) in order that their graduates could meet registration requirements. Qualifications offered by some teacher education providers, though approved by NZQA, never received TRB approval and eventually closed. Subsequently, NZQA and TRB (later NZTC) agreed to a joint approval process ensuring that qualifications would be approved simultaneously by both approval agencies. At the same time as the numbers of diploma courses were increasing, most colleges of education and universities were offering degrees in early childhood education. Qualifications for the teaching of Māori and Pasifika children in a variety of settings have also been developed and the Kohanga Reo movement has its own training system. Recently, there have also been attempts to draw primary and early childhood education closer together. These moves have resulted in three degrees with a birth to eight focus. From 2004, Graduate Diplomas of Teaching (ECE) for qualified primary teachers who want to teach in early childhood services have been taught in four universities and colleges of education. Recently, these qualifications have been supported by various incentive grants. There is a continuing demand for flexible course delivery to enable partially trained staff and people living in remote areas to qualify. Consequently, field-based qualifications and external delivery options are currently a feature of early childhood teacher education.

International and National Discourse on Initial Teacher Education

Recent best evidence syntheses within New Zealand (Alton-Lee, 2003; Farquhar, 2003), and other national and international research (Cochrane-Smith, 2003; Hattie, 2002; Lingard, 2002; Nutall, 2002) clearly point to the significant impact of teachers on the quality of teaching and learning. Further, there is evidence that ITE is strongly correlated to quality of teaching (Cochrane-Smith & Zeichner, 2005; Cochrane-Smith, 2001; Darling-Hammond, 2000a, 2000b; Rice, 2003). While there is (as indicated through the aforementioned research) ample evidence that the quality of teachers and teaching does impact on the learning and achievement of children and young people, there is continued disagreement on what teaching quality is, and more importantly, how we can achieve it through ITE.

Although there is growing consensus that ‘teacher quality’ matters, the term itself is elusive and difficult to define. Teacher quality can be defined in terms of student achievement, whereby “good teachers are ones who get large gains in student achievement for their classes; bad teachers are just the opposite” (Hanushek, 2002, p. 3). Alternatively, teacher quality can be defined in terms of teacher qualifications, a position taken by Darling-Hammond (2000a, 2000b) and Rice (2003). Children and young people’s achievement is dependent “substantially on what teachers know and can do” (Darling-Hammond, 2000b, p. 11). This latter approach to defining teacher quality seeks to identify the characteristics of teachers which impact on student learning and subsequently, to suggest policy implications for teacher education (Cochrane-Smith & Fries, 2005). Both conceptions of teacher quality appear to feature in the aforementioned recent New Zealand literature.

There are multiple discourses surrounding initial teacher education both nationally and internationally. Calls for teacher education reform are related to concerns regarding student achievement in schools and a perceived decrease of standards of ITE. A number of international scholars have sought to examine the multiple discourses of ITE, including Cochrane-Smith (2001), Cochrane-Smith and Fries (2002, 2005) and Zeichner (2003). This brief account of agendas or discourses of reform is based largely on the work of these

scholars. They argue that calls for reform of ITE emerge from “complex social, political and organizational goals” (Cochrane-Smith & Fries, 2005) which result in conflicting agendas for ITE reform. These include agendas that prioritise goals of : professionalisation, deregulation, regulation, and/or social justice and are manifest in discourses that are in some ways consistent with each other and in others, in direct conflict. For example the professionalisation agenda seeks to ensure that all teachers are prepared and certified according to identified standards, a goal in conflict with discourses of deregulation which devalue ITE in favour of schools having the freedom to choose teachers capable of raising student achievement regardless of teacher qualifications. Discourses of regulation seek reform through state control of inputs of ITE (selection criteria, content, curriculum) and outputs (assessments of graduates) and while laying claim to being consistent with the professionalisation agenda, can be interpreted as undermining the autonomy of teachers as professionals. Discourses of social justice emerge primarily from concern with inequities in education and are allied with broader critical education goals. This agenda shares some elements of the aforementioned ones while simultaneously challenging them through seeking professional educators who also take active roles as change-agents, challenging and disrupting underlying societal and systemic inequities related to culture, race and language. While the literature exploring ITE reform and the multiple underlying agendas is based in the United States of America, calls for teacher education reform in New Zealand reflect similar conflicting discourses.

Since 1990 New Zealand has witnessed a number of reviews of and/or reports on ITE which signal various reform agendas. The first Education Review Office (ERO) review released in 1996 reported that over 80% of student teachers were prepared in colleges of education and while entry criteria reflected similarities, there was no way of ensuring consistent decisions regarding selection of students (Cameron & Baker, 2004). The Education Forum commissioned a review of ITE in 1997, the recommendations of which reflect a deregulation discourse arguing for allowing market forces to determine the number of institutions offering ITE and the number of students enrolling in ITE qualifications. A second ERO report was conducted to determine “whether there is an appropriate match between current standards for graduation from teacher training programmes and the expectations of school employers” (Education Review Office, 1999, p. 1). This study suffered from incomplete data as the four universities then involved in ITE did not participate and subsequently the methodology and recommendations of this report have been severely critiqued by Clarke (2002). Nevertheless, the report *Pre-employment Training for School Teachers* (Education Review Office, 1999) was released complete with recommendations reflecting a deregulation emphasis. These included calls for the establishment of graduating standards to be applied across all ITE providers and systematic, independent and public examination of aspects of ITE including quality of programmes, outcomes, impact of competition and quality and effectiveness of practicum. Te Puni Kōkiri report *The quality of teacher training for teaching Māori students* (2001) has its genesis in the widely reported low levels of Māori students’ engagement and achievement in schools and increasing concerns as to the:

ability of teachers to engage and effectively teach Māori students... The report reflects both social justice and regulatory agendas as it calls for Ministry and QABs to “take action to ensure that teacher training providers acknowledge the changing demographics of the New Zealand classroom and equip graduates with the skills to teach Māori pupils more effectively (Te Puni Kōkiri, 2001, p. 7).

The most recent review of ITE undertaken in New Zealand has occurred via the 2001 Education and Science Committee’s “inquiry into the scope, standards, and provision of teacher education in New Zealand”, which was reported in 2004 (Education and Science

Committee, 2004, p. 4) . The recommendations of this inquiry reflect a predominantly regulatory agenda and include reference to the need for minimum entry standards and, where necessary, bridging programmes, greater recognition of prior learning, establishment of national exit standards, more rigorous selection of and increased remuneration for associate teachers, assurance that primary teachers can teach across the core curriculum and have one specialist subject area, the need for review of policy and resources related to practicum, and that the approval and quality assurance bodies work together to establish a unified set of approval and quality assurance mechanisms (Education and Science Committee, 2004, p. 3). In addition to reviews of initial teacher education there have been recent reviews by the Education Review Office (ERO) of the quality of beginning teachers (Education Review Office, 2004, 2005) which identify aspects of initial teacher education and induction that need to be addressed.

One might be forgiven for deciding that ITE has indeed been overly reviewed, with four reviews initiated between 1996 and 2001 and thence further reviews of beginning teachers initiated in 2004 and 2005. In spite of this apparent abundance of data there has been no national review of ITE that takes into account the diversity of offerings by tertiary providers. Government policies focusing on teaching quality and anecdotal evidence about quality and variability of ITE reinforces the need for a national systematic description of ITE so that future policy and practice can be determined from an informed evidence base. It is hoped that the project at the focus of this report may contribute such an evidence base.

Aim of the Study

The primary purpose of this project is to provide current comprehensive information on providers' policy and practice in relation to qualification philosophy and content, and entry and graduating standards, for qualifications that lead to teacher registration. It provides a synthesis of all providers' qualification material so that different approaches to initial teacher education can be documented and their defining characteristics identified. The findings of this project provide a comprehensive picture of initial teacher education qualifications within New Zealand as they are documented and described by the providers. It cannot, with any certainty, claim to have determined whether a actual practice of initial teacher education is coherent with the intentions reflected in the documentation, although we have no reason to suspect that it is not.

Research Questions

Specifically, this research was concerned with synthesising data that address the following three research questions:

1. What are the distinguishing characteristics of the qualifications?
2. What are the particular features of the modes of delivery of the different qualifications?
3. What processes are in place to ensure quality implementation of the qualifications?

Research Methodology

The most appropriate design for this study was determined to be a national survey of initial teacher education qualifications offered in New Zealand through consultation of publicly-available documentation and subsequent interviews with key staff within institutions. This dual-level national survey resulted in the construction of profiles of multiple cases of initial teacher education across New Zealand that were able to be presented individually (Appendix B), and as aggregated cases according to sector and within sector according to qualification type. The multiple cases represent profiles of each initial teacher education available in New Zealand and, as such, are presented as comprehensive base-line data that can be analysed to address the three key research questions.

RESEARCH POPULATION

There are 27 different providers offering ITE across New Zealand in some 85 different qualifications offered through 131 different programmes. Some of the larger, more established providers offer a number of ITE qualifications in each sector, on multiple sites via a range of modes of delivery. For example, Christchurch College of Education offers a total of eight qualifications across seven sites, in addition to qualifications delivered by distance. Other providers offer only one or two qualifications. For example, UNITEC Institute of Technology offers a Diploma of Teaching (Early Childhood Education) and a Graduate Diploma of Teaching (Primary).

In order to provide an account of the range of ITE currently available in New Zealand, this project is presented as a national study that examines the characteristics of individual or aggregates of multi-site qualifications, as appropriate.

RESEARCH PROCEDURES

This national study comprised two distinct phases where the findings of Phase One provided base-line data that were extended through consultation with providers in Phase Two.

Phase One

The challenge of a national survey of ITE qualifications lies initially in the collection and organisation of the data in a manageable and accessible way, so as to facilitate subsequent interpretation, comparison and analysis by institution, location, sector, and site. Guided by the research questions, the research team (at a full team meeting) used a cross-sector sample of provider information in the form of documents (including calendars, prospectuses, handbooks, marketing material, approval documents, NZQA records) and provider web sites, in order to collaboratively develop a template for synthesis and interpretation of available information on the range of qualifications available in New Zealand.

An electronic data-base was developed for the purposes of storing and organising data on initial teacher education qualifications offered in New Zealand (Appendix A1). The data-base was constructed after a full research team meeting and associated discussion of the data that would most usefully address the key research questions and be mindful of current approval guidelines for initial teacher education, as detailed in the New Zealand Teachers Council Guidelines (2005).

The fields or domains of the data-base included the following, with sub-fields and text boxes as appropriate:

- Structure of Initial Teacher Education Qualifications, including such details as length of course, funding, fees, mode of delivery, location etc.
- Entry and Selection requirements and practices
- Conceptual Frameworks
- Graduate Profiles
- Core Content
- Assessment procedures and practices
- Treaty of Waitangi policy and practice
- Inclusion
- Practicum procedures and practices
- Resources for staff and students
- Staffing qualifications and tenure
- Quality Assurance procedures
- Constraints and challenges to quality Initial Teacher Education

During Phase One, data available through web-sites, student handbooks, calendars and prospectuses were entered onto the data base for each qualification offered in New Zealand. A profile was generated for each qualification and sent to the provider for verification, together with an invitation to meet with a member of the research team in order to complete missing sections of the profile.

Phase Two

In Phase Two, we invited programme coordinators across New Zealand to participate in interviews to 'fill in the gaps' with respect to the more qualitative processes undertaken as part of their qualifications. Involvement in Phase Two was on an entirely voluntary basis, and formal letters of invitation were sent (Appendix A2), together with information sheets and consent forms along with the Phase One programme profiles.

The objective of this phase was to collect more detailed information and explanation on the policy and practice of each ITE qualification offered within New Zealand from those responsible for the implementation of each qualification – qualification coordinators and directors of teacher education. To enable the qualification coordinators to be well prepared for the focus of these interviews, copies of the Phase One profiles of their qualifications together with the focus of interviews for Phase Two were sent in advance. This enabled programme coordinators and directors of teacher education to clarify, and if necessary correct, any inaccurate representations that might have been included on the Phase One profiles. In addition, the interviews provided the opportunity to explore the underlying theories and assumptions of the various qualifications and information about the processes providers have in place for the ensuring quality implementation of qualifications.

Following arrangements made with the directors of teacher education and qualification coordinators, research team members visited institutions (most often in pairs) and met with key personnel to discuss ways in which approaches, objectives and policies as detailed in the provider documentation are translated into coherent qualification practices. Interviews of qualification directors and coordinators using the schedule developed from Phase One data enabled researchers to gather key data on ways in which qualifications are implemented. This included specific data on:

- Selection processes and characteristics of successful applicants;
- The accuracy of data recorded in Phase One on the qualification characteristics, philosophies and structure;
- Assessment and progression requirements and processes in place for monitoring these including how student teachers' suitability for teaching is determined in an on-going way;
- Practices to support student teachers during practicum;
- Decisions regarding preparedness for graduation;
- Qualifications and quality of teaching staff across all sites;
- Monitoring and other quality assurance processes (internal and external);
- Processes to ensure consistency across multi-sites and/or different modes of delivery;
- Qualification review and evaluation processes; and
- Perceived forces/pressures/constraints on delivery of a quality qualification.

Phase Two data from 25 of the 27 providers were subsequently entered into the data-base. Two providers, the New Zealand Graduate School of Education and Te Wānanga o Raukawa were unable to participate in Phase Two interviews at this time.

Phase Two enhanced profiles for each qualification were returned to the programme coordinators for further verification in order to ensure that data recorded were accurate and fairly represented the qualification and the provider. Phase Two profiles were returned to 42 different people responsible for the coordination or implementation of the qualification in mid-June 2005, along with a letter seeking final verification of data recorded in each qualification profile (Appendix A2). At the time of presenting the final report (September 2005), only 27 of the 42 people have responded. Over a third of the participants are yet to verify data included in their profiles, although one institution did contact the project leader to suggest that they had already given considerable time to this project and felt that being asked to check the profiles one final time was excessive.

The return of profiles to programme coordinators and/or directors of teacher education within each institution was a critical phase in this research and reflects our commitment to ensure that we have represented information in a fair and accurate way. Coordinators were invited to make corrections and/or suggestions to improve accuracy of representation and to provide additional documentation to supplement what was already recorded. The lack of response to this final checking phase could be interpreted that the coordinators were satisfied with the accuracy of the profiles.

ANALYSIS OF DATA

Typical of qualitative studies in general, data analysis in this study was ongoing and simultaneous with data collection. Most important were the decisions regarding what data to collect. What is important in a study such as this, which has the potential to yield huge quantities of data, is to develop strategies whereby data are continually refined, managed and organised in accessible ways. The development of a template for recording and interpreting data is pivotal to the subsequent interpretation of data. Yin (1994) refers to the effective management of data to facilitate accessibility as a process of building a case study data base. This study involved two stages of analysis: within-case analysis and cross-case analysis, which together sought to build interpretations and explanations across cases – or, in this project, the cross-case analysis built explanations both within sectors (made up of individual cases) and across sectors.

The ‘case’ of initial teacher education in New Zealand

The primary purpose of this project was to provide current comprehensive information on providers’ espoused policy and practice in relation to qualification philosophy and content, and entry and graduating standards, for qualifications that lead to teacher registration. Data generated Phase One and Phase Two were subject to synthesis, interpretation and analysis, following an inductive approach. The research team met over a two-day period to review a sample of Phase Two qualification profiles and to reach consensus as to the analytic process. Sub-groups of the research team took responsibility for a analysis of the data within each domain. The processes undertaken are described within the separate sections reporting the findings below. In all cases, data were reviewed by at least two research team members. The project leader reviewed data for all domains of the data-base and synthesised the sector reports.

RELIABILITY AND AUTHENTICITY OF DATA

The multiple sources of evidence, the national coverage and the large sample size contribute to ensuring high-level validity, reliability and credibility of the findings. Merriam suggests that “the more cases included in a study, and the greater the variation across the cases, the more compelling an interpretation is likely to be” (1998, p. 40). With this in mind, the multiple site nature of this national study strengthens the precision, the validity and the stability of the findings (Miles & Huberman, 1994, p. 29).

The reliability and authenticity of data is dependent on the mechanisms in place to collect, record, organise, synthesise and analyse data. Internal validity is assured through:

- *Triangulation* – using multiple sources of data and multiple checks on emerging findings.
- *Member checks* – since team members predominantly hail from current positions in teacher education, they brought their sector-based expertise to the development of the data-base in Phase One, the development of interview schedules in Phase Two and to the interpretation and ongoing analysis of data.
- *Peer examination* – the Phase One data-base template and the Phase Two interview schedule derived from the Phase One data were developed in consultation with peers.

Reliability of the data refers to the degree to which findings can be replicated by others. In qualitative research, this is often referred to as dependability or consistency of data which is assured in this study through:

- *Triangulation* – using multiple sources of data and multiple checks on emerging findings.
- *Audit trail* – where the procedures with respect to data collection and analysis undertaken by the research team will be made explicit.

ETHICS

All research conducted under the auspices of Massey University is subject to ethical approval processes. This research project was awarded ethical approval through the Massey University Human Ethics Committee (MUHEC) prior to Phases One and Two. Phase One required only Low Risk Notification to the MUHEC. Ethical approval for Phase Two was granted through MUHEC (Approval number 05/04).

RESULTS

The following sections present the results according to the key domains of the database including:

- Structure of Initial Teacher Education Qualifications, including such details as length of course, funding, fees, mode of delivery, location etc.
- Entry and Selection requirements and practices
- Conceptual Frameworks
- Graduate Profiles
- Core Content
- Assessment procedures and practices
- Treaty of Waitangi policy and practice
- Inclusion
- Practicum procedures and practices
- Resources for staff and students
- Staffing qualifications and tenure
- Quality Assurance procedures
- Constraints and challenges to quality Initial Teacher Education

Each section includes an introduction that explains the focus of the data, the analysis and any limitations identified. The data are presented in most sections according to sector: early childhood, primary, and secondary; however, in some cases this was deemed not helpful and data is aggregated.

Where data is presented in sectors, the combined qualifications are always included as follows: the two early childhood/primary qualifications (Dunedin College of Education and Massey University) are always included in the early childhood data; the two combined primary/secondary qualifications (Dunedin College of Education and Victoria University of Wellington) are always included in the primary data. Data are synthesized at the end of each section in a series of concluding statements.

It is also important to note that data from The University of Auckland represents data for newly developed programmes for 2006 and, at the time of this project, the University was at the early stages of programme development following the merger of Auckland College of Education and The University of Auckland. The decision to include 2006 programmes for The University of Auckland was taken in consultation with the Ministry of Education and the Teachers Council. However, we acknowledge that it has resulted in The University of Auckland not featuring as one would expect within the results and this could be interpreted by some as misrepresentation of the current state of initial teacher education. It was decided to use the 2006 qualifications, since the current (2005) qualifications would be disestablished to make way for the new qualifications for offer in 2006.

The Shape of Initial Teacher Education

In spite of the rapid growth of alternative teacher education providers within New Zealand, and notwithstanding the recent development of four-year conjoint programmes, the preparation of teachers within New Zealand continues to be dominated by the three-year undergraduate diploma or degree qualification for early childhood educators, the three-year degree qualification for primary teachers and the one-year post-degree diploma qualification

for secondary teachers. This is the context for which, and within which, we prepare teachers in Aotearoa New Zealand.

At the time of this study, there were 27 institutions offering initial teacher education qualifications across New Zealand. These include six of the eight universities (although Canterbury University does contribute to Bachelor of Education qualifications with the Christchurch College of Education), nine private training establishments, seven polytechnic institutions, three wānanga and two colleges of education (see Table 1). Between them, these institutions are approved to offer a total of 85 different ITE qualifications. In many instances, the same qualification is offered on a number of campuses and/or through different modes of delivery (e.g. internal, distance, centre-based, or mixed-mode).

It is generally believed that there is a proliferation of providers of ITE within New Zealand and in some quarters, this proliferation is viewed as impacting on the quality of ITE. As noted in the introductory sections of this report, up until the 1990s ITE was offered by six colleges of education. To date four of these colleges have merged/amalgamated with universities. Table 1 demonstrates that currently over half (53%) of student teachers are in universities and, with the impending amalgamation of the two remaining colleges of education (Christchurch and Dunedin) with universities, three-quarters (76%) of all student teachers will soon be prepared within the university sector. PTEs and polytechnics account for the preparation of just over one-fifth (22%) of the student teachers and wānanga prepare less than 3%.

Table 1: Student intake 2005 by type of institution

	Number of Institutions	Student Intake 2005#	% Student Intake
Private training establishment	9	647	11.3
Polytechnic	7	590	10.3
University	6	3051	53.3
Wānanga	3	131	2.3
College of education	2	1303	22.8
TOTAL	27	5722	100.0

Student intake data are missing for three private training establishments and one wānanga.

Examination of the qualifications offered by each type of institution (see Tables 2 and 3) allows us to gain a more accurate picture of the contribution types of institutions are making to the preparation of teachers across the three sectors² of ITE and through the different levels of qualifications. Undergraduate diploma qualifications for early childhood and primary teachers are offered predominantly by the PTEs and polytechnics who together account for 76% of diploma students. Three universities, Auckland University of Technology, The University of Auckland and Victoria University of Wellington account for a further 14% of diploma qualifications, each of which are offered in early childhood sector. The remaining 9% of students are undertaking diploma qualifications in early childhood or primary at the two colleges of education. It is important to note here that although a number of students enter the undergraduate diploma qualifications for primary teachers with the Dunedin

² For the purposes of this report early childhood, primary and secondary are referred to throughout as distinct sectors of ITE. Typically primary and secondary are considered the compulsory school sector and when appropriate this terminology is also used in this report to refer to them collectively as distinct from early childhood.

College of Education, there is an overwhelming shift in second year to the degree and few, if any, students continue in the diploma qualification over the full three years.

Undergraduate degrees are offered by universities, colleges of education, private training establishments and wānanga. No polytechnics offer undergraduate degree qualifications. The universities together account for over 50% of student intake into degrees and, with the two colleges of education, account for a cumulative student intake of 89%. Graduate diplomas are offered across institutions with the exception of the wānanga. Universities and colleges of education together account for over 95% of student intake into graduate diploma qualifications.

Table 2: Student intake 2005 by type of qualification

	Diploma		Degree		Graduate Diploma		Total students	% of Total
	Number of students	% of Diploma students	Number of students	% of Degree students	Number of students	% of Graduate Diploma students		
Private training establishment	536	37.0	65	3.6	46	2.9	647	13.4
Polytechnic	566	39.1	0	0.0	24	1.5	590	12.2
University	210	14.5	977	53.7	981	62.4	2168	44.8
Wānanga	0	0.0	131	7.2	0	0.0	131	2.7
College of education	135	9.3	648	35.6	520	33.1	1303	26.9
TOTAL	1447	100.0	1821	100.0	1571	100.0	4839	100.0

Student intake data are missing for one diploma, one degree and one graduate diploma private training establishment qualifications, and one diploma and one degree wānanga qualifications. In addition, student intake figures for one university were reported by sector rather than by qualification, so therefore could not be included in the above total.

Table 3: Student intake 2005 by sector at each type of institution

	Early Childhood		Primary		Secondary		Total students	% of Total
	Number of students	% of EC students	Number of students	% of Primary students	Number of students	% of Secondary students		
Private training establishment	549	26.3	52	2.4	46	3.1	647	11.3
Polytechnic	566	27.1	24	1.1	0	0.0	590	10.3
University	678	32.4	1314	61.5	1059	70.9	3051	53.3
Wānanga	22	1.1	109	5.1	0	0.0	131	2.3
College of education	276	13.2	638	29.9	389	26.0	1303	22.8
TOTAL	2091	100.0	2137	100.0	1494	100.0	5722	100.0

Student intake data are missing for three private training establishment primary qualifications and one wānanga primary qualification.

There is a general perception (as noted in the introductory sections of this report) that there has been an unreasonable increase in the number of providers of ITE in recent years. This is clearly more apparent in the early childhood and primary sectors where there are twenty and seventeen providers respectively. Nine (six polytechnics and three PTEs) of the twenty early childhood providers could be considered “specialist” ECE providers as they offer only one ITE qualification (Diploma of ECE). Together, these nine qualifications account for 30% of early childhood student teacher enrolments, although only two of the institutions (Waiariki Institute of Technology and The Open Polytechnic of New Zealand) have student intakes exceeding 5% of the total ECE enrolments. A further PTE, Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association, offers two ECE diploma qualifications which

together account for over 16% of total ECE diploma enrolments. In terms of student intake, Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association is the largest provider of ECE ITE (16.4%) with The University of Auckland being responsible for 10.6% of student intake and The Open Polytechnic of New Zealand accounting for 9.5%. These higher student intakes reflect the practice of offering qualifications through multiple sites and/or of fer centre-based programmes that are a particular feature of early childhood sector. Universities as a group are the majority providers of ECE ITE, accounting for over 30% of the students. PTEs and polytechnics account for over 53.4% of student intake into early childhood in comparison with the universities and colleges of education which together account for 45.6%, with the remaining 1% of students enrolled in the wānanga.

Primary teachers are prepared across all types of institutions, although Unitec Institute of Technology is the only polytechnic involved in primary ITE and accounts for just over 1% of the student intake. The universities (61.5%) and the colleges of education (29.9%) dominate the preparation of primary teachers and together are responsible for over 90% of the student intake predominantly into degree qualifications. The two wānanga for which student numbers were available account for 5.1% of the student intake, and the PTEs³ (Anamata Private Training Establishment, Bethlehem Institute and Masters Institute) for whom student intake numbers were available account for 2.4% of student intake into primary teaching. Two institutions dominate the provision of primary ITE in terms of student intake: Christchurch College of Education (21.1%) and The University of Auckland (20.9%). The University of Waikato (16.8%) and Victoria University of Wellington (11.4%) are the only other two providers which have student intakes in excess of 10% of the total primary enrolments.

³ Student intake figures were not available at this time for the NZ Graduate School of Education and Te Wānanga Takiura.

Table 4: Student intake 2005 by sector at each institution

Institution	Early Childhood		Primary		Secondary		Total students	% of Total
	Number of students	% of EC students	Number of students	% of Primary students	Number of students	% of Secondary students		
Anamata Private Training Establishment	-	-	12	0.6	-	-	12	0.2
Auckland University of Technology	89	4.3	40	1.9	110	7.4	239	4.2
Bethlehem Institute	25	1.2	40	1.9	18	1.2	83	1.5
Christchurch College of Education	158	7.6	450	21.1	274	18.3	882	15.4
Dunedin College of Education	118	5.6	188	8.8	115	7.7	421	7.4
Eastern Institute of Technology	39	1.9	-	-	-	-	39	0.7
Manukau Institute of Technology	75	3.6	-	-	-	-	75	1.3
Massey University	124	5.9	198	9.3	187	12.5	509	8.9
Masters Institute	-	-	Missing	-	-	-	-	-
New Zealand College of Early Childhood Education	94	4.5	-	-	-	-	94	1.6
New Zealand Graduate School of Education	-	-	Missing	-	28	1.9	28	0.5
New Zealand Tertiary College	78	3.7	-	-	-	-	78	1.4
Rangi Ruru Early Childhood College	10	0.5	-	-	-	-	10	0.2
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association	342	16.4	-	-	-	-	342	6.0
Te Wānanga o Aotearoa	-	-	95	4.4	-	-	95	1.7
Te Wānanga o Raukawa	-	-	Missing	-	-	-	-	-
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa	-	-	Missing	-	-	-	-	-
Te Whare Wānanga o Awanuiarangi	22	1.1	14	0.7	-	-	36	0.6
The Open Polytechnic of New Zealand	199	9.5	-	-	-	-	199	3.5
The University of Auckland	222	10.6	446	20.9	304	20.3	972	17.0
Unitec Institute of Technology	88	4.2	24	1.1	-	-	112	2.0
University of Otago	-	-	28	1.3	30	2.0	58	1.0
University of Waikato	54	2.6	358	16.8	208	13.9	620	10.8
Victoria University of Wellington	189	9.0	244	11.4	220	14.7	653	11.4
Waiariki Institute of Technology	111	5.3	-	-	-	-	111	1.9
Waikato Institute of Technology	30	1.4	-	-	-	-	30	0.5
Whitireia Community Polytechnic	24	1.1	-	-	-	-	24	0.4
TOTAL	2091	100.0	2137	100.0	1494	100.0	5722	100.0

Key:

- = No such qualification offered at the institution.

Missing = Student intake figures not available for this qualification.

Secondary ITE is offered by two PTEs (Bethlehem Institute and New Zealand Graduate School of Education) two colleges of education and six universities. The universities account for over 70% of student intake with the two colleges of education accounting for 26%. The University of Auckland is the largest provider, responsible for 20% of secondary ITE enrolments (304 student intake) and Christchurch College of Education is the second largest provider of secondary qualifications with a student intake in 2005 of 274 students (18.3%).

Table 5 presents the number and levels of qualifications offered in each of the sectors including details of the qualifications that bridge two sectors and those that are identified as Māori or Pasifika-focused and/or Māori-medium.

Table 5: Number of qualifications offered at each institution

Institution	Number of Qualifications	Number of Early Childhood courses	Number of Primary courses	Number of Secondary courses	Number of combined Early Childhood and Primary courses	Number of combined Primary and Secondary courses	Number of Māori courses	Number of Pasifika courses
Anamata Private Training Establishment	1		1				1	
Auckland University of Technology	4	2	1	1				1
Bethlehem Institute	3	1	1	1				
Christchurch College of Education	8	3	2	3				
Dunedin College of Education	14	4	7	1	1	1	2	
Eastern Institute of Technology	1	1						
Manukau Institute of Technology	1	1						
Massey University	7	1	3	2	1		1	
Masters Institute	1		1					
New Zealand College of Early Childhood Education	1	1						
New Zealand Graduate School of Education	2		1	1				
New Zealand Tertiary College	1	1						
Rangi Ruru Early Childhood College	1	1						
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association	2	2						1
Te Wānanga o Aotearoa	1		1				1	
Te Wānanga o Raukawa	2		2				2	
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa	1		1				1	
Te Whare Wānanga o Awanuiarangi	2	1	1				2	
The Open Polytechnic of New Zealand	1	1						
The University of Auckland	9	4	3	2			1	1
Unitec Institute of Technology	2	1	1					
University of Otago	4		3	2				
University of Waikato	6	1	3	2			1	
Victoria University of Wellington	7	4	1	1		1	1	
Wairiki Institute of Technology	1	1					1	
Waikato Institute of Technology	1	1						
Whitireia Community Polytechnic	1	1						
TOTAL	85	33	32	16	2	2	14	3

The complexity and diversity in early childhood in New Zealand is no more apparent than in the number and diverse nature of teacher education qualifications currently available from a large number of providers. Qualifications offered range from three-year diplomas of teaching to three or four year degrees, through to post graduate diplomas for graduates of other teaching or academic qualifications which extend the latter to include the early childhood sector. The age groups with which students are learning to work are usually from birth to age five, the general age for commencing formal schooling in New Zealand. However, a few institutions offer qualifications for working with the birth to age eight age range, so that graduates develop expertise to teach across the important transition times between ECE and school. Flexibility is available to students in many forms: the mode of delivery may be full or part time, on campus, field-based or extramural via the computer; qualifications may be full immersion in Māori or Pasifika languages or bilingual; there may be several exit points with differing levels that staircase to higher qualifications; and qualification elements might allow choice of study in philosophies such as Steiner or Montessori.

A typical commitment to flexibility is stated by in the New Zealand Tertiary College's Diploma of Teaching (Early Childhood):

COLLEGE BASED: Study requirements: - Attend lectures several days a week; Gain teaching experience through Centre placements. Attend blocks of practicum and teaching experiences throughout the course.

FLEXIBLE DELIVERY: Work (in a voluntary or paid capacity) in a licensed early childhood centre for a minimum of 16 hrs a week; Complete study modules within specified timeframes. Undertake significant self directed and supervised study; Attend a number of block courses which are run regionally; Attend blocks of practicum and teaching experiences throughout the course.

FIELD BASED: Work (in a voluntary or paid capacity) in a licensed early childhood centre for a minimum of 16 hours a week; Attend two evening lectures a week; Undertake self directed and supervised study; Attend blocks of practicum and teaching experiences throughout the course.

A more recently available mode of qualification delivery is the distance qualifications via the computer. These are variously described by providers as External Delivery Option (EDO), Distance and Web-based. In the early childhood ITE sector such ECE and/or Early Years, degrees and diplomas may be offered full or part-time and offer students the advantage of being able to study from their homes. Another feature of early childhood is its flexibility in terms of the programme of study that can be undertaken. This offers a “variety of exit points to enable students to exit and re-enter depending on personal commitments and responsibilities” (Waikato Institute of Technology, DipTchg(ECE)), in an effort to meet the particular needs of students with other commitments.

Table 6 presents the type of qualification offered by each institution. Early childhood is distinctive in that the majority of qualifications offered are undergraduate diploma programmes (20 of the 35). This is not unexpected as the Ministry has recently set undergraduate diploma at level-seven as the benchmark for early childhood initial teacher education. Undergraduate diplomas are less common in the primary sector (6 of the 24). Although recent developments have seen graduate diplomas offered for both early childhood and primary ITE, the three-year undergraduate degree qualification remains the most common preparation for primary teachers (20 of the 34 qualifications). Secondary teachers continue to be prepared predominantly through a one-year graduate diploma.

Table 6: Type of qualification offered at each institution by sector

Institution	Early Childhood			Primary			Secondary		
	Diploma	Degree	Graduate Diploma	Diploma	Degree	Graduate Diploma	Degree	Conjoint degree	Graduate Diploma
Anamata Private Training Establishment				1					
Auckland University of Technology	1	1			1				1
Bethlehem Institute		1			1				1
Christchurch College of Education	1	1	1		1	1		2	1
Dunedin College of Education	2	2	1	3	4	1			1
Eastern Institute of Technology	1								
Manukau Institute of Technology	1								
Massey University		1	1		2	1	1		1
Masters Institute					1				
New Zealand College of Early Childhood Education	1								
New Zealand Graduate School of Education						1			1
New Zealand Tertiary College	1								
Rangi Ruru Early Childhood College	1								
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association	2								
Te Wānanga o Aotearoa					1				
Te Wānanga o Raukawa				1	1				
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa				1					
Te Whare Wānanga o Awanuiarangi		1			1				
The Open Polytechnic of New Zealand	1								
The University of Auckland	2	1	1		2	1	1		1
Unitec Institute of Technology	1					1			
University of Otago					2		1		1
University of Waikato		1			2	1		1	1
Victoria University of Wellington	2	2			1	1			1
Waiariki Institute of Technology	1								
Waikato Institute of Technology	1								
Whitireia Community Polytechnic	1								
TOTAL	20	11	4	6	20	8	3	3	10

Several agencies share legislative responsibility for quality assurance of academic qualifications. The agency responsible for qualification approval of academic qualifications is determined by the type of tertiary institution. The table below (Table 7) demonstrates that, of the 85 qualifications offered in initial teacher education, approximately 40% are located in universities while 32% are offered by private training establishments or wānanga (under NZQA).

Table 7: Number of qualifications subject to each approval body

	Frequency	Percent
CUAP	35	41.2
NZQA	27	31.8
CEAC	17	20.0
ITP	6	7.1
TOTAL	85	100.0

Table 8 demonstrates clearly the growing number of early childhood qualifications which now account for over one third of all qualifications offered in initial teacher education and equal in number to primary. This can be explained in some ways by the different forms of early childhood education available, including diploma, degree and graduate diplomas and the recent requirements on early childhood teachers to achieve qualified status.

Table 8: Number of qualifications offered in each education sector

	Frequency	Percent
Early Childhood	33	38.8
Primary	32	37.6
Secondary	16	18.8
Combined Early Childhood & Primary	2	2.4
Combined Primary & Secondary	2	2.4
TOTAL	85	100.0

Institutions offering qualifications which can be undertaken in some cases face-to-face at different locations and/or through different modes of delivery e.g. distance, web-based, field-based etc. In general, providers of ITE view a qualification offered on different sites and/or through different modes of delivery as the one qualification offered through alternate pathways. The NZQA documentation refers to each pathway as a “course” (New Zealand Qualifications Authority, 2003) and the NZTC refer to “programmes” (New Zealand Teachers Council, 2005). It is the approval and quality assurance body’s practice to require that each course or programme is subject to a separate approval process since assurance needs to be given that students will be offered an equivalent experience and, for example, access to resources and support, regardless of location or mode of study. This practice has resulted in some confusion over the total number of qualifications of ITE offered throughout New Zealand, as opposed to the number of pathways, courses, or programmes. It has also resulted in a degree of frustration amongst ITE providers providing evidence for this research project, as they repeatedly assured us that the different pathways were identical (being the same qualification) and that we were requesting duplications of the same information. As data were gathered during Phase One of this project, it quickly became apparent that the data provided for each ‘pathway’ of the one qualification were identical and so this project has adopted the practice of referring to qualifications (as opposed to courses or programmes). Where qualifications are offered through more than one mode of delivery or on more than one campus, these multiple pathways are referred to as programmes.

The practice in this report is to refer first to qualifications, and hence to different programmes of study students may undertake to gain such qualifications via different locations or modes of delivery. The most common form of delivery of initial teacher education qualifications is face-to-face or internal programmes of study (89.2%). In total,

initial teacher education qualifications are offered internally in twenty-three different cities and towns throughout New Zealand. These multiple pathways can be viewed as both a positive and a negative feature of ITE. In a positive sense, the multiple pathways reflect the ways in which providers have sought to meet the diverse requirements of potential teacher education students across New Zealand, offering ITE to students who may not otherwise have been able to access tertiary study. Alternatively, the multiple pathways have contributed to the widely held sense of proliferation of providers over recent years and associated challenges about the quality of initial teacher education. Tables 9 and 10 provide a summary of the number of pathways available.

Table 9: Number of qualification pathways by education sector

	Frequency	Percent
Early Childhood	53	40.5
Primary	49	37.4
Secondary	24	18.3
Combined Early Childhood & Primary	3	2.3
Combined Primary & Secondary	2	1.5
TOTAL	131	100.0

Table 10: Mode of delivery for each qualification pathway

	Frequency	Percent
Face-to-face	95	72.5
Centre/field-based	15	11.5
Distance/Web-based ^a	12	9.2
Mixed mode ^b	6	4.6
Flexible	3	2.3
TOTAL	131	100.0

^a Where an institution uses the term 'Flexible' to denote an extramural pathway, it has been included in the category 'Distance/Web-based'.

^b The category 'Mixed mode' incorporates one Face-to-face & Web-based pathway, one Distance & Centre/field-based pathway, and four Face-to-face & Centre/field-based pathways.

Tables 11 and 12 provide a summary of the length of qualifications offered across New Zealand. As could be expected, the most common form of ITE is a three-year programme of study (which includes both undergraduate degree and diploma qualifications). Qualifications that are reported as being 1.3 years in length include primary graduate diplomas which, in a few cases, represent an intensive academic year and summer school. There are no ITE qualifications offered in New Zealand that are less than one year in duration.

Table 11: Length of qualification in years

Years	Frequency	Percent
1	17	20.0
1.3	3	3.5
2	6	7.1
3	50	58.8
3.5	1	1.2
4	8	9.4
TOTAL	85	100.0

Table 12: Length of qualification by education sector

Years	Early Childhood	Primary	Secondary	TOTAL
1	3	5	9	17
1.3		3	1	3
2	2	3	1	6
3	28	21	1	50
3.5	1			1
4	1	2	5	8
TOTAL	35	34	16	85

Initial teacher education qualifications have, like all tertiary qualifications, been subject to the fee freeze of recent years. This has resulted in some institutions maintaining fees which would, in terms of relative tertiary study costs, be considered towards the lower end of the continuum. Table 13 presents fees across all qualifications, Table 14 presents them according to sector and Table 15 presents fees according to type of institution. Just over 20% of the early childhood and primary qualifications have annual fees which fall below \$3,000. The majority of all qualification fees (approximately 60%) fall within the \$3,000 to \$4,000 per year range with a small number (nine) exceeding \$4,000 per year.

Table 13: Cost of fees for one year of a qualification

	Frequency	Percent
\$2000-\$2499	6	7.1
\$2500-\$2999	11	12.9
\$3000-\$3499	25	29.4
\$3500-\$3999	24	28.2
\$4000+	9	10.6
Missing	10	11.8
TOTAL	85	100.0

Table 14: Cost of fees for one year by education sector

	Early Childhood	Primary	Secondary	TOTAL
\$2000-\$2499	5		1	6
\$2500-\$2999	3	8		11
\$3000-\$3499	8	10	7	25
\$3500-\$3999	11	9	4	24
\$4000+	2	3	4	9
Missing	6	4		10
TOTAL	35	34	16	85

In terms of fees related to type of institution, qualifications offered by the two colleges of education account for a little but one of those attracting fees below \$3,000. Qualifications offered by private training establishments all attract fees in excess of \$3,000 and two of the thirteen qualifications attract fees in excess of \$4,000.

Table 15: Cost of fees for one year by type of institution

	Private training establishment	Polytechnic	University	Wānanga	College of education	TOTAL
\$2000-\$2499		1			5	6
\$2500-\$2999					11	11
\$3000-\$3499	3		18	1	3	25
\$3500-\$3999	6	5	10	2	1	24
\$4000+	2	1	4		2	9
Missing	2	1	5	2		10
TOTAL	13	8	37	5	22	85

Entry and Selection into Initial Teacher Education

Debate surrounding entry into initial teacher education and suggestions that entry standards are low and selection processes less than rigorous have been evident in both historical and contemporary literature in New Zealand. Openshaw (1999, p. 324) cites research by the New Zealand Council for Educational Research published in 1956 that concluded that “teachers’ college students are less academically capable” and further, that the proportion of them engaging concurrent university study had diminished. Historically, the entry requirements for teacher education qualifications have been influenced by the nature of the qualifications offered and reflect requirements for similar qualifications in other disciplines. By 1980, applicants to primary qualifications were required to have University Entrance or Sixth Form Certificate in four subjects, including English, with the sum of the four subjects to be fewer than 20 (Openshaw, 1999, p. 333). From the late 1980s, candidates who were over 20 years of age required no formal qualifications for entry. The recent introduction of NCEA in secondary schools has required all institutions to reconsider their tertiary entry requirements.

More recent evidence of concerns regarding ITE entry standards and selection processes is evident in the media and in the report of the Education and Science Committee’s inquiry into teacher education. This report notes that a number of submissions raise concerns about the perceived lowering of entry standards associated with the equivalent full time student funding model and the increased competition amongst providers. While acknowledging that there is indeed a perception of a decline in standards, the report concludes that there is a lack of empirical evidence to confirm that this is the case in reality. Further, the report recommends that “minimum standards be developed for entry into teacher training [*sic*] courses, and that these be applied nationally” and “that greater recognition of prior learning should be made in pre-service programmes”(2004, p. 3).

From the data provided by the twenty-five institutions, it is clear that ITE qualifications have academic entry criteria that are equivalent to those for similar level qualifications in other disciplines e.g. Bachelor’s Degree in Arts or Science. In addition to academic criteria, all ITE qualifications require applicants to demonstrate attributes beyond academic competence. These attributes are typically related to the applicant’s suitability to teach, experience with children and young people and commitment to the profession. Therefore, contrary to the perception (as articulated in the submissions to the Education and Science Committee’s inquiry) that entry standards have been eroded over the past decade, criteria for entry into an ITE qualification exceed those for similar level qualifications in some other disciplines.

The tables that follow (Tables 16-18) provide an overview of the entry policy and procedures adopted for each qualification in this study. This overview is necessarily an abbreviated summary of what are, in most cases, very detailed and explicit criteria for entry into the ITE qualification. Actual entry criteria for each qualification are presented in full in the accompanying database (Appendix B). The following section provides illustrative commentary to sit alongside the tables.

ACADEMIC ENTRY CRITERIA

Entry criteria for applicants under 20 years are very consistent across all institutions. In general, undergraduate diploma and degree qualifications require the generic university entrance achieved through NCEA credits or Bursary results. Variation in the data presented in the tables for applicants under 20 years of age reflects the recent changes in secondary

qualifications, rather than any real difference in standards. Minimal variation is likely to be resolved in the coming year as institutions grapple with the new NCEA qualification and its implications for entry to tertiary study.

Graduate diploma qualifications require an appropriate degree or equivalent, with some graduate diplomas in early childhood (e.g. Massey University) requiring teacher registration. This programme is targeted at qualified primary teachers seeking an ECE qualification. Academic criteria for applicants to the eight primary graduate diplomas consistently reflected the requirement of a degree or degree equivalent. It is noted that none of the primary graduate diploma entry requirements include specific subject requirements in the initial degree qualification.

Criteria for entry into secondary graduate diploma programmes in all cases (with the exception of the New Zealand Graduate School of Education whose information was not available at this time) make explicit the requirement that candidates must have completed degree study in subjects aligned to secondary school subjects. The following tables provide an abbreviated account of the criteria and do not allow the space to provide finer details. The following statement from the University of Waikato is typical of many of the secondary graduate programmes which articulate actual levels of degree study required in each of the candidate's preferred teaching subjects.

The minimum requirement is a bachelors degree or its recognised equivalent. Holders of overseas qualifications must obtain NZQA equivalence documentation. Those who hold trade-related qualifications must also provide equivalence of degree documentation from NZQA and evidence of 6000 plus hours' post-apprenticeship work. In every case, the qualification needs to have sufficient content related directly to at least two subjects in the NZ secondary school curriculum. For entry to a subject/curriculum paper (we have 3 such 'curriculum' papers in our 8-paper graduate diploma) for preparation to teach at senior level (years 12-13) the requirement is a range of 200 level papers and at least one 300 level paper in that subject. For entry to a subject/curriculum paper for preparation to teach at junior level (years 9-11) the requirement is a range of 100 level papers and at least one 200 level paper in that subject. There is also the expectation that in the combination of curriculum papers a senior subject paper must be supported by the equivalent junior subject paper (e.g. History by Social Studies, Senior Maths by Junior Maths). Also, for people whose first language is not English or Māori, evidence is required of competency in English with IELTS scores of 7.0 in each area of competence (University of Waikato).

Academic entry criteria become more varied in relation to mature applicants (applicants over 20 years of age) and special admission is often less precisely defined (as is the case for entry into many qualifications in other disciplines). Some institutions – Dunedin College of Education and Eastern Institute of Technology, for example – will assess the likelihood of success based on information gathered through the application process. Other institutions – Christchurch College of Education and Massey University, for example – tend to seek evidence of recent successful study, while others (Anamata Private Training Establishment and Te Whare Wānanga o Awanuiarangi) encourage completion of bridging programmes.

RECOGNITION OF PRIOR LEARNING (RPL)

Greater recognition for prior learning was included as a recommendation of the aforementioned Education and Science Committee report (2004). RPL is of particular interest in the early childhood ITE sector as many candidates for ITE qualifications have extensive experience as unqualified teachers within early childhood settings. The New Zealand Teachers Council approval guidelines provide clear requirements surrounding RPL (see New Zealand Teachers Council, 2005, p. 12).

All institutions participating in this study have a policy that guides their application of RPL. Many – Auckland University of Technology, Bethlehem Institute, Christchurch College of Education and Eastern Institute of Technology, for example – recognise both formal and informal learning through their RPL processes. Dunedin College of Education links any recognition of prior learning credit to qualifications listed on the New Zealand Register of Quality Assured Qualifications. There is some variation in the length of time that institutions will consider a prior qualification relevant. There is also some variation/restriction in the amount of credit that would be given. A few institutions (Manukau Institute of Technology, The Open Polytechnic of New Zealand) indicate they will give some credit for practicum – but only if it has been supervised and assessed. All providers reflect policy consistent with NZTC guidelines for approval that “No RPL of practicum will be awarded for the final year of an approved programme or for a one year programme” (New Zealand Teachers Council, 2005, p. 12).

NUMERACY AND LITERACY

All institutions require the achievement of some competence in these areas. Generally requirements are set as part of their entry criteria, although a few require a standard to be met by the time of graduation, with the understanding that numeracy and literacy would be developed through engagement in the programme of study. Two levels of standards generally operate. Standards are first applied when applications are initially considered. These standards are usually linked to achievement in English and/or Māori (as appropriate) in NCEA, Bursary or NZQA. Secondly, many institutions also require further demonstration of competence through tests set as part of the selection process. Students entering Graduate Diploma programmes are usually seen as having demonstrated literacy and numeracy competence through the completion of a first degree or equivalent. Whilst a number of institutions require applicants to demonstrate literacy or numeracy competence through entry level tests, the nature of these tests is not made explicit in the data collected (nor was it requested within the scope of this research project).

For students whose first language is not English or Māori or who have completed a qualification overseas, IELTS and Cambridge International Examination are examples of qualifications from outside New Zealand that are accepted as a means of showing English competence. As part of entry standards, the NZTC guidelines for approval of programmes require providers to ensure that immigrants to New Zealand for whom English is a second language achieve a level of 7 in all components of the academic version of the IELTS test (New Zealand Teachers Council, 2005, p. 11).

INTERVIEWS

Almost all institutions interview as part of the selection process. Most interview students individually although some, including Unitec Institute of Technology, The University of Auckland and Victoria University of Wellington, prefer a group interview process. Many providers of Māori programmes use interviews as one means of checking fluency in Te Reo.

PERSONAL AND PROFESSIONAL QUALITIES

Generally, for qualifications at all levels, the personal and professional qualities sought in applicants are based on the Teachers Council criteria and assessed mainly through interviews and referee reports. Such personal attributes are examples of selection criteria that go beyond the academic criteria required for similar level degrees in alternative disciplines. Contrary to the perception of low entry standards, the entry requirements and selection processes applied to applicants for ITE qualifications are consistently demanding. This is evident from the careful articulation of required personal attributes and the requirement of confidential referee reports and interviews. In addition, applicants to Māori-medium qualifications have to satisfy added criteria related to fluency in te reo Māori and experience in Māori contexts. An example of the demanding nature of the criteria for entry into such qualifications is exemplified below by the entry requirements for the BEd (Tchg) Huarahi Māori offered by The University of Auckland. This demonstrates a commitment to selecting students in terms of both academic and personal attributes.

All applicants must:

- *Meet requirements for entry to a University in New Zealand as specified in the University of Auckland's Calendar.*
- *Have demonstrated the potential to meet the New Zealand Teachers Criteria for provisional registration.*
- *Demonstrate a level of proficiency in te reo Māori sufficient for the language demands of the programme.*

All applications will be assessed by the Selection Committee to determine the suitability of applicants. Applicants who meet the criteria may be invited to interview.

The following criteria will be used for the assessment of applicants:

- academic attainment*
- personal qualities*
- communication skills*
- involvement and expertise.*

Preference will be given to applicants with mathematics to Year 11 or beyond (The University of Auckland BEd (Tchg) Huarahi Māori).

OTHER SELECTION PROCEDURES

There is great consistency across programmes in the use of confidential referee reports. Most asked for two, some three. These are usually required as part of the information available at the time of selection. A few institutions ask for contact details for referees and then follow them up themselves. Likewise there is great consistency in the seeking of information on health and criminal convictions. Only one institution (New Zealand Graduate School of Education) indicates that rather than ask for confirmation of good health

and declaration of criminal convictions, they point out the likely difficulty graduates would have gaining teacher registration. Most institutions require a personal statement with some institutions specifically requiring them to be handwritten. Most providers do not require that the candidate be observed working with children as part of the selection process. However, some do require that one of the referee reports is completed by someone who has observed the candidate working with children or young people.

SPECIAL SELECTION FEATURES

In addition to the academic and personal attributes required for entry into ITE qualifications, some providers apply special selection criteria related to the nature of the qualification and/or its mode of delivery. For example, Massey University will not accept school-leaver applicants into its External Delivery early childhood option and Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association requires that applicants for distance programmes of study demonstrate ownership of, and competence in, computer use.

Early childhood centre or field-based qualifications require that applicants secure work (either paid or volunteer) within an early childhood setting for a minimum of 12 hours per week for the duration of the programme of study (New Zealand Tertiary College, The Open Polytechnic of New Zealand, University of Waikato, and Unitec Institute of Technology). Some (e.g. Massey University) require that the candidate has been working in that setting for at least three months prior to commencing study.

For some Māori-medium, Māori-centred and bilingual qualifications, there is the added requirement of fluency in te reo Māori and also expectation of experience in Māori-medium settings such as Kura Kāupapa (Anamata Private Training Establishment). Māori-centred providers also record that the selection process, interviews, etc. are guided by tikanga Māori protocols and that whānau are welcome to provide a case for the candidate.

Special character providers, such as Bethlehem Institute, require applicants to “demonstrate empathy with Christian ethos”. Bethlehem Institute also has a requirement that if students are granted special entry (through being over 20 years of age) their academic record is reviewed at the end of the first semester.

ENTRY AND SELECTION – CONCLUDING STATEMENT

In spite of the increasing rhetoric surrounding perceived falling entry standards and less than rigorous selection processes of initial teacher education, the evidence provided in this national study from 25 of the 27 providers of ITE demonstrates that there is consistency across programmes in both the academic entry requirements, and selection processes reflect considerable similarity.

- Entry requirements for candidates under 20 years of age are typically explicit and equivalent across similar qualifications. For degree and graduate qualifications, these are consistent with entry requirements in other disciplines, with the added requirement of demonstrating personal qualities suitable for the teaching profession.
- Entry requirements for candidates over 20 years of age offer greater opportunity for variation across providers and between qualifications.

- Entry into graduate diploma qualifications consistently requires a degree or equivalent and, in the case of secondary, the degree must include advanced (200-level and 300-level) study in two teaching subjects.
- The criteria for entry into ITE qualifications exceeds entry into similar level qualifications in related disciplines, as applicants are required to demonstrate evidence of appropriate personal attributes, a commitment to teaching and to make declarations regarding criminal convictions.
- The selection processes for all candidates reflect requirements for confidential reports from referees, a demonstrated commitment to teaching as reflected in a personal statement, and participation in interviews for all but a few candidates.
- RPL policies are evident for all providers. However, the level of data collected in this study does not provide the fine detail of how policies are applied in practice.
- Entry requirements and selection processes closely reflect the NZTC guidelines for approval of teacher education programmes (New Zealand Teachers Council, 2005) and in many cases, require additional attributes related to the particular nature of the qualification and/or its mode of delivery.

Table 16: Entry and selection – Early childhood qualifications

	Qualification	Academic Entry under 20	Academic Entry over 20	Language	Minimum Age	Personal and Professional Qualities
Auckland University of Technology						
1	BEd [Speciality] (EC)	NCEA or equivalent	Special Admission	IELTS – 6.5 overall (7 in speaking)	17	Meet Teachers Council criteria
2	National DipTchg (ECE Pasifika)	- AUT Certificate ECE, or, - 50 NCEA credits (Level 2+), or - 6 th Form Certificate (20 or less over 4 subjects)				
Bethlehem Institute						
3	BEd (Tchg) ECE	- Minimum three ‘C’ passes Bursary, or - 42 credits at level 3 or higher in 2 subjects, or - Special admission may be granted	Special Admission	Adequate grasp of English or IELTS for NESB	17	Meet Teachers Council criteria
Christchurch College of Education						
4	BTchLn (ECE)	- 42 credits level 3 or higher, or - 6 th Form Certificate (20 or less over 4 subjects), or - Minimum 12 credits NZQA level 12	Evidence of recent successful study	- English first language Or - IELTS 6.0	-	Qualities identified through referee reports
5	DipTchLn (ECE)	-	-			
6	GDipTchLn (ECE)	University degree	-			
Dunedin College of Education						
7	BEd (Tchg) 0-8 years	- 3 C passes Bursary or - 42 credits at level 3 or higher in 2 subjects	Evidence of recent successful study and for relevant experience	IELTS 7.0	N/A	Meet Teachers Council criteria Suitability for working with young children
8	BEd (Tchg) ECE		Must demonstrate likelihood of success			
9	DipTchg (ECE)		Evidence of recent successful study and/or relevant experience			
10	DipTchg (ECE) two year programme	Minimum 2/3 of a degree or equivalent	Minimum 2/3 of a degree or equivalent	IELTS 7.0	-	Meet Teachers Council criteria
11	GDipTchg (ECE)	Degree or equivalent required	Degree or equivalent required	IELTS 7.5	N/A	
Eastern Institute of Technology						
12	DipTchg (ECE)	- 50 NCEA credits level 2 or - 6 th Form Certificate (20 or less over 4 subjects)	Must prove potential to succeed in tertiary study and interest/experience in early childhood education	IELTS 7.0 Or EIT assessment	17	Personal and professional qualities appropriate for ECE

Table 16: Entry and selection – Early childhood qualifications, page 1 continued...

	Qualification	Academic Entry under 20	Academic Entry over 20	Language	Minimum Age	Personal and Professional Qualities
Manukau Institute of Technology						
13	DipTchg (ECE)	- 48 NCEA credits level 2, or - 6 th Form Certificate (20 or less over 4 subjects), or - 3 C passes Bursary, or - Level 5 or better qualification	Detailed account of educational background required. Commitment to ECE and openness to learning sought.	IELTS 6.5 Or Sit MIT text	17	Meet Teachers Council criteria
Massey University						
14	BEd (Tchg) Early Years 0-8 years	- University entrance through NCEA, Bursary, Discretionary entrance or Admission with Equivalent Status	If no University Entrance held required to pass two 100 level papers at Massey. Special admission considered.	IELTS 6.5	For distance option must be over 20	Meet Teachers Council and University criteria
15	GDipTchg (ECE)	- 3 year Diploma of Tchg (Primary) and be a registered teacher	3 year Diploma of Tchg (Primary) and be a registered teacher	Competence demonstrated through previous study or IELTS 6.5	-	
New Zealand College of Early Childhood Education						
16	DipTchg (ECE)	- For enrolment in all courses: - NCEA level 2 in four or more subjects, or - 6 th Form Certificate of 20 points or less, or - For provisional enrolment: - 6 th Form Certificate of 21 points or more	Applicants considered on individual merits	IELTS 5 or Cambridge FCE	18	Monitored in early weeks of programme
New Zealand Tertiary College						
17	DipTchg (EC)	- 4 years secondary, or - 6 th Form Certificate 20 points or less, or - 48 NCEA credits level 2 or better	Mature students accepted based on life and work experience	IELTS 6.5	17 within one month of starting course	Meet Teachers Council criteria
Rangi Ruru Early Childhood College						
18	DipTchg (ECE)	- 6 th Form certificate 20 points or less, or - NZQA 60 credits level 2 or higher, or - NZQA 42 credits level 3 or higher	Relevant experience and ability to progress through programme	IELTS 7.0	None. Completion of Year 12 desirable	Selection based institution criteria, interviews and referees statements.
Te Tari Puna Ora o Aotearoa/ New Zealand Childcare Association						
19	DipTchg (ECE)	- 6 th Form Certificate (20 or less over 4 subjects), or	Working in sector	No	17	-
20	National DipTchg (ECE) Pasifika	- 48 level 2 credits over 4 subjects, or - 3 C bursary grades				

Table 16: Entry and selection – Early childhood qualifications, page 1 continued...

	Qualification	Academic Entry under 20	Academic Entry over 20	Language	Minimum Age	Personal and Professional Qualities
Te Whare Wānanga o Awanuiarangi						
21	BTchLn (ECE) Te Tohu Paetahi Ako (Iti Rearea)	- NCEA and other secondary qualifications, or - 16 in 4 6 th Form Certificate, or - 4 C Bursary grades	- Graduates from a bridging course - Kohanga Reo National Trust Whakapakari tohu - Other ECE qualifications	-	-	Meet Teachers Council criteria
The Open Polytechnic of New Zealand						
22	DipTchg (ECE)	- 6 th Form Certificate 20 points or less or - 48 NCEA credits	Evidence of success in recent and relevant study or recent experience with children	IELTS 7.0	17	Applicants must have an interest in and enthusiasm for young children and learning
The University of Auckland						
23	BEd (Tchg) EC	Meet requirement for entry to a university	Meet requirement for entry to a university	-	-	Meet Teachers Council criteria
24	DipTchg (ECE)	- 6 th Form Certificate 20 points or less or - 60 credits NZQA at level 2 or above	Applicants considered with reference to personal attributes, experience with children and cultural understanding	Sufficient written and oral competence for success in the programme	17	
25	DipTchg (Pacific Island, ECE)	- 6 th Form Certificate 20 points or less, Grade 5 or better in English/Pacific language, or - 60 credits NZQA at level 2 or above, 12 of which must be in English/Pacific language				
26	GDipTchg (ECE)	- Complete degree or equivalent	Completed degree or equivalent	-	N/A	
Unitec Institute of Technology						
27	DipTchg (ECE)	- 6 th Form certificate 20 points or less , or - 48 NCEA credits level 2 or better	Evidence of work experience or study at level equal to admission requirements	IELTS 7.0	-	Meet Teachers Council criteria
University of Waikato						
28	BTeach (EC)	- Minimum of 42 credits NCEA level 3 or higher, or - 3 C grades NZUEBS , or - Other University Entrance Qualification	Special admission may be considered	IELTS 7.0	17	Meet Teachers Council and University criteria

Table 16: Entry and selection – Early childhood qualifications, page 1 continued...

	Qualification	Academic Entry under 20	Academic Entry over 20	Language	Minimum Age	Personal and Professional Qualities
Victoria University of Wellington						
29	BA/BTeach (ECE)	Minimum of 42 credits NCEA level 3 or higher	Special admission	IELTS 7.0	No	Yes
30	BEd (Tchg) EC		- Special admission, or - Admission with credit			
31	DipTchg (ECE)	50 credits NCEA level 2 or higher	Evidence of ability to study at tertiary level		N/A	
32	DipTchg (ECE) Whāriki Papatipu					
Waiariki Institute of Technology						
33	DipTchg (ECE) He Tohu Matauranga mo te Whakaako Kohungahunga	Sixth form Cert with a maximum of 20 in four or more subjects including a 5 or better in English and or Maori., 48 credits at NCEA level 2 in four subjects including at least 12 credits in English.	Evidence of relevant work experience and ability to study at tertiary level. Credit Whakapari.	IELTS at least 5.5 on entry but 7 required on graduation.	17	Assessed at interview
Waikato Institute of Technology						
34	DipTchg (ECE)	- 48 NCEA credits level 2 or 42 level 3 , or - 6th Form Certificate 20 points or less , or - Diploma or degree, or - NZ Nanny Certificate, or - Certificate in Professional Childcare	Demonstrate likelihood to succeed in tertiary study	IELTS 7.0	-	Assessed against criteria at interview
Whitireia Community Polytechnic						
35	DipTchg (ECE)	- 6th Form Certificate 20 points or less, or - 69 credits level 2 NZQA, or - Provisional entrance will be considered	Special admission may be granted	IELTS 7.0	17	Meet Teachers Council criteria

Table 16: Entry and selection – Early childhood qualifications, page 2

	Qualification	Recognition of Prior Learning	Interviews	Confidential Referee Reports	Personal Statement	Declaration of Criminal Convictions	Observation
Auckland University of Technology							
1	BEd [Speciality] (EC)	University Policy applied	Yes	Two required	Not required	Required	Not required
2	National DipTchg (ECE Pasifika)			Required			
Bethlehem Institute							
3	BEd (Tchg) ECE	Institute policy applied	Yes	Three required	Required	Required	N/A
Christchurch College of Education							
4	BTchLn (ECE)	College policy applied	May be required	Two required	Required	Required	-
5	DipTchLn (ECE)			Contact details for referees required			
6	GDipTchLn (ECE)						
Dunedin College of Education							
7	BEd (Tchg) 0-8 years	Available, case-by-case basis	Yes	Two required	Required	Required	-
8	BEd (Tchg) ECE	College policy applied					Information gathered from referees
9	DipTchg (ECE)	Available on a case-by-case basis with some restrictions					-
10	DipTchg (ECE) two year programme	Must have 2/3 of a degree or equivalent					Information gathered from referees
11	GDipTchg (ECE)	No RPL of practicum College policy applied for other aspects					
Eastern Institute of Technology							
12	DipTchg (ECE)	RPL up to 16 courses may be granted	Yes	Two required	Required	Required	One referee must have observed applicant
Manukau Institute of Technology							
13	DipTchg (ECE)	Institute policy applied	Yes	Two required		Required	One referee must have observed applicant
Massey University							
14	BEd (Tchg) Early Years 0-8 years	University policy applied	Yes	Two required	Required	Required	Required
15	GDipTchg (ECE)						Not required
New Zealand College of Early Childhood Education							
16	DipTchg (ECE)	Available	Most before arrival. All at 6 weeks	2 names and addresses. 3 character refs.	Not Required	Required	Observed during first 6 weeks
New Zealand Tertiary College							
17	DipTchg (EC)	Available up to 2 years may be credited	Yes	Two required	-	Required	-
Rangi Ruru Early Childhood College							
18	DipTchg (ECE)	Available	Yes	Two required	Required	Required	-

Table 16: Entry and selection – Early childhood qualifications, page 2 continued...

	Qualification	Recognition of Prior Learning	Interviews	Confidential Referee Reports	Personal Statement	Declaration of Criminal Convictions	Observation	
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association								
19	DipTchg (ECE)	Available – maximum credit 2 years of 3 year Diploma	Yes	Two required	Required	Required	One reference from centre management	
20	National DipTchg (ECE) Pasifika							
Te Whare Wānanga o Awanuiarangi								
21	BTchLn (ECE) Te Tohu Paetahi Ako (Iti Rearea)	Available	Required	Required	-	Required	-	
The Open Polytechnic of New Zealand								
22	DipTchg (ECE)	Cross-credits may be awarded – Open Polytechnic policy applied	Yes – group and individual	Two required	Required	Required	-	
The University of Auckland								
23	BEd (Tchg) EC	University policy applied	Required	Two required	Handwritten statement required	Required	-	
24	DipTchg (ECE)		Yes		Required		Required	Applicants are asked to visit a school in their own time – not observed
25	DipTchg (Pacific Island, ECE)		Yes, not all applicants					
26	GDipTchg (ECE)		Group interview		-			
Unitec Institute of Technology								
27	DipTchg (ECE)	University policy applied	Yes – usually in a group	Two required	ECE essay	-	-	
University of Waikato								
28	BTeach (EC)	Credit transfer only	Group interview followed by individual	Two required	Required	Required	Not required	
Victoria University of Wellington								
29	BA/BTeach (ECE)	Available – credit transfer and consideration of prior skills and experience	Group interview & individual	Two required	Required	Required	-	
30	BEd (Tchg) EC	Credit transfer only	Group interview process		In own handwriting			
31	DipTchg (ECE)	Available – no more than two-thirds of the programme	Yes					
32	DipTchg (ECE) Whāriki Papatipu	Available	Group interview & individual		Yes		Not required	

Table 16: Entry and selection – Early childhood qualifications, page 2 continued...

	Qualification	Recognition of Prior Learning	Interviews	Confidential Referee Reports	Personal Statement	Declaration of Criminal Convictions	Observation
Wairiki Institute of Technology							
33	DipTchg (ECE)	Able to assess RPL up to 2 years of the programme for study within last 6 years.	Yes – group	Required	Required	Required	Not required
Waikato Institute of Technology							
34	DipTchg (ECE)	Available – up to 2 years of programme. Within last 6 years	Yes	Required	Required	Required	No
Whitireia Community Polytechnic							
35	DipTchg (ECE)	Available	Required	Two Required	Required	Required	Not required

Table 16: Entry and selection – Early childhood qualifications, page 3

	Qualification	Literacy Test	Numeracy Test	Other
Auckland University of Technology				
1	BEd [Speciality] EC	Required	Not required unless not achieved NCEA	Support people are welcome
2	National DipTchg (ECE Pasifika)		Not required	Fluency in a Pasifika language or willing to learn
Bethlehem Institute				
3	BEd (Tchg) ECE	Required prior to graduation	Required prior to graduation	Applicants should have empathy with Christian ethos. IT competence required prior to graduation
Christchurch College of Education				
4	BTchLn (ECE)	Required if not of acceptable standard	-	-
5	DipTchLn (ECE)			Centre-based programme
6	GDipTchLn (ECE)			-
Dunedin College of Education				
7	BEd (Tchg) 0-8 years	-	-	Combined early childhood and primary qualification.
8	BEd (Tchg) ECE	Required	Not required	No group interviews held
9	DipTchg (ECE)	-	-	-
10	DipTchg (ECE) two year programme			
11	GDipTchg (ECE)	Grade of 4 in 6 th Form Certificate or equivalent in English or Māori	Grade of 4 in 6 th Form Certificate in Mathematics or competency demonstrated	Subjects in degree must be relevant to ECE. No group interviews held.
Eastern Institute of Technology				
12	DipTchg (ECE)	- 12 credits or better in English reading and writing or Māori (with English) - 6 th Form Certificate – 5 or better English or demonstrate competence	NCEA level 1 required	Must be working 12 hours maximum a week in a licensed and chartered ECE setting. Be supported by the centre where they work. Most with EIT and centre. Group interviews (4-10) are used.
Manukau Institute of Technology				
13	DipTchg (ECE)	- 12 credits or better in English - 6 th Form Certificate – 5 or better English or Māori 6.5 IELTS	-	-
Massey University				
14	BEd (Tchg) Early Years 0-8 years	Competence assessed at selection. In addition all applicants interviewed sit a literacy test.	Competence assessed – must have had Level 1 and all applicants interviewed sit a numeracy test	School leavers are not selected into the distance (EDO) programme and only in unusual circumstances would an applicant under 20 be selected.
15	GDipTchg (ECE)	Not required	Not required	For those already employed fulltime in ECE centre (min of 15 hours) and been there at least 3 months.
New Zealand College of Early Childhood Education				
16	DipTchg (ECE)	School records give an indication	Not required	-
New Zealand Tertiary College				
17	DipTchg (EC)	Assessment required	-	Must be working in licensed early childhood centre for a minimum of 15 hours per week for duration of study. Study is full-time.

Table 16: Entry and selection – Early childhood qualifications, page 3 continued...

	Qualification	Literacy Test	Numeracy Test	Other
Rangi Ruru Early Childhood College				
18	DipTchg (ECE)	No, but must achieve standards in English at Level 2	-	-
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association				
19	DipTchg (ECE)	Required	-	Programme is delivered College-based, distance and field-based. Field-based and distance students must be working in a licensed early childhood service. Distance students must demonstrate capability for independent study, have access to a computer & internet.
20	National DipTchg (ECE) Pasifika			This programme is specifically designed for people working in ECE with Pasifika Children and families.
Te Whare Wānanga o Awanuiarangi				
21	BTchLn (ECE) Te Tohu Paetahi Ako (Iti Rearea)	Must show literacy skills	Must show numeracy skills	-
The Open Polytechnic of New Zealand				
22	DipTchg (ECE)	All applicants complete a written and comprehension exercise	Assessed through selection process	Need to be working or volunteering in a licensed and chartered ECE centre for 120 hours per semester
The University of Auckland				
23	BEd (Tchg) EC	Assessed as part of selection process	-	-
24	DipTchg (ECE)			Interviews usually take place in groups of four students unknown to each other. Fanau are invited.
25	DipTchg (Pacific Island, ECE)			Also available at Wanganui and endorsed Whāriki Papatipu – Wellington and Lower Hutt
26	GDipTchg (ECE)			
Unitec Institute of Technology				
27	DipTchg (ECE)	Written tasks	-	Must be working or volunteering in licensed ECE centre minimum 15 hours per week
University of Waikato				
28	BTeach (EC)	Demonstrate ability to read and comprehend a short article about young children and write a resume of the article	Not required	Marae-based interview available if requested. Students need to be working for at least 12 hours per week in a licensed and chartered early childhood service
Victoria University of Wellington				
29	BA/BTeach (ECE)	-	-	-
30	BEd (Tchg) EC	8 credits at level 2 or higher	14 credits at level 1 or higher	Centre/field based
31	DipTchg (ECE)	Minimum of level 2	Must show numeracy skills	-
32	DipTchg (ECE) Whāriki Papatipu	Diagnostic testing as part of orientation	No	Māori language competency required

Table 16: Entry and selection – Early childhood qualifications, page 3 continued...

	Qualification	Literacy Test	Numeracy Test	Other
Waiariki Institute of Technology				
33	DipTchg (ECE) He Tohu Maturanga mo te Whakaako Kohungahunga	Yes over 20 years	Not required	-
Waikato Institute of Technology				
34	DipTchg (ECE)	Comprehension test	-	First Aid Certificate
Whitireia Community Polytechnic				
35	DipTchg (ECE)	Yes	Yes	-

Table 17: Entry and selection – Primary qualifications

page 1

	Qualification	Academic Entry Under 20	Academic Entry over 20	Language	Personal and Professional Qualities
Anamata Private Training Establishment					
1	DipTchg (Primary)	- 6 th Form Certificate 16, or - Grade of A, B or C in 4 Bursary subjects with one Te Reo Māori - NCEA equivalents level 2 or 3	Evidence of academic capability or successful completion of Te Matanui Undergraduate Diploma	Need to be fluent in Te Reo Māori	Be of good character
Auckland University of Technology					
2	BEd ([Speciality] Teaching)	- 42 credits at level 3 or higher, or - Cambridge International Exams, or - At least 3 bursary passes	May be granted special admission on evidence of ability to reach academic standards	IELTS 6.5	Meet Teachers Council Criteria
Bethlehem Institute					
3	BEd (Tchg) Primary	- 3C bursary passes, or - 42 credits at level 3 or higher, or - May be granted provisional admission	May be admitted on Mature Student Entry	IELTS 7.0	Meet Teachers Council criteria and empathy with Christian ethos
Christchurch College of Education					
4	BTchLn (Primary)	- 3 C passes bursary, or - 42 credits at level 3 or higher	Evidence of recent successful tertiary study	IELTS 7.0	Information gathered from referees' reports
5	GDipTchLn (Primary)	- University degree, or - teaching diploma	- University degree, or - teaching diploma	IELTS 7.0	
Dunedin College of Education					
6	BEd (Tchg) Primary	- 3 C passes bursary, or - 42 NCEA credits level 3 or higher	Must demonstrate high likelihood of success	IELTS 7.0	Good character to allow for initial registration
7	BEd (Tchg) Primary 2 year programme for graduates	- Degree or G3 qualification	Degree or G3 qualification		
8	BEd (Tchg) Primary Te Pokai Matauranga o te Ao Rua	- 3 C passes bursary, or - 42 NCEA credits level 3	Evidence of recent successful study and/or relevant experience	Basic level of Te Reo Māori required IELTS 7.0	
9	BEd (Tchg) Primary to Year 10 two year programme for graduates	- Degree or G3 qualification	Degree or G3 qualification	IELTS 7.0	
10	DipTchg (Primary Bilingual) Te Pokai Matauranga o te Ao Rua	- 6 th Form Certificate 20 points or less, or - level 2 NCEA	Evidence of recent successful study and/or relevant experience		
11	DipTchg (Primary)				
12	DipTchg (Primary) 2 year programme	For individuals with a minimum of 2/3 of a degree or equivalent	For individuals with a minimum of 2/3 of a degree or equivalent	IELTS 7.5	
13	GDipTchg (Primary)	- Degree or G3 qualification	Degree or G3 qualification		

Table 17: Entry and selection – Primary qualifications, page 1 continued...

	Qualification	Academic Entry Under 20	Academic Entry over 20	Language	Personal and Professional Qualities
Massey University					
14	BEd (Tchg) Primary	- University entrance through Bursary, NZQA credits, Discretionary entrance, or - Admission with Equivalent Status	Academic background considered – usually required to pass two 100 level papers at Massey	Competence in English, or IELTS 6.5	Meet Teachers Council and University criteria
15	BEd (Tchg) Te Aho Tatai-Rangi	- University entrance through Bursary, NZQA credits, Discretionary entrance - Fluency in Te Reo Māori also required	Selection policy based on selecting personal qualities sought in teachers and ability to study at a tertiary level. Fluency in Te Reo Māori also required	Competence in Māori	
16	GDipTchg (Primary)	- University graduate or equivalent	University graduate or equivalent	Competence in English, or IELTS 6.5	
Masters Institute					
17	BTchg (Primary) and Worldview Studies	- 3C passes Bursary, or - 42 NCEA credits level 3 or higher	Admitted if record of experience and study demonstrates high degree of likelihood of success	IELTS 7.0	Masters Institute seeks to develop God-given potential. Seek compatibility with Christian philosophy and ethos and belief that participation is consistent with life purpose.
New Zealand Graduate School of Education					
18	GDipTchg (Primary)	- Degree, or - In exceptional circumstances a qualification substantially equivalent	- Degree, or - In exceptional circumstances a qualification substantially equivalent	IELTS 7.0	Candidates may be asked to provide evidence of suitability of their character
Te Wānanga o Aotearoa					
19	BTchg Te Korowai Akonga	- 3 bursary passes	Pre-entry test in reading and mathematics	-	-
Te Wānanga o Raukawa					
20	DipTchg (Bilingual) Te Rangakura	-	-	-	-
21	Poumanawa Te Rangakura Kaiwhakaako	-	-	-	-
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa					
22	DipTch Kura Kaupapa Māori, Te Tohu Paetahi (Primary)	No formal academic requirements for entry. However, knowledge of and ability to communicate fluently in Te Reo Māori a pre-requisite	No formal academic requirements for entry. However, knowledge of an ability to communicate fluently in Te Reo Māori a pre-requisite	Fluent in Te Reo Māori	Te Reo experience valuable

Table 17: Entry and selection – Primary qualifications, page 1 continued...

	Qualification	Academic Entry Under 20	Academic Entry over 20	Language	Personal and Professional Qualities
Te Whare Wānanga o Awanuiarangi					
23	BMāoriEd (Primary) Te Tohu Paetahi Matauranga Māori	- Minimum 16 in four subjects 6 th Form Certificate, or - NCEA level 2, or - Graduates from bridging course Awanuiarangi may apply	- Graduates from bridging courses at Te Whare Wānanga o Awanuiarangi, or - Admission by interview on a case by case basis	Māori language competency needed for some papers	A range of criteria must be met including commitment to Māori language and tikanga
The University of Auckland					
24	BEd (Tchg) Huarahi Māori	Meet requirements for entry to a university; Demonstrate a level of proficiency in te reo Māori sufficient for the language demands of the programme.	Special admission	Māori and English	Meet Teachers Council criteria
25	BEd (Tchg) Primary	Meet requirement for entry to a university	Meet requirement for entry to a university	-	-
26	GDipTchg (Primary)	Degree or equivalent	Degree or equivalent	-	Meet Teachers Council criteria
Unitec Institute of Technology					
27	GDipTchg (Primary)	- Degree, or - Professional qualification in relevant discipline	N/A	IELTS 7.0	A range of personal and professional qualities sought
University of Otago					
28	BEd (Primary)	Meet requirements for entry to a university	Special admission	IELTS 6.0 Other international tests accepted too	Assessment of information supplied in personal statements
29	BTeach (Primary)				
University of Waikato					
30	BTeach (Primary)	- 42 credits level 3 or higher, or - 14 credits at level 3 plus numeracy and literacy - other university entrance qualifications	Special admission	IELTS 7.0	Meet Teachers Council and University criteria
31	BTeach (Primary) Kakano Rua			Adequate proficiency in Te Reo Māori	Academic ability, communication skills, personal qualities, community involvement and experience, cross-cultural experience are all considered
32	GDipTchg (Primary)	Degree or acceptable equivalent	Degree or acceptable equivalent	-	-
Victoria University of Wellington					
33	BA/BSc/BCA/Bachelor of Teaching	- 42 credits level 3 or higher, or - 3 C bursary, or - Other University Entrance qualifications	Special admission	Level appropriate for study required	-
34	GDipTchg (Primary)	Degree or equivalent	Degree or equivalent	IELTS 7.0	

Table 17: Entry and selection – Primary qualifications, page 2

	Qualification	Recognition of Prior Learning	Interviews	Confidential Referee Reports	Personal Statement	Declaration of Criminal Convictions	Observation
Anamata Private Training Establishment							
1	DipTch (Primary)	Available	Yes	-	Written at interview	Yes	N/A
Auckland University of Technology							
2	BEd ([Speciality] Teaching)	-	Yes	Two required	Not required	Required	Not required
Bethlehem Institute							
3	BEd (Tchg) Primary	Institute policy applied	Yes	Three required (one from pastor)	Handwritten 500 word essay required	Yes	N/A
Christchurch College of Education							
4	BTchLn (Primary)	College policy applied	May be required	Two required	Required	Required	At discretion of Director or Dean
5	GDipTchLn (Primary)	Available	If required	Must give contact information			
Dunedin College of Education							
6	BEd (Tchg) Primary	Available on a case-by-case basis – based on NZ Register of Quality Assured Qualifications	Required	Two required	Required	Required	Verified through referee statements
7	BEd (Tchg) Primary 2 year programme for graduates						-
8	BEd (Tchg) Primary Te Pokai Maturanga o te Ao Rua						Verified through referee statements
9	BEd (Tchg) Primary to Year 10 two year programme for graduates						-
10	DipTchg (Primary Bilingual) Te Pokai Maturanga o te Ao Rua						Verified through referee statements
11	DipTchg (Primary)						-
12	DipTchg (Primary) 2 year programme						Verified through referee statements
13	GDipTchg (Primary)	No RPL for this programme	-				

Table 17: Entry and selection – Primary qualifications, page 2 continued...

	Qualification	Recognition of Prior Learning	Interviews	Confidential Referee Reports	Personal Statement	Declaration of Criminal Convictions	Observation
Massey University							
14	BEd (Tchg) Primary	University policy applied. Prior learning within both formal and non-formal settings	Required	Two required	Required	Required	Required
15	BEd (Tchg) Te Aho Tatai-Rangi		Required and conducted in Māori				
16	GDipTchg (Primary)	University policy applied. No credit for teaching experience or study at another institution. Papers must have been passed within the preceding 6 years	Required				
Masters Institute							
17	BTchg (Primary) and Worldview Studies	Successful completion of Diploma of Worldview Studies an alternative pathway for admission. RPL review committee follows policy to consider applications.	Yes	Two required	-	Required	-
New Zealand Graduate School of Education							
18	GDipTchg (Primary)	-	Required	Two required	Required	Not required	-
Te Wānanga o Aotearoa							
19	BTchg Te Korowai Akonga	-	Required if pre-entry tests successful	-	-	-	-
Te Wānanga o Raukawa							
20	DipTchg (Bilingual) Te Rangakura	-	-	-	-	-	-
21	Poumanawa Te Rangakura Kaiwhakaako						
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa							
22	DipTch Kura Kaupapa Māori, Te Tohu Paetahi (Primary)	RPL taken in consideration – especially Kaiawhina	Conducted in Te Reo Māori	-	-	-	-
Te Whare Wānanga o Awanuiarangi							
23	BMāoriEd (Primary) Te Tohu Paetahi Matauranga Māori	Cross-credits can be approved – when equivalence established or for credits gained in a programme with similar philosophy	Required – oral fluency tested	Required	Required	Required	-
The University of Auckland							
24	BEd (Tchg) Huarahi Māori	University policy applied	Required	Two required	Handwritten statement required	Required	Applicants are expected to have spent time in schools before applying
25	BEd (Tchg) Primary						-
26	GDipTchg (Primary)						-

Table 17: Entry and selection – Primary qualifications, page 2 continued...

	Qualification	Recognition of Prior Learning	Interviews	Confidential Referee Reports	Personal Statement	Declaration of Criminal Convictions	Observation
Unitec Institute of Technology							
27	GDipTchg (Primary)	No RPL for this qualification	Required	Two required	Not required	Required	Discussed at interview
University of Otago							
28	BEd (Primary)	University policy – equivalent tertiary papers may gain credit	Not required	Two required	Required	Required	Not required
29	BTeach (Primary)						
University of Waikato							
30	BTeach (Primary)	University policy applied	All applicants spoken with – early offer possible	Required	Required - handwritten	Required	Not required
31	BTeach (Primary) Kakano Rua		Not all applicants will be interviewed		Required		
32	GDipTchg (Primary)		Most applicants are interviewed		Required - handwritten		
Victoria University of Wellington							
33	BA/BSc/BCA/Bachelor of Teaching	-	Group assessment exercise. No individual interviews	Two required	-	Required	-
34	GDipTchg (Primary)						

Table 17: Entry and selection – Primary qualifications, page 3

	Qualification	Literacy Test	Numeracy Test	Other
Anamata Private Training Establishment				
1	DipTchg (Primary)	Yes and Te Reo test can be placed in bridging course	Yes	Experience in a Kura Kaupapa or Kohunga Reo advantageous. Some LATs – credit given
Auckland University of Technology				
2	BEd ([Speciality] Teaching)	Required	Not required unless not achieved NCEA	Support
Bethlehem Institute				
3	BEd (Tchg) Primary	Required	Required	If granted special entry academic record is reviewed at the end of the first semester
Christchurch College of Education				
4	BTchLn (Primary)	Required	N/A	-
5	GDipTchLn (Primary)		Assessed following entry	
Dunedin College of Education				
6	BEd (Tchg) Primary	A restriction is included in the second year	Students must complete all required curriculum work including Mathematics	-
7	BEd (Tchg) Primary 2 year programme for graduates			
8	BEd (Tchg) Primary Te Pokai Matauranga o te Ao Rua		A restriction is included in the second year	
9	BEd (Tchg) Primary to Year 10 two year programme for graduates			Combined primary and secondary qualification.
10	DipTchg (Primary Bilingual) Te Pokai Matauranga o te Ao Rua	A restriction is included in the second year	A restriction is included in the second year	-
11	DipTchg (Primary)			
12	DipTchg (Primary) 2 year programme	-	-	
13	GDipTchg (Primary)			
Massey University				
14	BEd (Tchg) Primary	Competence in English taken into account at selection and a literacy test sat	Competence in Mathematics taken into account at selection and a numeracy test sat	Also delivered at a distance and at Ruawharo (Napier)
15	BEd (Tchg) Te Aho Tatai-Rangi	Required – in Māori	Required –in Māori	Guided by Tikanga Māori protocols
16	GDipTchg (Primary)	Competence in English taken into account at selection	Competence in Mathematics	Available at Albany and Palmerston North
Masters Institute				
17	BTchg (Primary) and Worldview Studies	-	-	-

Table 17: Entry and selection – Primary qualifications, page 3 continued...

	Qualification	Literacy Test	Numeracy Test	Other
New Zealand Graduate School of Education				
18	GDipTchg (Primary)	-	-	Difficulty in becoming a registered teacher if have criminal conviction is pointed out
Te Wānanga o Aotearoa				
19	BTchg Te Korowai Akonga	Pre-entry test	Pre-entry test	-
Te Wānanga o Raukawa				
20	DipTchg (Bilingual) Te Rangakura	-	-	-
21	Poumanawa Te Rangakura Kaiwhakaako	-	-	-
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa				
22	DipTch Kura Kaupapa Māori, Te Tohu Paetahi (Primary)	-	-	This is an iwi generated programme
Te Whare Wānanga o Awanuiarangi				
23	BMāoriEd (Primary) Te Tohu Paetahi Matauranga Māori	Literacy exercise in both Māori and English	Must show skills	Flexibility regard interview, academic record not a priority, focus on experience and there is encouragement to bring others to provide information.
The University of Auckland				
24	BEd (Tchg) Huarahi Māori	Assessed at time of selection	Assessed at time of selection	-
25	BEd (Tchg) Primary		-	
26	GDipTchg (Primary)		-	
Unitec Institute of Technology				
27	GDipTchg (Primary)	Required	Required	-
University of Otago				
28	BEd (Primary)	Minimum standard to be met through an English paper	Must meet standard set in a Maths paper	Māori applicants may claim special consideration
29	BTeach (Primary)	Evidence of competence required. Also standard expected in an English paper		
University of Waikato				
30	BTeach (Primary)	Checked in personal statement	Not required	Students who are turned down have right of appeal
31	BTeach (Primary) Kakano Rua			Students who are turned down have right of appeal
32	GDipTchg (Primary)			Students who are turned down have right of appeal
Victoria University of Wellington				
33	BA/BSc/BCA/Bachelor of Teaching	-	-	Combined primary and secondary qualification.
34	GDipTchg (Primary)	-	-	-

Table 18: Entry and selection – Secondary qualifications

	Qualification	Academic Entry under 20	Academic Entry over 20	Language	Personal and Professional Qualities
Auckland University of Technology					
1	GDipTchg (Secondary)	Bachelor's degree in subjects relevant to secondary teaching	Bachelor's degree in subject relevant to secondary teaching	IELTS 7.5	Meet Teachers Council criteria
Bethlehem Institute					
2	GDipTchg (Secondary)	New Zealand University degree or equivalent with appropriate courses for teaching – one main and one supporting subject	New Zealand University degree or equivalent with appropriate courses for teaching – one main and one supporting subject	IELTS 7.0	Meet Teachers Council criteria and demonstrate a 'call' to the profession and empathy with Christian ethos
Christchurch College of Education					
3	BEd (PE)	University Entrance qualification required in subjects related to secondary teaching	Evidence of recent successful study	IELTS 7.0	Information gathered from referee reports
4	BEd (Performing Arts)				
5	GDipTchLn (Secondary)				
Dunedin College of Education					
6	GDipTchg (Secondary)	Degree, or approved G3 qualification that contains two or three subjects relevant to the secondary school curriculum.	Degree or approved G3 qualification	IELTS 7.5	Good Character to attest for initial registration
Massey University					
7	BEd (Secondary Tchg)	University entrance qualification required	Special admission	IELTS 6.5	Meet Teachers Council and University criteria
8	GDipTchg (Secondary)	Degree or equivalent, applicants are required to have a major teaching subject to 300 level and a second teaching subject to 200 level.	Degree or equivalent		
New Zealand Graduate School of Education					
9	GDipTchg (Secondary)	Degree or equivalent	Degree or equivalent	IELTS 7.0	Evidence required of suitability of character for teaching
The University of Auckland					
10	BPhysEd	University entrance qualification required	University entrance qualification required	-	Meet Teachers Council criteria
11	GDipTchg (Secondary)	Degree or equivalent in appropriate teaching subjects.	Degree or equivalent		
University of Otago					
12	BTeach (Secondary)	Bachelor's degree or equivalent with major and minor teaching area	Bachelor's degree or equivalent with major and minor teaching area	Evidence of competence written and spoken English	Information gathered throughout selection process
13	DipTchg (Secondary)	Progress in a subject based bachelor's degree (B- average) with major teaching subject and a second subject	Progress in a subject based bachelor's degree (B- average) with major teaching subject and a second subject		
University of Waikato					
14	BTeach (Secondary) Conjoint	Qualification for entrance to University.	Special admission. Evidence of previous successful study desirable	IELTS 7.0	Meet Teachers Council and University criteria
15	GDipTchg (Secondary)	Degree or equivalent needs to have sufficient content related directly to at least two subjects in the NZ secondary school curriculum to 200 and 300 levels respectively.	Degree or equivalent		
Victoria University of Wellington					
16	GDipTchg (Secondary)	A degree or equivalent is required with two teaching subjects in the degree, one to 200- and one to 300-level.	Degree or equivalent	IELTS 7.0	-

Table 18: Entry and selection – Secondary qualifications, page 2

	Qualification	Recognition of Prior Learning	Interviews	Confidential Referee Reports	Personal Statement	Declaration of Criminal Convictions	Observation
Auckland University of Technology							
1	GDipTchg (Secondary)	Maximum credit granted is 60 points	Required	Two required	Not required	Required	Not required
Bethlehem Institute							
2	GDipTchg (Secondary)	No RPL	Required	Three required	Handwritten 500 words	Required	N/A
Christchurch College of Education							
3	BEd (PE)	Credit may be given (for work in another degree) up to 36 points. Course exemption for other courses may be given.	Both direct entry and interview (interviews preferred)	Two required	Required	Required	Taken into account through reference statements
4	BEd (Performing Arts)						
5	GDipTchLn (Secondary)						
Dunedin College of Education							
6	GDipTchg (Secondary)	Not available for this qualification	Required	Two required	Required	Required	Verified through referee statements
Massey University							
7	BEd (Secondary Tchg)	University policy applied	Required	Two required	Required	Required	Required
8	GDipTchg (Secondary)	No credit for teaching experience or study at another institution. Study must be within last 6 years.	Required	Two required	Required	Required	Not Required
New Zealand Graduate School of Education							
9	GDipTchg (Secondary)	-	Required	Two required	Required	-	-
The University of Auckland							
10	BPhysEd	Credit regulations as per University regulations	Required	Two required	Required – must be handwritten	Required	-
11	GDipTchg (Secondary)						
University of Otago							
12	BTeach (Secondary)	No RPL for this qualification	Required	Two Required	Required	Required	Not required
13	DipTchg (Secondary)						
University of Waikato							
14	BTeach (Secondary) Conjoint	University policy applied	Short listed – are interviewed	Required	Required – must be handwritten	Required	Not required
15	GDipTchg (Secondary)						
Victoria University of Wellington							
16	GDipTchg (Secondary)	-	Group assessment exercise and interview	Two required	-	-	-

Table 18: Entry and selection – Secondary qualifications, page 3

	Qualification	Literacy Test	Numeracy Test	Other
Auckland University of Technology				
1	GDipTchg (Secondary)	-	-	-
Bethlehem Institute				
2	GDipTchg (Secondary)	Assumed having completed a degree but may require a test	N/A	-
Christchurch College of Education				
3	BEd (PE)	-	-	-
4	BEd (Performing Arts)			
5	GDipTchLn (Secondary)	IELTS 7.5	No	
Dunedin College of Education				
6	GDipTchg (Secondary)	Teaching practicum requires proven literacy competence	N/A	Workplace First Aid Certificate required
Massey University				
7	BEd (Secondary Tchg)	Written test required	-	Entry for Visual Arts need port folio
8	GDipTchg (Secondary)	Not required – met through degree qualification	Not required – met through degree qualification	Also available through delivery option at EIT and as a distance option
New Zealand Graduate School of Education				
9	GDipTchg (Secondary)	-	-	No health/criminal record information sought but difficulty in becoming a registered teacher pointed out
The University of Auckland				
10	BPhysEd	Assessed as part of selection process	-	-
11	GDipTchg (Secondary)	Oral and written communication assessed as part of selection process		
University of Otago				
12	BTeach (Secondary)	Not required	Not required	Māori applicants may claim special consideration under Treaty obligations
13	DipTchg (Secondary)	N/A	N/A	
University of Waikato				
14	BTeach (Secondary) Conjoint	Checked in personal statement	Not required	-
15	GDipTchg (Secondary)			
Victoria University of Wellington				
16	GDipTchg (Secondary)	-	-	-

Conceptual Frameworks

INTRODUCTION

The primary determinants of a coherent and effective teacher education qualification lie not in the content and structure of the qualification (although these clearly are important) but in the conceptual framework that guides the type of pedagogy modelled for and engaged in by preservice students, and in the acknowledgement and consideration of the preconceptions and beliefs preservice students bring with them to their programme of study (Kennedy, 1991; Ethell, 1997). The clear articulation of a conceptual framework that guides qualification design and implementation has been identified as a key indicator of initial teacher education quality (Feiman-Nemser, 1990; Howey, 1996). Put simply, the conceptual framework should include an understanding of “the nature of teaching and how best to learn about it” (Hoban, 2005).

Conceptual frameworks, as a key part of the documentation for each teacher education qualification, have been a relatively recent development for some New Zealand teacher education qualifications. Teacher Registration Board Guidelines for Approval in 2000 required that a conceptual framework, qualification aims, and evidence of a solid research base for the qualification, be included in the approval application. With the rapid growth of new structures and modes of delivery of teacher education qualifications in New Zealand, the articulation of a conceptual framework that underpins the qualification helps to identify just what each institution believes is most important in the preparation of teachers for New Zealand schools. Conceptual frameworks, carefully developed with reference to relevant research, provide an account of the assumptions and understandings about teaching and learning to teach that underpin the qualification structure, content and implementation.

Conceptual frameworks are not expected to fit one specific model; rather they should represent the variety of ways of thinking about teaching, schooling and teacher education. A conceptual framework makes explicit the underlying conceptions of, for example, teaching, learning, schooling, and learning to teach. These conceptions would typically underpin the programme of study engaged in by student teachers. The curriculum, teaching approaches, professional practice and assessment procedures of the ITE qualification would be based on what is known about teaching and how one learns to teach. The conceptual framework of a qualification of initial teacher education articulates clearly and coherently the assumptions, beliefs, values, ethics and understandings that are of particular importance to the teacher education provider. It would be reasonable to expect that institutions foreground those ideas, theories and understandings that they view as most important in the preparation of beginning teachers.

As reported earlier in this report, twenty-seven institutions participated in this research project. Not all institutions provided copies of their conceptual frameworks and consequently these institutions feature only minimally in the following reports of the data. The lack of data at this time has not been interpreted as the absence of any underpinning conceptual framework, but rather is reported as not available at this time. In addition, some institutions submitted a generic conceptual framework for all (or most) ITE qualifications offered (e.g. The University of Auckland, University of Waikato). Minimal comment is therefore made in this report on their specific references to each of the sectors, early childhood, primary or secondary.

Conceptual frameworks were reviewed by the sector sub-groups in partial fulfilment of the first research question:

What are the distinguishing characteristics of the qualifications?

In reviewing the conceptual frameworks, the sector groups followed a grounded approach undertaken in two phases. The initial phase involved the full research team (with the exception of one member who was overseas) during a two-day meeting in May 2005. Research team members reviewed a sample of conceptual frameworks within their sector of expertise with the goal of identifying those elements that were emphasised by the different institutions. This was followed by a discussion of the whole group to identify elements derived empirically from the data across the three sectors (early childhood, primary & secondary) and the clustering of these through discussion and reference to literature. This task served the purpose of enabling each group member to articulate and discuss the ways in which certain elements were understood and for the group to come to a consensus as to how the conceptual frameworks were to be analysed and reported. While this first phase resulted in the identification of a number of elements, it was evident that some elements were affiliated with only one sector. This was especially evident with respect to early childhood.

The second phase of the analysis was conducted in sector sub-groups of the main research team. This involved at least two members of the research group in reviewing a small, identical sample of the conceptual frameworks submitted and in identifying elements and key areas of emphasis. Members came together either in person or by phone to discuss their initial coding and to reach a consensus on interpretation of conceptual frameworks. Each conceptual framework was then considered by at least two people within the sub-group and key themes identified and discussed. A draft report was prepared for the project leader with support of examples of text from different conceptual frameworks. The final phase of the analysis involved the project leader in reviewing the reports alongside all the conceptual frameworks and in preparing the sector reports presented below, followed by the writing of a concluding statement that draws together the main distinguishing characteristics.

It is apparent from careful consideration of the conceptual frameworks that, across the institutions, there are a range of understandings and interpretations of the structure, content and purpose of conceptual frameworks within initial teacher education. This is commented on in the concluding statement of the conceptual frameworks section.

CONCEPTUAL FRAMEWORKS – EARLY CHILDHOOD INITIAL TEACHER EDUCATION

Within early childhood initial teacher education, this project examined 35 qualifications (including two identified as combined early childhood and primary) offered by 20 institutions (seven polytechnics, five universities, five private training establishments, two colleges of education and one wānanga). These qualifications included 20 three-year undergraduate diplomas, 11 three-year undergraduate degrees and four one-year graduate entry diplomas undertaken by students after an initial degree qualification. These one-year graduate diploma qualifications prepared qualified primary teachers for work in early childhood settings.

As noted in the introduction of this section, the early childhood qualifications did give rise to themes that appear particular to this level of teacher preparation. The following report is a

consequence of clustering elements identified in the conceptual frameworks under the broad themes of: the nature of learning and the child as learner in ECE; being/becoming a teacher in ECE; and broader purposes and contexts of ECE.

Prior to reporting the categorisation of the data, it is important to note that some ECE conceptual frameworks begin with an all encompassing philosophy statement that signals the institution's commitment across a range of important areas. Rather than always fragmenting such statements under the various categories of this report, one such statement is provided here as an example of the underpinning philosophy typical of many of the ECE qualifications.

Early Childhood Care and Education is the basis of education for life. Children are our future, therefore we are committed to support, value and nurture their growth and development, while respecting their uniqueness, dignity, beliefs, ethnicity, culture, gender and ability. The concepts of inclusion, respect and support, and an equitable say in the development and implementation of all policies that affect the sector are integral to teaching and learning. The recognition and inclusion of both official languages and cultures of Aotearoa New Zealand and a commitment to fair and just practices, sharing of power and resources in an effort to empower both signatories to the Treaty of Waitangi is an integral part of the education of all pre-service teachers (Waiariki Institute of Technology).

Within this one statement, Waiariki Institute of Technology signals its commitment to: early childhood as a foundational period of learning within a child's life, to inclusive practice in ECE education and ECE teacher education, to responsibilities under the Treaty of Waitangi and to the positioning of children at the centre of the early childhood educational experience.

The nature of learning and the child as learner in ECE

Not all conceptual frameworks include reference to the particular nature of learning in early childhood settings or to the place or role of the child as a learner. Twenty of the thirty-five frameworks include specific statements in this area. This may be related more to different understandings of what is typically included in a conceptual framework, rather than to evidence of lack of attention to such important questions. This is commented on further in the conclusion of this section.

Early childhood years as a foundation for lifelong learning

Those conceptual frameworks that include explicit reference to early childhood learning place considerable importance on the nature of learning in ECE and the importance of early childhood as an educational foundation for all children. "The early years of a child's life are recognized as vital in setting the basis for all later development" (Massey University). Typically, claims of the importance of the early years as a time for laying the foundation for later learning are supported through reference to both New Zealand and international literature.

The importance of young children's foundational knowledge and the need for teachers to build upon this in early childhood education settings supports the qualification's focus on subject curricula studies and on holistic integrated curriculum. Contemporary research on children's learning highlights the importance of very young children's foundational knowledge (e.g. Inagaki & Hatano, 2002; Wellman & Gelman, 1998), and has led to an increasing recognition of the value of subject studies, particularly pedagogical content knowledge, in early childhood teacher education (Anning, 1998; Carr, 2001; Charlton, 2003; Cullen, 1999, 2000;

Fleer, 2001; Garbutt, 2003; Hedges, 2003; Maynard, 1996; Peters, 2001; Raban, 2001) (Massey University).

Children are powerful and competent learners

In articulating the nature of children as learners in early childhood, nearly half the conceptual frameworks explicitly position the child as a active, powerful and a s a n i nquiring learner. Originating in sociocultural theory and strongly reinforced through ongoing exposure of New Zealand teachers and educators to the philosophy and practices of Reggio Emilia qualifications in Italy, the concept of children as powerful and competent learners is central to the tenets of *Te Whāriki*. An often quoted phrase from *Te Whāriki* in a number of the frameworks is the understanding that “children will grow up as competent and confident learners & communicators, healthy in mind, body and spirit, secure in sense of belonging and in the knowledge that they make a valuable contribution to society” (Ministry of Education, 1996b, p. 9). Half of the conceptual frameworks give attention to positioning the child as active in the learning process which takes account of children’s individual experiences and abilities.

The Diploma qualification is grounded in the belief that all children are active learners, and that they are entitled to quality education which recognises and provides for their individual abilities, strengths and challenges, whatever their cultural, social, political and economic backgrounds. The adult’s role as teacher and learner, and as a model for and a facilitator of children’s learning, is vitally important (e.g. Rogoff, 1990; Smith, 1996; Vygotsky 1978) (The Open Polytechnic of New Zealand).

Relationships as the cornerstone of learning

Te Whāriki advocates for interactions between children and adults that are reciprocal and responsive and these principles are identified explicitly in some conceptual frameworks as guiding teacher-educator-student interactions as a model for teachers’ work with children and their families.

Relationships are the cornerstone of children’s learning and are a key principle of Te Whāriki. As children interact with others and their environment in play they have the opportunity to make meaning of their world. It is in these relationships that teachers have a key role in responding to children’s learning and being mindful of the emergent curriculum. As the complexity of children’s relationships increase, so too does the opportunity for teachers to extend children’s engagement and learning (Dunedin College of Education).

Being/becoming a teacher in early childhood education

The conceptual frameworks give prominent attention to beliefs and understandings regarding being and becoming a teacher in early childhood settings. By identifying particular features of teaching and becoming a teacher in early childhood, these conceptual frameworks identify some ways in which the roles of teachers in ECE are similar to or distinct from the other sectors. While there are many similarities within the conceptual frameworks across the different degree and diploma qualifications, there is also evidence of qualifications which prioritise particular positions and dispositions.

Early childhood teachers are knowledgeable professionals

All but three conceptual frameworks position early childhood teachers as knowledgeable professionals working across a range of contexts with young children. While some

institutions included a singular statement to this effect, others support their claims with reference to relevant national and international literature. Early childhood teachers are expected to have a wide range of knowledge, including knowledge of content, curriculum, pedagogy, educational theory and the fundamental purposes and goals of education.

The graduates of this qualification will hold a broad and in-depth theoretical and conceptual knowledge base relating to the unique aspects of early childhood pedagogy and practice in Aotearoa New Zealand. This knowledge is required for teachers to understand and effectively use the theoretical and conceptual richness of Te Whāriki, and to extend children's understandings of their worlds (Massey University).

What is apparent from many of the conceptual frameworks was the importance placed on teachers' knowledge of early childhood pedagogy and its characteristics which particularly relate to meaningful play.

Early childhood pedagogy is one which acknowledges the interaction of teaching and learning. Learning in early childhood education is about meaning and process. As described by Rogoff it is a process of transformation of participation rather than firmly focused on the acquisition of knowledge (Rogoff, Matusov & White, 1998). Learning is seen as co-construction between children and teachers (Jordan, 2004). Access to opportunities for rich and meaningful play is crucial (Dockett & Fler, 1999). As children play and interact with their environments they have opportunities to develop their own working theories of the world. Teachers work alongside the children to facilitate this process – noticing, recognizing and responding to learning opportunities (Carr, 2001). Farquhar (2003) in the Best Evidence Report emphasizes that pedagogy is informed by contextual knowledge of children's learning, that pedagogy scaffolds, co-constructs, promotes metacognitive strategies and pedagogy facilitates children's learning in the context of adult/older child activities (Dunedin College of Education).

The importance of pedagogy reflects some of the elements of the previous section, acknowledging the special characteristics, challenges and contexts of learning in early childhood settings. In addition to specific reference to pedagogical knowledge, most conceptual frameworks stress the importance of curriculum knowledge, formal theoretical knowledge and of the relevant policy, legislation and regulations governing work in early childhood settings. In addition, teachers require cultural and contextual knowledge that enables them to work effectively in partnership with parents and whānau.

We believe that teachers in early childhood contexts need a sound understanding of the early childhood curriculum and the influences that have shaped it (both national and international), of formal psychological and sociological theories relating to culture, learning, and development, and education and society, of relevant legislation, regulations and policies governing their work, of Te Tiriti o Waitangi/Treaty of Waitangi and of the official languages (English and te reo Māori) and cultures of Aotearoa/New Zealand. In addition, we acknowledge that increasing students' understanding and knowledge of pasifika cultures will assist them to work respectfully and collaboratively with pasifika children, their families, and communities (Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association).

Teachers as reflective practitioners

There is evidence across the majority of the qualifications that effective early childhood teachers (and student teachers) are expected to be reflective practitioners able to engage critically with theory, practice and the expectations and requirements of their work. It is clear

that teacher education providers expect to provide experiences for their graduates to be professional, ethical and reflective practitioners who also engage in ongoing critical thinking and research into their own and others' teaching practices. The commitment to reflective practice is articulated in a variety of ways across the different qualifications. For many (as demonstrated below), reflective practice is linked not only to the potential for improvement of teaching, but also as a tool for understanding, evaluating, and perhaps resisting the socializing effects of teaching contexts.

The stress on reflective practice is universally accepted as a key dimension of successful qualifications in teacher education (e.g. Schon, Smyth). Indeed, this component is an essential consideration in the student teaching dimension as evidence suggests that attention to critical reflectivity (Francis) can assist student teachers to resist the socialization effects in their teaching settings (Zeichner) (Auckland University of Technology).

Research-informed ITE that acknowledges the interaction of theory and practice

Not all conceptual frameworks explicitly claim to be 'research-informed'. However, it is evident that most qualifications are grounded in relevant research on theory and practice, even though references are not always provided to substantiate positions and claims. Most frameworks include reference to the need for teachers and student teachers to understand both theoretical and practical dimensions of becoming/being a teacher and to be active in seeking to theorise practice and practise theory.

Quality early childhood teaching practice involves a dynamic interaction between knowledge of current relevant educational theories and research, and wise practice (Goodfellow, 2001) (Victoria University of Wellington).

As stated above, our qualification is based on a view of education as a complex practical activity occurring within a theoretical framework i.e. education as praxis. In this context, a 'theoretical framework' is understood to be those beliefs that inform the work of practitioners (Carr, 1979). We believe that much practitioner knowledge is tacit (existing as "knowledge in action", Schon, 1983) hence it is our responsibility to assist practitioners to articulate their beliefs and to critically examine these in light of their own experience and the knowledge and experiences of others. This process is often described as "reflective practice" and involves reflection both in and on practice (Schon, 1983). However we also concur with Snook (2001) and others who argue that there are dangers in reifying individual reflection and that teacher education qualifications must provide a sound knowledge base to support critical and collaborative reflection (Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association).

Demonstrating an ethic of care and social justice

Nearly half of the conceptual frameworks foreground the importance of early childhood teachers and student teachers demonstrating an ethic of care for children and a commitment to social justice through seeking to address current inequities in educational access. In most of the conceptual frameworks, early childhood care and education are inseparable:

The Diploma of Teaching (ECE) qualification is underpinned by early childhood philosophies of care and education. It recognises that early childhood is a distinct and critical time in the lives of children, where care and education are inseparably linked (Bruce, 1995) (Dunedin College of Education).

The qualification has a commitment to equity and social justice. Societal improvement and change are achieved through a focus on equity of outcome, rather

than equality of input. Students are encouraged to develop a critical social perspective (Waikato Institute of Technology).

Advocacy for children and families

The early childhood sector is clearly committed to championing the rights of all children to be respected in their communities, regardless of individual birth and living circumstances. The addressing of special learning needs and culture are mentioned often within the conceptual frameworks, although giftedness is not once mentioned.

The Diploma aims to provide an excellent field-based qualification that cultivates professional, innovative, compassionate teachers who advocate for children and who are completely committed to the efficacy of early childhood education. ... Early Childhood Teacher Education at EIT is committed to promoting the undisputed right of children to receive excellence in teaching and learning. In particular, we champion the rights of those children whose worth and dignity is undermined because of their relative powerlessness in relation to more dominant and powerful groups (Eastern Institute of Technology).

The notion of advocacy appears particularly important in early childhood teacher education. Two-thirds of the conceptual frameworks highlight the need for beginning teachers to develop a commitment to advocating for children and parents. Early childhood teachers are expected “to be able to foster smooth transitions between contexts and to support and help strengthen families and whānau in New Zealand” (Victoria University of Wellington). This is particularly relevant when children are required to make the transition between early childhood and the compulsory schooling sector, a time when early childhood teachers will need to demonstrate their support and advocacy for children and parents.

Students of this qualification will plan and assess qualifications which enhance the learning and development of individual children, with special attention to times of transition... Graduates will have special strengths in supporting children and families during periods of transition, and will have a positive influence on policy-making in the early years of school (Massey University).

Early childhood as a community of learners in partnership with parents and whānau

Early childhood teaching is characterised by teachers working collaboratively with their colleagues and in genuine partnerships with parents and whānau. Most conceptual frameworks stress the importance of initial teacher education in preparing graduates with the necessary skills and aptitude to work collaboratively with their colleagues and their community. The relationships which are so critical to learning for young children are manifest also in the emphasis placed on the need for effective, respectful relationships among all partners in ECE. The EC community of learning always includes the family and whānau as full participants (beyond simply communicating with them).

We believe that teachers in early childhood contexts need to work collaboratively with parents and whānau to ensure that the qualification is based on authentic understandings of children they work with and also their cultures. We promote learning that is valued by the child and his/her parents, whānau and wider community. We believe that this collaboration is best achieved by teachers who are aware of different cultural practices, open-minded and respectful of differences. We prioritise reciprocal teacher parent relationships as it is often this relationship that determines decisions affecting the child (Berk, 2001; Faragher & MacNaughton 1998; Gonzales-Mena & Widmeyer, 2001; Hughes & McNaughton, 2002;

Stonehouse, 1994) (Te T āri P ūna O rā o Aotearoa/New Zealand Childcare Association).

Partnerships with parents/whānau are an integral aspect of the early childhood teacher's role and crucial for ensuring children's learning and wellbeing. "Planning for learning involves a three way collaboration... Parents and families are not just the people the children go home to after the end of the day or session; they are the mainstay of the children's lives... they need to be in on the decisions that concern their children" (Stonehouse & Gonzalez-Mena, 2004:13). Understanding relationships also includes knowing about the potential for collaborative relationships between the early childhood setting and the community. All these aspects contribute to a holistic and integrated approach to children's learning (Dunedin College of Education).

Teachers' work in political, historical, social and cultural contexts

There is explicit acknowledgement across all but five of the conceptual frameworks that early childhood teachers operate in contexts shaped by political, historical, cultural and social influences and that qualifications of initial teacher education need to introduce students to these notions and equip them with tools to understand them.

Teaching is complex, dynamic and unpredictable. Skills are not learned in isolation from community and context. The geographical, political, historical and social contexts of a nation/community, and the varying learning needs of each child make learning to teach a high level task, requiring an amalgam of technical and theoretical skills and understandings. Teaching is intellectually, physically and emotionally demanding (Christchurch College of Education).

Some conceptual frameworks see critical knowledge of wider societal contexts as a prerequisite to emerging teachers' understanding of how they can contribute to challenging current educational inequities. In order to effect social change, teachers are required to be intolerant of much of the status quo of society. Understanding the wider influences on their work is acknowledged as one way of working towards this.

We also believe that teachers can contribute to the transformation of an unjust society by having a critical understanding of the ways in which educational contexts are influenced by social, cultural and historical forces and the ways in which these educational contexts can perpetuate inequalities (Adams, Clark, Codd, O'Neill, Openshaw & Waitere-Ang, 2000; Bishop & Glynn, 1999; Carpenter, Dixon, Rata, & Rawlinson, 2001; Canella, 1997; McLaren 1999; Moss, 2000; Penn 2000, Smyth, 1989; Zeichner, 1981-2) (Te T āri P ūna O rā o Aotearoa/New Zealand Childcare Association).

The importance of bilingual teachers

While most frameworks acknowledge the importance of the Treaty of Waitangi and teachers' understandings of their responsibilities under the Treaty (see following section), a small number of frameworks (five) also emphasise the added benefit of early childhood teachers being bilingual. These conceptual frameworks articulate clear rationales that draw attention to a commitment to inclusion, diversity and addressing issues of access to early childhood education (and early childhood teacher education) through encouraging and providing access for speakers of Māori and Pacific languages to early childhood qualifications of study.

A conviction of the value of knowing two (or more) languages, and particularly knowledge of ones own heritage language/s, is what underpins reversing language shift (RLS) (Fishman, 1991) efforts and the renaissance of te reo Māori and

Māori/English bilingualism. Heritage/majority language bilingualism provides an awareness of self (and thus a determination of self) and also of others, other culture/s, values, ways of thinking, ways of knowing and lifestyles (Te Whāriki Wānanga o Awanuiarangi).

Broader purposes, influences and contexts of ECE

The conceptual frameworks considered in this research project give variable explicit attention to the broader purposes, influences and contexts of early childhood education.

Context of social reform and valuing diversity

It is apparent from earlier sections of this report that early childhood education has evolved in response to shifts within the sector, changing needs of society, changing policies, research and other imperatives for the education of young children. Initial teacher education in early childhood has similarly had to respond, resulting in an area of ITE characterised by its diversity, much like the diversity of ECE. There is explicit reference in over two-thirds of the conceptual frameworks to the ways in which the qualifications themselves acknowledge and value diversity and seek to graduate teachers with a commitment to diversity. Diversity features in multiple ways: the diversity of children with whom the teachers in early childhood centres interact; diversity among early childhood teachers; and the diversity across early childhood settings.

In preparing teachers to teach in New Zealand contexts, emphasis will be given to the influences of diverse culture, ethnicity and language in the provision of effective learning environments for children. Biculturalism and cultural sensitivities are promoted and endorsed across all papers. In accordance with the inclusive policy of Te Whāriki and the special education policy, catering for children with special educational needs is addressed. The two themes of social and cultural diversity and inclusiveness are embedded through the qualification of study. This embedded approach is also reflected within the integrated curriculum philosophy that guides the qualification (Massey University).

The contribution that non-traditional learners make to their communities is valued. The South Auckland community is diverse and needs a diversity of teachers. This creates a tension between accepting students from non-traditional academic backgrounds into the qualification without accepting lower outcome standards. All aspects of diversity are acknowledged and supported during the qualification through support groups, tutorials, one-to-one support and the support services provided by the wider institute which include mentoring, the language support centre, learning centre, and library (Manukau Institute of Technology).

The qualification aims to develop respect and value for the diversity of early childhood education services within New Zealand/Aotearoa. Practicum settings allow students to be apart of a wider community where they can work with and be a part of the early childhood industry. Students are encouraged to develop professional relationships with other early childhood organisations, community groups, whānau and families within their service (Waikato Institute of Technology).

The central position of Te Whāriki

Many of the conceptual frameworks indicate the strong foundation provided by *Te Whāriki: He Whāriki maatauranga mo nga mokopuna o Aotearoa, Early childhood curriculum*. Qualifications are based on *Te Whāriki* demonstrating a holistic and integrated focus which seeks to prepare beginning teachers for working in diverse early childhood settings and to

develop effective “partnerships with family and community including bi-cultural development and family focused early intervention services [which] also arise from the sociocultural and ecological basis outlined in *Te Whāriki*” (Massey University). A number of conceptual frameworks identify the themes of cultural and social diversity and inclusiveness which are prioritised within *Te Whāriki*. The wide influence of *Te Whāriki* is evident through its prominence across a wide range of qualifications, including qualifications developed with Māori and/or Pasifika world views.

We believe that this philosophy reflects the inclusive nature of the qualification. It is also a philosophy that supports the whakatauaki from the late Dr. Hiko Te Rangi Hohepa, Kaumatua and mentor for the qualification and follows closely the tenets of the national curriculum for early childhood education, Te Whāriki, which is constructed as a document that promotes the concepts of inclusion and holistic development (Waiariki Institute of Technology).

The three-year Diploma of Teaching Early Childhood Education – Pacific Islands has, as its core, a strong early childhood education language and cultural focus. The qualification follows Te Whāriki weaving metaphor where all important components of early childhood teacher education and government’s education plans and reforms are woven together in its philosophy and qualification content. A Pasifika cultural model, a Ceremonial Mat or Ie Sina has been developed where all principles and beliefs are important strands of the woven mat. The strands of the Mat include early childhood education, Pasifika cultures and heritage languages, research-evidence based literature with an emphasis on Pasifika achievement strategies, the Future Path way – Ten Year Early Childhood Strategic Plan, the Ministry of Education Pasifika Education Plan, the Ministry of Pacific Islands Affairs Capacity Building Plan, the Tertiary Education Council Reforms with a special emphasis on Strategy Five, and the policy of Teachers Council on teacher education. These strands, woven together underpin the PIECE Teacher education qualification in its content, design and structure (The University of Auckland).

Where conceptual frameworks were presented as generic documents for a number of qualifications often across sectors, they typically failed to mention *Te Whāriki* specifically.

Sociocultural theory as a guiding theoretical perspective

Half the conceptual frameworks make explicit reference to theoretical perspectives informing their initial teacher education qualifications. These are predominantly influenced by sociocultural perspectives that emphasise socially co-constructed, authentic learning experiences situated in diverse cultural and social contexts. Conceptual frameworks include strong statements of how sociocultural theory influences the ways in which the qualifications have been developed and their implementation.

We support the sociocultural notion that all learning takes place within a social context (Rogoff, 1997; Valsiner, & Branco, 1998; Vygotsky, 1978; Wertsch, 1998). This means that social others (teachers, parents, family, whānau and peers) are children’s greatest resource. Effective relationships are crucial because when children experience a sense of being cared for, and cared about, learning opportunities are maximised. Our qualification recognises that relationships, like people, can be diverse and multi-faceted. We take the view that is the teachers’ responsibility to achieve intersubjectivity with each other, the children they are working with, and their families. And it is the teacher’s responsibility to find out about the rituals, events and tools that are valued by this generation of young

learners to ensure that they provide continuity of experience for all children (Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association).

Learner centred approaches are emphasised within a sociocultural theoretical framework that acknowledges the significance of social and cultural perspectives for early education (e.g. Anning, Cullen & Fler, 2004; Farquhar, 2003; Dockett & Fler, 1999; Nutall, 2003; Carr, May, & Podmore, 2002). Accordingly, inclusiveness and diversity are themes that are embedded throughout the course (Massey University).

A sociocultural perspective acknowledges the diversity of the children with whom beginning teachers work, and thus has the potential to influence key elements of the ways in which student teachers learn to plan and work in early childhood settings. Some institutions provide explicit statements within their conceptual frameworks about the ways in which a commitment to sociocultural perspectives is manifest in work with student teachers.

In early childhood education, planning is responsive to the individual child and groups of children, their social, cultural and historical backgrounds. A key factor in the sociocultural context is the relationships with family/whānau. It is within these relationships that teachers will learn of parents' aspirations for their children and how best to plan for learning. When planning, teachers will carefully consider a range of aspects of the sociocultural context. As stated by Carr (2001), learning is seen to be about individuals and groups becoming increasingly able to develop relationships with people, places and things and the accompanying knowledge, skills, working theories and dispositions that allow them to contribute to and participate in the particular settings or community (Dunedin College of Education).

In addition to the prominence of sociocultural theory, some institutions make explicit reference to other theoretical perspectives that influence their qualifications. Social constructivism is promoted as allowing student teachers to “move beyond their current thinking, to transcend world views and to incorporate new understandings” (Whitireia Community Polytechnic).

Commitment to the Treaty of Waitangi and biculturalism

Over half of the conceptual frameworks considered foreground the important place held by the Treaty of Waitangi in New Zealand and the associated commitment to biculturalism. A commitment to the Treaty of Waitangi acknowledges its position as a founding document within New Zealand and the significance of this in shaping the context of early childhood education. In some cases, this is evident also in the ways in which the framework reflects an explicit commitment to the responsibilities of preparing teachers who are aware of and committed to their responsibilities and obligations under the Treaty. For example, student teachers are expected to “demonstrate understanding of the Treaty of Waitangi/Te Tiriti o Waitangi and use this understanding to evaluate and improve practice in the early childhood centre (Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association). Acknowledgement of the prominent role of the Treaty of Waitangi is also linked in some conceptual frameworks to a commitment to supporting aspirations of Māori as tangata whenua and to seeking to address barriers to Māori participation and access.

Our teacher education qualification recognises the particular status of Māori in Aotearoa/New Zealand as validated by the Treaty of Waitangi and is committed to support and promote the aims and aspirations that arise for Māori. Student teachers need to be given the opportunity to develop knowledge, to value and to understand the cultural heritage of Māori (Eastern Institute of Technology).

NZTC supports the revitalisation of te reo Māori me ona tikanga. It is intended to assist students to acquire skills needed to develop confidence in using te reo Māori in a authentic manner, develop knowledge of tikanga Māori as an essential part of our heritage, building awareness, understanding and respect (New Zealand Tertiary College).

Qualifications with a particular goal of preparing teachers for Māori immersion and/or bicultural contexts give particular importance to revealing and addressing the dominance of a Pakeha/Western construction of early childhood education which have, in the past, contributed to exclusion of Māori ways of viewing early childhood education.

This qualification recognises that New Zealand early childhood teacher education qualifications to date have been firmly positioned within a Pakeha/Western early childhood paradigm, and that Māori paradigms have either been ignored or laid on top of these existing approaches. In order to more effectively prepare graduates who will for the most part be teaching in te kohanga reo, Māori immersion centres or bilingual centres, this qualification begins instead with a strong knowledge base of Te Ao Māori and uses this as the foundation stone upon which Pakeha/Western early childhood knowledge is positioned. In doing so, this qualification seeks to achieve the aim articulated by Tu Tangata Wānanga Whakatauirā (1980) that “whānau/family education qualifications should be more bi-cultural with an emphasis on Māoritanga and kinship values, particularly in pre-school and elementary education”. Such a qualification will recognise the historical influences on parenting and education that have impacted on Māori, including the development of te kohanga reo movement (Victoria University of Wellington).

Commitment to Pasifika as a multi-lingual and multi-cultural base

Early childhood initial teacher education is unique (in comparison to primary and secondary ITE) in that it has qualifications specifically designed for Pacific peoples. There is a commitment within these qualifications to addressing barriers to Pacific peoples' access to tertiary study and an acknowledgement of the contribution Pasifika perspectives can make to early childhood education. The development of Pacific Island qualifications “exemplify Pacific Island peoples' concern and commitment to provide the best possible context to raise and educate their young people, especially during the critical time of early childhood as this period of life sets the foundation for life-long learning, and the establishment of the personality” (The University of Auckland). Qualifications respond to the “wishes of the Pacific peoples for equal educational and employment opportunities for them as effective contributors to building a knowledge society” (The University of Auckland). Pasifika qualifications acknowledge the challenges of meeting the multicultural and multilingual needs of their students in their goals of providing qualifications that reflect the values and perspectives of a range of peoples.

Any qualification in Pasifika education is inevitably complex in that it embodies a multi-lingual and multi-cultural base, which needs to articulate the values, beliefs, aspirations, and conceptual knowledge from various perspectives. The NatDipTchg (ECE, Pasifika), therefore, has multicultural base. There is a strong focus on Pasifika education in its many expressions, informed by the various cultural perspectives of teaching staff, students, and pedagogical approaches and materials. The term Pasifika refers to the Peoples of Samoa, Tonga, Niue, Fiji, Cook Islands and Tokelau. It includes a variety of combinations of ethnicities, recent migrants or 3rd, 4th or 5th generation New Zealand-born (Auckland University of Technology).

CONCEPTUAL FRAMEWORKS – PRIMARY INITIAL TEACHER EDUCATION

Introduction

Within primary initial teacher education, this project examined 34 qualifications (including two identified as combined primary and secondary) offered by 17 institutions (six universities, four private training establishments, three wānanga, two colleges of education, one polytechnic and one private training establishment). These qualifications included six three-year undergraduate diplomas, 20 three-year undergraduate degrees and eight one-year graduate entry diplomas undertaken by students after an initial degree qualification.

Not all institutions provided copies of their conceptual frameworks and consequently, these feature only minimally in the following report of the data and in the overview table. For example, at the time of presenting this report the New Zealand Graduate School of Education and Te Wānanga o Raukawa had not participated in Phase Two of the project so conceptual frameworks were not available.

The scope of the conceptual frameworks varied considerably, with most including sections on philosophy, aims, and underpinning research, and some also with separate sections for rationale, values, principles, political, historical and cultural context. For the purposes of this project, all this material has been included under the broad heading of conceptual framework. The following report is a consequence of clustering elements included in the conceptual frameworks under the broad themes of: the nature of teaching and learning; learning to teach; and broader purposes and contexts of education.

Teaching and learning

What is teaching? What is the role of the teacher? What is learning? How does learning happen? How does one best learn about teaching? These are key questions that we could expect to be addressed in a conceptual framework for a qualification concerned with the preparation of beginning teachers. Those conceptual frameworks which include reference to the nature of teaching and learning as a basis for understanding the preparation of teachers focus on a number of key areas.

The complexity of teaching and learning

Some of the conceptual frameworks (nine of the 31) include strong statements about the complexity of teaching and the ways in which this impacts on the nature of and/or content required for effective initial teacher education. It is acknowledged that “teaching is an interactive endeavour that occurs in complex, uncertain environments” (University of Otago). Those frameworks that refer to this complexity link it to the need for effective qualifications of initial teacher education that enable student teachers to be well prepared for the reality of teaching.

Teaching is complex, dynamic and unpredictable. Skills are not learned in isolation from community and context. The geographical, political, historical and social contexts of a nation/community, and the varying learning needs of each child make learning to teach a high level task, requiring an amalgam of technical and theoretical skills and understandings. Teaching is intellectually, physically and emotionally demanding (Christchurch College of Education).

The knowledge bases of teachers and teaching

All the frameworks (except two) emphasise the breadth and importance of teachers' knowledge. Teachers draw upon different forms of knowledge in their work with children

and young people and these knowledges are complex and interrelated. It is generally acknowledged that teachers need to be knowledgeable professionals, although the notion of professional was not explained except in the case of Victoria University of Wellington as noted below.

The qualification recognises the need for teacher education to be proactive in ensuring beginning teachers are equipped with subject knowledge and pedagogical knowledge as well as practical competencies. The Graduate Diploma qualifications recognise that teachers must have both knowledge for teaching and specialised teacher knowledge in order to perform as learned professionals (Cairns, 1998; Education Review Office, 1998; Fraser & Spiller, 2001; Ramsay & Oliver, 1994). Capable teachers model their knowledge in action to inspire and motivate students (Victoria University of Wellington).

Teachers' knowledge is typically referenced to the New Zealand curriculum documents and to references in national and international literature.

The aims, design, structure and content of the BTchLn acknowledge that there is an identified body of knowledge relating to teacher education as articulated by writers such as Schulman (1987), Grossman (1990), Reynolds (1992) Gibbs, (1995) Ramsey and Oliver (1995) Gibbs and Aitken (1996), Fitzsimons and Fenwick, (1997) and Darling Hammond et al (1999). Consistent with these documents...the BTchLn qualification provides for the development of students' content knowledge, general pedagogical knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes and values (Christchurch College of Education).

Knowledge of how children learn

Fewer conceptual frameworks (just over half) articulate the importance of teachers understanding how children learn and the contexts and relationships that influence learning. Massey University's Te Aho Tātai Rangitū qualification foregrounds the importance of "[c]ulturally appropriate contexts and settings for learning and teaching combined with caring for the cultural location of each student to maximise student engagement" (Massey University).

Te Wānanga o Aotearoa include in their conceptual framework an explicit account of how they understand the interactive process of learning and teaching as a way of setting a foundation for their initial teacher education qualification. Such an account is also provided in the conceptual frameworks of the University of Otago.

TWOA fosters a conception of teaching grounded in beliefs about children, learning and choice. Teaching is about initiating and fostering relationships between teachers, children, whānau, hapu and iwi that support and encourage student learning through whakapiripiri. It involves the teacher in creating a learning environment within which all children have the opportunity to participate in activities leading to meaningful learning. Teaching involves placing the child as the learner at the centre of this relationship. It requires therefore, that the teacher is able to identify the individual learning needs of the children and respond to these in pedagogically appropriate ways within the social and cultural context that is the classroom. In this way the teacher is also a learner – pukenga (Te Wānanga o Aotearoa).

A person who is learning is involved in a process involving the interpretation of meaning, the reorganisation of experience and the reconstruction of the experience and thus of knowledge to become more "knowing". In this constructivist view of

learning the learner's cognition (powers of judgement and discrimination) and action (practice forming and testing of decisions) are at the centre of his or her knowledge acquisition. Thus knowledge is selected, tested and reconstructed through a process of inquiry involving the action and experience of the learner. The inquiry process is necessarily based in the experience of the learner acting in response to real problems and thus learning is fundamentally situated and socially mediated (University of Otago).

Through a clear articulation of their conceptions of learning and teaching, these institutions provide a rationale for the ways in which their de gree qua lifications a re de veloped a nd located within particular educational perspectives.

Information technology literacies for the future

Very few conceptual frameworks (only six of the 31) articulate a position on the role of ICT and information literacies in the future of teaching and learning. Those that do, stress the importance of ICT and information literacy skills for children operating in the twenty-first century and the challenge of preparing teachers today for schools of an unknown future.

Jesson (2000) writes "Teacher education has a conflict of purpose, between enculturation of students into teachers for existing classrooms and the development of new ideas for the settings of the future" (p.56). The BTeach will address the complex and considerable change in the world for which schools prepare people. Increasingly computers and advances in telecommunications have greatly expanded the potential application of a range of technological devices to learning (Capper, Fitzgerald, Weldon & Wilson, 2000; Campbell, 2000). Consequently, teacher education must be transformed by the use of information technologies in the same way as they will transform the practice of teaching and learning in the classroom (Ministry of Education, 2001). Courses in the BTeach will develop knowledge and skills in the use of information technologies to enhance both learning and teaching (Victoria University of Wellington).

Learning to teach

Conceptual frameworks for qualifications of initial teacher education could be expected to include a number of elements that articulate how the institution understands that people learn to be teachers, what conditions and approaches support a person's growth towards being a teacher, and what is most important to the institution about their role as teacher educator. Since the discipline engaged in is teacher education, one could reasonably expect conceptual frameworks to identify and articulate the knowledge and theories from the significant international research and literature on teacher education and to position these within a particular New Zealand context.

Complexity of learning to teach

The notion that learning to teach is itself a complex endeavour is noted in relatively few (13) of the conceptual frameworks, although it must be said it is implicit in many, through their acknowledgement of the broad knowledge base required.

This qualification is grounded in research-based evidence linking theory and practice in primary school settings. The demands of the New Zealand Curriculum require teachers to have not only a depth and breadth of curriculum knowledge, but also an understanding of pedagogy grounded in the knowledge of child and adolescent development and the social-cultural contexts from which their students come. There is clear evidence that teaching is an increasingly demanding occupation. Calderhead

and Shorrocks (1997) aptly put it. “It is clear that learning to teach involves more than the mastery of a limited set of competences. It is a complex process...” (Massey University).

Student teachers’ beliefs and preconceptions

Seventeen of the conceptual frameworks acknowledge that student teachers do not enter initial teacher education without knowledge, experience and, in some cases, strongly held views as to the roles of teachers. Those conceptual frameworks that foreground the importance of student teachers’ beliefs and preconceptions draw from the national and international literature to demonstrate that experiences must be provided within initial teacher education for such views to be better understood, and if necessary challenged.

Students possess a variety of knowledge, skills, attitudes and values relating to teaching and learning. Whether articulated or not, whether consciously apparent or not, these attributes impact on students’ participation and learning in the BTchLn qualification. Students also differ widely in their self-belief and teacher efficacy (Housego, 1992; Gibbs & Aitken, 1996). Their beliefs, attitudes and values are expressions of personal experience, life-ways (Metge, 1993), and self-concept. The BTchLn qualification acknowledges that student teachers’ performance at College and in the classroom is influenced by such beliefs, attitudes and values (Christchurch College of Education).

The interaction of theory and practice

Reference to ways in which theory and practice are interpreted and inter-related are found in over half of the primary conceptual frameworks. In some cases, the institutions articulate how the challenge of praxis is being addressed through the initial teacher education qualification.

Teacher preparation qualifications have long been criticized for their failure to establish meaningful links between theory and practice (Battersby & Ramsey, 1989; Hiebert, Gallimore & Stigler, 2002; Korthagen & Kessels, 1999; Munby & Russell, 2001; Zeichner & Tabachnick, 1981). A difficulty that reinforces this theory-practice gap is associated with the disparity between the world of university teaching (often transmissive by nature) and the world of school experience. The dispositions, or attitudes and beliefs that student teachers bring with them about the nature of learning and teaching, need to be critically examined. This qualification acknowledges the need for teachers to be familiar with new teaching procedures and strategies, by creating situations through which students genuinely learn about teaching by experiencing it both as a learner and a teacher (Massey University).

The way in which theory and practice are integrated within a qualification of initial teacher education is sometimes articulated as an ethic of respect for the knowledge generated by theory and through practice.

Learning to teach is grounded in practice and informed by theory and thus involves the taura in ongoing practice in authentic classroom contexts that can be examined in light of what is known about how children learn (Russell, 2000). It is collaborative and embedded in an ethic of manaakitanga that demonstrates a respect for the knowledge and experiences brought by both students and teachers. Learning to teach involves a whakakotahitanga between student teachers, schools, teachers, children and teacher educators exercising tautokotanga in the development of knowledge and skills of the beginning teacher (Te Wānanga o Aotearoa).

Importance of reflective practice

In most cases, conceptual frameworks articulate a commitment to the preparation of reflective practitioners. This is sometimes presented as a singular statement as to the importance of reflective practice. However, in a number of cases statements are supported with references from relevant national and international literature and related to the qualification of initial teacher education. Conceptual frameworks typically draw on the work of Donald Schon or Kenneth Zeichner to support their commitment to reflective practice as a means of linking theory and practice and of improving teaching. Some institutions, however, move beyond the notion of reflection as a means to improve practice to consider the role of critical reflection in the preparation of critical teachers. In the example below, reflective practice is viewed not only as a means of improving teaching practice but also a tool for identifying, re-framing and challenging knowledge and practice of teaching within a wider social, political and cultural context.

Following Habermas, Van Manen (1977) and Carr & Kemmis (1986) have added another dimension to reflective practice. They suggest that one can approach practice technically, practically or critically. They accept that practice is more complex than a technical view suggests. They note however, that while the practical view recognises complexity it is still limited. They highlight the importance of recognising that not only is practice complex and fluid but that it is culturally and historically situated and has broad social and political consequences. To be reflective therefore one must also be critical. To be critically reflective is to recognise that all aspects of practice, the goals it seeks to achieve, the knowledge that informs it and the assumptions that underpin are problematic morally and politically. A critical reflective practice must therefore not focus on constructing and validating better practices and knowledge alone but interrogating them in relation to the larger social and cultural context (University of Otago).

Commitment to lifelong learning

The aforementioned prominence of reflective practice is often linked to equipping student teachers with the fundamental skills and dispositions to engage in lifelong learning. Learning to teach is presented as an enduring process, one that can be informed by children, colleagues, parents, whānau and the wider educational community in both informal and formal ways.

Learning to teach is not done in isolation and is never completed. The learning continues throughout the professional life of a teacher. Learning from children, whānau, community and colleagues requires that beginning teachers adopt attributes of collegiality, of respect, of trust, and that they value and nurture the knowledge, experiences and goals of others (Te Wānanga o Aotearoa).

Effective teaching requires career-long professional learning by teachers and teacher educators (Barth, 1990; Fullan, 1991; Hargreaves, 1994, Fueyo and Koorland, 1997; Stoll et al, 2003) (Christchurch College of Education).

Focus on developing personal professional values, philosophies and attitudes

While most conceptual frameworks acknowledge that student teachers need to be introduced to a range of knowledge during their preparation for teaching, some of the institutions also foreground the importance of student teachers being provided with opportunities and experiences that require them to establish and test their own philosophies and values as beginning teachers. This has been linked to the development of ethical dispositions and professional attributes.

In the Graduate Diploma of Teaching (Primary) a sequential approach to the development of teacher skills and attributes is threaded through each teaching experience and this is supported by structured interviews with visiting lecturers and a college-based mentor. Through a focus on inquiry, analysis, interpretation and decision making, the school-based experience will assist student teachers to develop the skills and professional attributes to handle the situations they will meet in their professional roles as teachers. Teaching experience is therefore a site for educational and ethical decision-making and the development of professional attitudes (Dobbins, 1996) (Victoria University of Wellington).

Teacher education informed by relevant research

Two-thirds of the institutions include in their conceptual frameworks a statement to the effect that the work of teacher education is informed by relevant research. In some cases, a singular statement is made and the justification or evidence is left unexplained. In a few of the more comprehensive conceptual frameworks, attention is given to identifying the relevant national and international literature and to providing explicit links to aspects of initial teacher education that is so informed.

The Graduate Diploma of Teaching (Primary) is built upon a framework of teacher education knowledge derived from established and current research. The framework has been informed by careful consideration of the current models of teacher knowledge and skill acquisition (Alton-Lee, 2003; Bishop, 2001; Bishop & Glynn, 1999; Darling-Hammond, 1998; Day, 1999; Doyle, 1990; Eraut, 1994; Gibbs & Aitken, 1996; Grossman, 1990; Hargreaves, 2000; McGee, 1999; Schon, 1983, 1987; Shulman, 1987). It presents teacher professional knowledge and actions within the Satisfactory Teacher Dimensions of the Teachers Council and also identifies dispositions as “good teaching is not just a matter of being efficient and possessing the right kind of knowledge” (Hargreaves cited in Day, 1999, p.6). Good teaching also involves caring attitudes, emotional and ethical work (Victoria University of Wellington).

In many of the conceptual frameworks, statements are made that clearly have their genesis in research on teaching and teacher education. However, the reference is not explicit. In some of the Māori-medium qualifications, links are made to New Zealand research that provides strong evidence for rethinking the ways in which teacher education is implemented as one way of addressing inequities in educational access and achievement for Māori.

The Minister of Education, Trevor Mallard, has stated “Teachers could improve their teaching of Māori students by acknowledging the students’ cultural world, by setting realistic but challenging expectations and by using specific teaching strategies that helped students build on what they already know.” (Ministry of Education, 2003, May, p2). In meeting these aims the primary bilingual qualification is supported by current research and theory. (Bishop and Glynn, 1999; Bishop and Glynn, 2000; Glynn, 1998; Ministry of Education, 2003; Ministry of Education, 2003, May.) It also reflects the recommendations of the Te Puni Kōkiri Report on Teacher Training, (2001, October) (Dunedin College of Education).

Partnerships with practitioners

Fewer than half of the conceptual frameworks articulate the role of practitioners as partners in the learning to teach process. Christchurch College of Education identifies the reciprocal nature of work with practitioners in schools and the University of Otago includes partnership as one of its four critical themes underpinning the primary qualifications:

It is a preservice teacher education programme that is underpinned by four critical themes: the Treaty of Waitangi; partnerships with schools, teachers and children; lifelong learning through critical reflection; and, an ethic of care and inclusion (University of Otago).

In some cases, the conceptual frameworks also signal the importance of working in partnership with the wider community. This is especially apparent in the Māori-centred qualifications and exemplified in the following commitment to the College and wider community articulated in The University of Auckland Bachelor of Education (Teaching) Huarahi Māori qualification.

The Faculty of Te Puna Wānanga is the kura Māori within the Auckland College of Education providing strategic leadership and direction in Māori education. A key function of Te Puna Wānanga is to ensure the integrity of te reo Māori, tikanga Māori, and mātauranga in teacher education programmes within the College. Integral to this is the provision of appropriate programmes designed to ensure that students are equipped with the necessary knowledge and skills to work effectively with Māori children.

To ensure ongoing responsiveness in terms of the aspirations of these communities, a Māori caucus, Te Uepu Māori, which comprises all Auckland College of Education Māori Staff and a diverse range of external stakeholders meets regularly. In addition Te Uepu Māori also has the key functions of the promotion of research and scholarship and quality assurance.

A central part of Te Puna Wānanga is the College marae Tūtahi Tonu that was opened in 1983. The marae welcomes and hosts all members of the Auckland College of Education community and provides opportunity to reinforce tikanga and develop cultural skills in an authentic context (The University of Auckland).

Commitment to an underlying theoretical perspective

As noted above, many of the conceptual frameworks identify the dichotomy between theory and practice in initial teacher education. Many frameworks note the existence of both theoretical and practical components in the learning-to-teach process and the necessity for both. Very few of the institutions provide explanation of the particular theoretical perspectives adopted within their initial teacher education. In most cases, how these theoretical perspectives influence qualification design and implementation is explained.

Although students are exposed to a range of theoretical perspectives, the key approach underpinning teaching and learning in the Degree and Diploma would be that of Social Constructivism (see Biddulph and Carr, 1999, cited in McGee and Fraser, 2001). Social constructivism views learning as a personal linking of ideas and experiences, often involving extending, restructuring or changing present ideas, is greatly facilitated through interactions with others, and is influenced by prior ideas and feelings (McGee and Fraser, 2001, pg43). Interaction with others is integral to the teaching approaches espoused within the various papers. The small class/tutorial type approach within our course delivery provides a valuable forum for modelling what we think is best for children (Dunedin College of Education).

The University of Otago draws heavily on theories of curriculum integration in its primary qualification and uses these theoretical perspectives to introduce students to the curriculum, professional practice and contextual influences on education practice and policy.

The Bachelor of Education degree combines theoretical and practical perspectives in the study of the curriculum for New Zealand primary schools. Education strand

papers detailing the social, political and historical contexts of current curriculum policy are linked to curriculum strand papers that have a predominantly pedagogical focus. These curriculum strand papers present integration as a curriculum process and provide the context within which students are required to meet the following qualification aims (University of Otago).

Goals and wider contexts of education

Conceptual frameworks articulate the underlying understandings that guide an initial teacher education qualification. As such they could be expected to include supported statements on the way in which the institution locates its work in ITE in the wider educational context. The primary conceptual frameworks are variable in the degree to which they give attention to such issues.

The historical social, political and cultural context of education

Two-thirds of the conceptual frameworks make reference to the importance of teachers (and student teachers) understanding the social, political, historical and cultural contexts of teachers' work and of education and schooling.

The framework is set within those political, historical and socio-cultural contexts that relate to professional education and sport and leisure studies, and to the special character of the university (University of Waikato).

A commitment to ensuring student teachers gain a critical appreciation of the wider contexts of education and schooling is found in some conceptual frameworks that draw on international literature and link this to specific aspects of the New Zealand educational context.

Wink's (2000) review of the work of critical theorists will inform courses where student teachers explore the ideologies of teaching in a multicultural society. Contextual studies will encourage sensitivity to issues of social justice and awareness of how classroom practices may reproduce issues of cultural capital and inequality, producing barriers to learning. Understanding social contexts will help student teachers develop interpretative and normative as well as critical perspectives on education. Student teachers will experience Pacific Nations pedagogy and will discuss ecological models of inclusion (Bronfenbrenner, 1979; Ysseldyke & Christenson, 1998) in order to promote the adaptation of teaching and learning to meet the diverse needs of New Zealand students. An understanding of all facets of human diversity (including cognitive diversity) will be covered in the qualification (Victoria University of Wellington).

Treaty of Waitangi and biculturalism

The Treaty of Waitangi and biculturalism are highlighted as crucial to education in New Zealand in the majority of the conceptual frameworks reviewed. The Treaty of Waitangi is acknowledged as a critical and determining document which informs the educational contexts of all New Zealand students. There is an associated commitment by some to "recognizing and validating European and Māori knowledge and pedagogies" (Massey University). The influence of the Treaty of Waitangi is identified both in terms of the content of the initial teacher education qualifications and in the ways teachers' responsibilities under the Treaty have implications for pedagogy, supporting children's achievement and knowledge of and respect for teo Māori and tikanga.

The unique place of tangata whenua and the Treaty of Waitangi obligations for teachers will be studied in both historical and contemporary environments. Student

teachers will prepare for their future classrooms with study in te reo and tikanga. Throughout the qualification all courses will include content and outcomes that focus on raising the achievement of Māori and Pacific Nations students (Victoria University of Wellington).

A commitment to preparing teachers who are able to work effectively within a bicultural context is explained in some of the conceptual frameworks as something which transcends individual courses and is integrated through a number of areas within the initial teacher education curriculum.

The qualification has a bicultural and multicultural base. All students study te reo Māori and tikanga Māori. Human Development and Learning acknowledges and explores a cultural base. Principles of Learning and Teaching consolidates this and also examines the needs of Māori and non-European children, identifying approaches and strategies that are seen to be appropriate and effective. In Whānau, Family and Society, and Critical Issues II, learners study whānau, family, and society from a sociological perspective, examining the issue of ethnicity, (among others) and its impact on families. Te Tiriti o Waitangi is examined and the implications of this are linked to education. Within the Curriculum Knowledge strand, use is made of the university's considerable experience in ESOL. All students complete a Noho Marae (Auckland University of Technology).

Social justice imperatives and a commitment to inclusion

Issues of social justice and the introduction of an understanding of ways to address inequity are identified as important to four of the institutions. For some, these are influential to their very existence.

Anamata was set up in the first instance because the instigators perceived a need for an educational establishment which could address the problems of the people of the Tuhoerohe. It was seen that the people of the area were becoming increasingly socio-economically depressed. It was decided that an attempt should be made to provide a culturally safe organisation which could address the educational needs of young and not so young people; people who had largely missed out on an adequate education during their formal schooling (Anamata Private Training Establishment).

Te Korowai Akonga will also present a unique opportunity which will assist Māori to undertake professional teacher education and so increases the number of Māori teachers in New Zealand schools, working with Māori and non-Māori children. Finally, Te Korowai Akonga will act as a medium of affirmative action by providing an undergraduate foundation for those who wish to choose to pursue their academic qualifications further to Masters level and then on to Doctorate level (Te Wānanga o Aotearoa).

Only six of the twenty institutions articulate an explicit commitment to inclusion as a priority in the preparation of beginning teachers. These institutions typically include a statement within their framework that foregrounds the practice of inclusion as a means to meet the needs of diverse learners within New Zealand.

Student teachers will experience Pacific Nations pedagogy and will discuss ecological models of inclusion (Bronfenbrenner, 1979; Ysseldyke & Christenson, 1998) in order to promote the adaptation of teaching and learning to meet the diverse needs of New Zealand students. An understanding of all facets of human diversity (including cognitive diversity) will be covered in the qualification (Victoria University of Wellington).

The University of Otago adopts the practice and goals of inclusion as a critical theme underpinning their qualifications of initial teacher education.

The concept and practice of inclusion initially referred to the right of students with disabilities to full participation in the national curriculum in state funded schools. Recent theoretical and applied research now refers to inclusion in terms of striving to identify and remove barriers to learning for all children and young people. This means that we must attend to increasing participation not just for disabled students but for all those experiencing disadvantage, whether this results from poverty, sexuality, minority ethnic status, or other characteristics assigned significance by the dominant culture in their society (Ballard, 1999:2). ... Inclusive education recognises the need to identify and remove pressures for exclusion in education. It also acknowledges, and must find strategies to work with, those who determine they will pursue parallel development (Walker, 1987) and those who choose to withdraw in order to support their culture and identity (University of Otago).

Particular worldview

There are a number of conceptual frameworks that articulate a clear and particular worldview that underpins the way they conceptualise teacher education. Each of the Māori-medium qualifications presents a clear account of how their qualifications do this:

Anamata is committed to maintaining this uniquely Māori world view by providing teachers of excellence in the language, who can also intellectually engage their pupils in dialogue regarding all things Māori in the context of the future and past world (Anamata Private Training Establishment).

In these cases, the worldview influences the way they approach teacher education and what aspects of initial teacher education and schooling they emphasise within their qualifications.

We are used to sending our children to schools to have our children educated. If we believe that teachers are the professionals, who should be responsible for seeing that the language and things Māori are passed to the next generation, then it is essential that the training of these teachers should be part of a Te Reo, Tikanga centred qualification. Anamata believes that if we can rightly say that there is such a thing as a Māori world-view then it is axiomatic that the teachers responsible for teaching children this view should in their turn have been trained from this stance (Anamata Private Training Establishment).

An underlying commitment to a particular worldview is also evident in those qualifications which hold to a Christian philosophy. The conceptual frameworks of the Masters Institute and Bethlehem Institute both reflect commitment to the Christian principles and ethics which underpin their qualifications. Bethlehem Institute seeks to prepare graduates who can “integrate their faith & personal growth with their professional practice”.

The Bachelor of Teaching (Primary) and Worldview Studies takes a distinctively biblical approach to teacher education, combining in-depth study of the worldviews that shape human thought and professional teacher education. This approach to teacher education differs philosophically from that available in other New Zealand tertiary institutes in that it is intentionally presented from a Christian perspective. It enables students to integrate their Christian faith and the profession of teaching within the context of both state schools and special character primary schools within New Zealand (Masters Institute).

CONCEPTUAL FRAMEWORKS – SECONDARY INITIAL TEACHER EDUCATION

Within secondary initial teacher education, this project examined 16 qualifications offered by 10 institutions (six universities, two colleges of education and two private training establishments). These qualifications included ten one-year Graduate Diplomas that are undertaken by students after an initial degree qualification, five four-year (sometimes conjoint) qualifications in specific subject areas, and a two-year degree qualification undertaken by students after an initial degree qualification. For the purposes of this analysis, the Dunedin College of Education BEd(Tchg) Primary to Year 10 qualification was included with the primary qualifications.

Not all institutions provided copies of the conceptual frameworks and consequently, these feature only minimally in the following report of the data and in the overview table. In particular, conceptual frameworks have not been received from the New Zealand Graduate School of Education nor Auckland University of Technology at the time of preparing this report.

The report below follows the primary structure of clustering elements of the conceptual frameworks under the broad themes of: teaching and learning; learning to teach; and purposes, goals and contexts of education.

Teaching and learning

The conceptual frameworks from those institutions able to provide them at this time reflect varying levels of attention to articulating conceptions of teaching and learning. Most frameworks acknowledge implicitly that teaching is complex and requires teachers to develop and draw upon different knowledge bases. The complexity of teaching is foregrounded in Christchurch College of Education's conceptual framework for the Graduate Diploma of Teaching and Learning (Secondary) which draws on domestic and international literature to support the position of teaching as a complex endeavour.

The principles, values and beliefs about secondary teacher education are based on the premise that learning to teach is a comprehensive process that involves more than just cognitive and skill development. Although the qualification recognizes the prime importance of teachers knowing about what they teach (subject matter knowledge) and how to teach that subject matter (pedagogical content knowledge), teachers need to be more aware of the holistic, interactive, inductive nature of teaching (Grainger, 2003). Teaching is a personal profession that is complex, unpredictable and dynamic (Fitzsimons & Fenwick, 1997) (Christchurch College of Education).

Knowledge bases of teachers

Most institutions acknowledge that teaching involves a range of knowledge bases, including knowledge of what to teach (subject/content knowledge), knowledge of how to teach (curriculum and pedagogical knowledge), and specialised teacher knowledge (pedagogical content knowledge). A clear articulation of this is provided by Victoria University of Wellington:

The qualification recognizes the need for teacher education to be proactive in ensuring beginning teachers are equipped with subject knowledge and pedagogical knowledge as well as practical competencies. As part of the conjoint degree, it recognizes that teachers must have both knowledge for teaching and specialized

teacher knowledge in order to perform as learned professionals (Victoria University of Wellington).

There are few instances of conceptual frameworks that include acknowledgement of other knowledge bases of teaching, such as knowledge of how students learn, knowledge of self and/or the ethical and affective knowledge of teachers and teaching. Bethlehem Institute has a particular commitment to a notion of teaching as the integration of faith, personal growth and professional practice, reflecting their underlying Christian ideology. Understanding teaching as involving ethical and affective dimensions is evident in the conceptual frameworks provided by Christchurch College of Education and the University of Otago.

Passion, enthusiasm, commitment and the ability to establish positive, caring relationships have also been identified as key characteristics that need to be fostered for effective teaching to occur (Bishop, Berryman, Tiakiwai and Richardson 2003; Nutall, Hattie, 2002). *Teacher education must value and acknowledge affective dimensions such as beliefs, values, attitudes, and feelings related to teaching* (Snook, 2000) *as these aspects are related to teacher effectiveness* (Christchurch College of Education).

Since teaching involves changing learners' conceptions and behaviours, teachers are concerned with the consequences of their actions on others and the ethical and social implications of teaching and learning interactions (University of Otago).

How students learn

Few of the conceptual frameworks articulate clear understandings of how learning is understood, how learning happens, or of particular theoretical positions adopted on learning. Massey University links research on the needs of adolescents to “curricula and learning and teaching strategies that emphasise active and interactive learning” (Massey University). Victoria University of Wellington and the University of Otago make explicit statements regarding how learning is conceptualised within the relevant qualifications as demonstrated below.

Central to the development of the BTeach has been the model of Third millennium thinking (Townsend, Clarke & Ainscow, 1999 ...) *and the consequences of its impact on teaching and learning in classrooms of the future. This model of thinking emphasises teaching as an interactive process. Learning is primarily a socially situated and collaborative activity where learning activities recognise the importance of context and culture. As a future-focussed qualification the BTeach considers the concept of the Global classroom* (Townsend, 2000 ...) *in its preparation of beginning teachers* (Victoria University of Wellington).

A person who is learning is involved in a process involving the interpretation of meaning, the reorganisation of experience and the reconstruction of the experience and thus of knowledge to become more “knowing”. In this constructivist view of learning the learner’s cognition (powers of judgement and discrimination) and action (practice forming and testing of decisions) are at the centre of his or her knowledge acquisition. Thus knowledge is selected, tested and reconstructed through a process of inquiry involving the action and experience of the learner. The inquiry process is necessarily based in the experience of the learner acting in response to real problems and thus learning is fundamentally situated and socially mediated (University of Otago).

Role of information communication technologies

There is limited evidence of a deliberate commitment to addressing teaching and learning as responsive to and dependent on advancing information technologies of the 21st century. Victoria University of Wellington provides a notable exception with a well supported and articulated claim for the role of information and communication technologies as critical within teaching and learning to teach.

Increasingly computers and advances in telecommunications have greatly expanded the potential application of a range of technological devices to learning (Capper, Fitzgerald, Weldon & Wilson, 2000; Campbell, 2000). Consequently, teacher education must be transformed by the use of information technologies in the same way as they will transform the practice of teaching and learning in the classroom (Ministry of Education, 2001). Courses in the BTeach will develop knowledge and skills in the use of information technologies to enhance both learning and teaching (Victoria University of Wellington).

In summary, the conceptual frameworks provide a varying degree of articulation of the conceptions of learning and teaching that underpin the development and implementation of the specific qualifications. Conceptual frameworks do often include reference to what the student teachers will learn and what teaching experiences they might have. However, fewer than half the frameworks provide clear articulation of how learning and teaching are conceptualised as a basis for the particular qualification and for framing the experience of learning about teaching.

Learning to teach

Research-informed initial teacher education

Only a few of the institutions involved in secondary ITE include in their conceptual frameworks coherent articulation of how best to learn about teaching and being a teacher. While most institutions include a statement regarding learning to teach being grounded in research or research-informed, few provide evidence of relevant research on initial teacher education. The University of Auckland qualifications are in a development phase and at this stage, the aim below signals that the degree is indeed research-informed. The ongoing development of the conceptual framework is expected to provide substance and support to this statement.

The aim of this qualification is to develop research-informed, inquiry-based practitioners who lead the learning of others by creating purposeful responsive and safe learning environments within which learners achieve valued skills, knowledge and attitudes (The University of Auckland).

Some of the conceptual frameworks appear to take, as their guiding principles, the New Zealand Teachers Council Satisfactory Teacher Dimensions, e.g. Bethlehem Institute, and these dimensions also feature strongly in the graduate profiles.

Five institutions (Christchurch College of Education, University of Otago, Victoria University of Wellington, University of Waikato and Dunedin College of Education) articulate how they draw on the national and international literature on teacher education to locate their qualifications within frameworks of contemporary research and practice on the process of initial teacher education. The conceptual frameworks underpinning these qualifications identify key concepts within the broader literature that contribute to the development and implementation of their qualifications.

The aim of the teacher education programme is to produce critically reflective teachers (Brookfield, 1995) and (Loughran, 2002); who have sound curriculum knowledge (Davies, 2002); a strong sense of professionalism (Dalli, 2002) and who are aware of current theories, policies, issues and trends (Canella, 1997). As Turner-Bissett (2001:4) states, teaching is a knowledge- based profession in which teachers “work towards a state of expertise, of mastery over all kinds of knowledge, skills and processes...” Expert teaching demonstrates pedagogical content knowledge in its “most comprehensive form” (p. 19) (Dunedin College of Education).

Student teachers' beliefs and preconceptions

There is recognition within the aforementioned conceptual frameworks of the literature on the influence and tenacity of teachers' beliefs and how this impacts on the learning to teach process. The conceptual frameworks (for example Christchurch College of Education below) articulate issues surrounding the power and tenacity of preservice teachers' beliefs and attitudes and articulate implications of this for the ITE qualification.

To facilitate learning, student teachers need to be able to recognise the social and professional values of the educational context in which they work and be able to identify and reflect on the personal values and attitudes which they bring to their teaching (Dunedin College of Education).

Snook (2000) suggests that one of the ways initial teacher education can prepare teachers of the future to deal with problems that are often social, political and ethical in nature, is to provide contextual studies such as sociology, philosophy and comparative education studies. The education courses offered in the Graduate Diploma of Teaching and Learning address these issues in various ways. Changing student teachers' beliefs and attitudes is not an easy task, particularly when many are well grounded in significant experiences from their own schooling (Tillema, 2000). Students' beliefs and attitudes should be uncovered, and modified through the consideration of scenarios (Errington, 2003) and through reflective practice (Loughran & Russell, 2002) (Christchurch College of Education).

Role of theory and practice in ITE

Learning to teach continues to be about negotiating ways of integrating theory and practice and many of the conceptual frameworks acknowledge this is a challenge in their work with student teachers. Most typically, conceptual frameworks refer to a commitment to critical reflection as a means to seek an integration of theoretical and practical aspects of learning to teach. This is either presented in terms of an underlying principle or goal and/or supported by research.

The DCE teacher education programmes are based on the following principles:

a) Learning about teaching is a process which integrates theory and practice. Courses will facilitate the development of praxis through concurrent teaching practice accompanied by guided critical reflection (Dunedin College of Education).

In New Zealand several studies raise questions about the quality of the student teacher's learning about teaching from their school-based experiences (Ethell, 1997; Gendall, 1997; Gibbs, 1999; Hattie, 1999). The Graduate Diploma of Teaching (Secondary) views the teaching experience as an important link between theory and practice within the promotion of the reflective model of teaching. Doyle (1990), Zepke, Nugent and Leach (2003) write that professionally trained teachers should first and foremost be able to inquire into their teaching and think critically about their work. A study from Renwick (2001) found that student teachers, whose qualification of study emphasised reflection, expected to use reflection to enhance

their teaching practice and that they transferred this expectation to their school-based learning. This is intrinsic to the philosophical base of the Graduate Diploma of Teaching (Secondary) (Victoria University of Wellington).

Teacher as researcher

In articulating how one learns to teach, conceptual frameworks identify the importance of locating the teacher (student teacher) as researcher and learner and fostering a commitment to lifelong learning. This commitment is achieved through providing student teachers with tools that will enable them to inquire critically into the work of themselves and others, to examine the implications of their practice and decision-making and to learn from these practices.

Learning to teach must provide opportunities for beginning teachers to develop capacities for reflective action (Dewey 1933) and to assist them to examine critically the moral, ethical and social issues embedded in their everyday decision making and professional practice (Zeichner, 1983). Learning to teach is not completed with graduation from preservice teacher education, but continues throughout the professional life of a teacher. Consequently, during preservice beginning teachers must develop lifelong learning strategies that enable them to critically inquire into, reason about and learn from their practice throughout their careers (University of Otago).

Teacher as reflective practitioner

The majority of the conceptual frameworks highlight the importance of critical reflection and/or the preparation of reflective practitioners. Reflective practice is a widely used (and at times misused) term within teacher education and, in some cases, there is no explication of how the concept is understood or operationalised. Other conceptual frameworks illustrate how the commitment to reflection is grounded in the way they work with student teachers during the learning to teach process.

Learning to teach must provide opportunities for beginning teachers to develop capacities for reflective action (Dewey 1933) and to assist them to examine critically the moral, ethical and social issues embedded in their everyday decision making and professional practice (Zeichner, 1983) (University of Otago).

Thinking critically about one's teaching and being committed to linking analysis and reflection with proposals for redirection underpins this philosophy statement. Zeichner & Liston (1996) argue that reflective teaching also includes dispositions, e.g. openmindedness, wholeheartedness and responsibility in addition to abilities e.g. analysing, summarising and judging information. Reflection involves the learner in scrutinising his or her own beliefs, presuppositions and assumptions before coming to a conclusion based on evidence. Critically reflective teachers consider the moral and ethical implications of what they do (Laboskey, 1997; Day, 1999). Reflective practice commits the teacher to the role of learner (Victoria University of Wellington).

Partnerships with practitioners

Learning to teach is acknowledged by most as a complex endeavour that involves the complementary work and commitment of teacher educators and practitioners in schools within some form of partnership. The University of Waikato seeks to “develop effective partnerships between school and early childhood settings, and the university to provide valuable experiences for student teachers”, and the University of Otago identifies partnerships with practitioners as critical to the programme's integrity.

Half of the frameworks conceptualise learning to teach as involving student teachers in the development of personal professional values, philosophies and attitudes. Bethlehem Institute seeks to prepare graduates who “exemplify empathy, self-discipline, sensitivity and servant-heartedness” and Christchurch College of Education acknowledges the importance of student teachers considering their own philosophies of teaching in light of their experience of teaching practice: “By developing and articulating philosophies, students consider the application of their philosophies to their own practice (Gunstone & Northfield, 1994).” The University of Otago challenges teachers to be able to articulate rationales for their practice and to develop “the ability to articulate his or her thinking and intentions in a rigorous and morally defensible way”.

Goals and contexts of education

Social, cultural, historical and political contexts of education

Being a teacher is understood to be a socially situated and collaborative endeavour located within particular social, cultural, historical and political contexts. Unsurprisingly, particular reference is made to the unique features of the New Zealand context, specifically the commitment to biculturalism and the important place of the Treaty of Waitangi. While most conceptual frameworks acknowledge the Treaty of Waitangi and biculturalism as critical elements of education within Aotearoa New Zealand, few articulate clearly how this unique context has influenced the development of initial teacher education qualifications within the particular institution.

In our qualification the needs of the 21st century child underpin the selection of the models of teaching and learning. New Zealand today is a multicultural society in which indigenous pedagogies must be included to promote the success of Māori and Pacific Nations students (Mara, Foliaki & Coxon, 1994; Jones, Marshall, Morris-Mathews, Hingangaroa-Smith & Tuhiwai-Smith, 1995; Banks, 1998; Bishop & Glynn, 1999; Bevan-Brown, 2000; Penetito, 2000; Ministry of Māori Development, 2001). The unique place of tangata whenua and the Treaty of Waitangi obligations for teachers will be studied in both historical and contemporary environments. Student teachers will prepare for their future classrooms with study in te reo and tikanga. Throughout the qualification all courses will include content and outcomes that focus on raising the achievement of Māori and Pacific Nations students (Victoria University of Wellington).

There is evidence within these conceptual frameworks that New Zealand research has been used to identify and exemplify current issues surrounding the goals and purposes of education in New Zealand, including the achievement of Māori children in schools. Drawing on the work of Russell Bishop and others, five of the conceptual frameworks articulate the ways in which qualifications of ITE must attend to issues surrounding the achievement of Māori children.

Students are encouraged to engage in culturally congruent and empowering pedagogies, to re-examine their own and others' multicultural identities, and to analyse situations that obstruct the realization of more just and equitable educational opportunities. Students are also challenged to reflect on the power imbalances that may obviate learning and how they create their own classroom environments through the amount of control and responsibility given to students for their own learning, as recommended by Bishop et al. (2003). By developing knowledge and understanding of Te Reo and Tikanga, students are expected to be able to participate fully in the bicultural life of schools (Christchurch College of Education).

In recent years, New Zealand scholars like Ivan Snook have raised concerns about the ways in which initial teacher education risks reducing attention to the important contextual studies such as sociology, philosophy and comparative education studies. Some of the contextual frameworks have referenced their work to Snook and others, in an effort to articulate how their qualifications of ITE will ensure that students are provided with opportunities to engage with critical knowledge of the underlying goals and purposes of education.

Snook (2000) suggests that one of the ways initial teacher education can prepare teachers of the future to deal with problems that are often social, political and ethical in nature, is to provide contextual studies such as sociology, philosophy and comparative education studies. The education courses offered in the Graduate Diploma of Teaching and Learning address these issues in various ways (Christchurch College of Education).

Other institutions draw also from the international critical literature to highlight the importance of students engaging critically with the broader purposes of education and to show their potential to be complicit in the reproduction of educational inequities or, alternatively, in transformative education.

The conceptual frameworks of three institutions articulate a commitment to social justice through the education and preparation of teachers who will engage in inclusive teaching practices that actively seek to remove barriers to learning for all children in schools.

The concept and practice of inclusion initially referred to the right of students with disabilities to full participation in the national curriculum in state-funded schools. ...

Inclusive education recognises the need to identify and remove pressures for exclusion in education. It also acknowledges, and must find strategies to work with, those who determine they will pursue parallel development (Walker, 1987) and those who choose to withdraw in order to support their culture and identity (University of Otago).

CONCEPTUAL FRAMEWORKS – CONCLUDING STATEMENT

Each of the 78 conceptual frameworks across early childhood, primary and secondary qualifications was examined by three different research team members in the preparation of this report. The project leader examined all 78 conceptual frameworks. A analysis of the conceptual frameworks was to contribute to addressing the question: *What are the distinguishing characteristics of the qualifications?*

The following statements are made with an important caveat – they represent analysis of the conceptual frameworks as submitted to the research project and as such are comments on these alone. They are not to be taken as general statements about the nature of initial teacher education or the quality of its implementation.

There is considerable evidence from the Phase Two interviews that careful and considered thought has been given to the design of initial teacher education qualifications using evidence from national and international research in the development of papers within the programme of study. This research project did not have the capacity to access individual components of the qualifications such as course outlines and assessment protocols, inclusions which might shed further light on aspects that do not appear overtly within the conceptual frameworks. Nor did we have the opportunity to observe teacher educators in

action. What is summarised therefore is an aggregated comment on the conceptual frameworks as presented in the documentation.

The following statements highlight key findings across the 78 conceptual frameworks.

- The conceptual frameworks presented reflect interesting and insightful elements and most either explicitly or implicitly demonstrate that initial teacher education across New Zealand is grounded in relevant research on teaching, learning and learning to teach.
- There are, across the institutions, a range of understandings as to the structure, content and purpose of conceptual frameworks within initial teacher education. It is apparent that across all three sectors there is a lack of clarity as to the purpose and content of conceptual frameworks with respect to initial teacher education. This may well be accounted for by the relatively recent requirement for providers to include conceptual frameworks in their approval and re-approval documentation for the New Zealand Teachers Council (required only since 2000). CUAP does not explicitly require conceptual frameworks as part of its approval process. In light of this, in some cases conceptual frameworks may well have been generated subsequent to the design and operation of the qualification, rather than being an initial critical first step in the development of the qualification. In some cases, institutions have presented the underlying foundations of their qualifications in terms of aims and/or philosophy, both of which would be expected to contribute to a conceptual framework.
- In general, the conceptual frameworks typically describe what the student teachers will do or what they will achieve and are presented more in terms of outcome statements and goals rather than underlying conceptual frameworks for the qualification.
- There is, in the majority of cases, a lost opportunity to present the principles, theoretical informants, values and conceptual understandings that underpin the design and implementation of initial teacher education qualifications, although these may very well be evident in individual performance outlines and required reading lists associated with individual components of the qualification.
- Conceptual frameworks presented by those qualifications offered by Māori-centred providers or through the medium of Māori, reflect particular philosophical approaches to initial teacher education located in a Māori worldview and focus on enhancing the achievement of Māori students in schools.
- There is less compelling evidence from the other conceptual frameworks that initial teacher education qualifications are underpinned by critical themes or ethics, such as a commitment to inclusion or social justice.
- The conceptual frameworks for the small number of qualifications offered for Pacific Island teachers articulate clear rationale for their development and are supported by particular commitment to enhancing access and achievement of Pacific peoples.
- There is very little evidence within the conceptual frameworks of qualifications seeking to privilege information communication technologies as fundamental cultural tools for life in the twenty-first century.

- There is an absence within all but very few conceptual frameworks of any reference to second language learners and the needs of new immigrants as a particular feature of the New Zealand educational context.
- Notwithstanding the preceding comments, and while remaining cognisant of the apparent confusion as to the form and function of conceptual frameworks, there are, however, examples of well-developed, coherent conceptual frameworks. In each case, institutions make explicit, and support with relevant research, the ways in which they understand:
 - Teaching and learning within the sector;
 - How best one learns to become a teacher; and
 - The contexts for which and within which teachers are prepared.

Graduate Profiles

INTRODUCTION

Graduate profiles are typically required as part of the qualification approval process by the aforementioned approval agencies including the New Zealand Teachers Council. They serve as outcome statements that detail what graduates of the qualification will know, understand and be able to do upon graduation. As outcome statements, graduate profiles can provide evidence of what each institution sees as the distinguishing characteristics of their qualifications.

During Phase Two, participating institutions were invited to provide copies of the graduate profiles for each of their qualifications. Of the twenty-five providers that participated in Phase Two, graduate profiles were received from twenty-two.

Graduate profiles were reviewed in partial fulfilment of the first research question:

- *What are the distinguishing characteristics of the qualifications?*

Review of the graduate profiles followed a grounded approach undertaken by a project sub-group. Graduate profiles were considered in order to identify key patterns and main distinguishing characteristics both within sectors and across ITE. Further analysis alongside the conceptual frameworks and content of each qualification was not possible in the timeframe but would provide an indication of coherence. Reported below are the particular features reflected in the graduate profiles of each sector group, and a concluding statement that synthesises the common features across sectors.

EARLY CHILDHOOD

Graduate profiles were received for 31 of the 35 early childhood qualifications. They were not available at this time from New Zealand College of Early Childhood Education, New Zealand Tertiary College, Rangi Ruru Early Childhood College, nor The University of Auckland Diploma of Teaching (Pacific Island ECE). The University of Auckland provided a generic graduate profile for the remainder of their programmes. The graduate profiles for early childhood initial teacher education qualifications reflect remarkable similarity, considering the range of programmes represented. Many of the graduate profiles explicitly state that they are based on the New Zealand Teachers Council Satisfactory Teacher Dimensions (STDs) and make reference also to the “Fit to be a Teacher” criteria (New Zealand Teachers Council, 2005).

Graduate profiles are variously organised. However, most include statements about what graduates will know and understand, what graduates will be able to do, and what attitudes or dispositions graduates will display. Victoria University of Wellington’s Diploma of Teaching (ECE) Whāriki Papatipu qualification presents a graduate profile organised around concepts of Whānaungatanga (relationships), Tautokotanga (support), Manaakitanga (hospitality and professionalism) and Awhinatanga (nurturing and empowering children). Under these headings, the graduate profile draws upon both Māori and Pakeha concepts to demonstrate the special attributes of their graduates.

A feature of many of the early childhood graduate profiles is a focus on relationships and working in teams, a reality for most early childhood teachers, as is an understanding of *Te Whāriki* and, for some, the Desirable Objectives and Practices.

Knowledge of Te Whāriki, the Desirable of Objectives and Practices (DOPs) and concepts of curriculum relating to early childhood education (Waikato Institute of Technology).

All graduate profiles include a statement related to graduates' knowledge and understanding of appropriate practice with respect to the Treaty of Waitangi.

Practise in ways that are consistent with the Treaty of Waitangi (The University of Auckland).

Students demonstrate a commitment to Te Tiriti O Waitangi, a commitment to implementing a bicultural curriculum, and a respect for the cultural heritage of all New Zealanders (Eastern Institute of Technology).

A feature of early childhood graduate profiles that is not apparent in the other sectors is regular inclusion of statements about Government initiatives and policy.

An ability to integrate their knowledge of Government statutory requirements (Desirable Objectives and practices and regulatory requirements), policies, legislation and strategic directions into their professional role;

- Being aware of the current Government initiatives – particularly increasing participation, quality and knowing how to provide appropriate early literacy and mathematical experiences for children (Dunedin College of Education).

The graduate profile of Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association is unique in that it demonstrates clear links to the conceptual framework. Each statement within the graduate profile is developed out of the beliefs and understandings underpinning the qualification as articulated and supported in the conceptual framework.

PRIMARY GRADUATE PROFILES

Graduate profiles were received for 29 of the 34 qualifications at this time. As is the case with the early childhood sector, the primary graduate profiles reflect a range of presentation forms but generally provide outcome statements in three key areas: what graduates will know, what graduates will be able to do, and dispositions graduates would display. Some graduate profiles are presented as brief, but broad encompassing statements (The University of Auckland, Victoria University of Wellington, Massey University and Dunedin College of Education). Others provide more detailed statements organised under specific headings.

For Bethlehem Institute, reflected in their outcome statements related to Character Objectives is a fundamental commitment to beginning teachers' development of self within a Christian philosophy.

The formation of persons is central to the ethos of Bethlehem Institute. We believe people work out of who they are. Character dimensions will include:

- graciousness & servant-heartedness in following and leading*
- teachability & openness to growth in thought, action & attitude*
- commitment to ongoing learning & development (STD)*
- relate sensitively to students & families from a range of cultural communities (STD)*

- *interact with students in a manner which demonstrates empathy, caring & respect* (Bethlehem Institute).

The University of Waikato provides an introduction to each category of the graduate profile (knowledge and understanding, abilities and skills, and personal qualities) which, in turn, provide a focus for the statements to follow. Christchurch College of Education presents a similar preface to their outcome statements, and reference the complexity of teaching and the difficulty of presenting graduate profiles as a set of seemingly distinct outcome statements.

Although the Graduate Profile for the BTchLn is described below as a list of learning outcomes, it must be emphasised that knowledge and skills are not learned or used in isolation. When referred to the capacities and behaviours of quality classroom teachers Ramsay and Oliver quote that OECD report, Quality in Teaching (1994):

“Teacher quality should be regarded as a holistic concept i.e. as a gestalt of qualities rather than as a discrete set of measurable behaviours, to be developed independently from each other. The integration of competencies across these dimensions of teacher quality is thought to mark the outstanding teacher” (Christchurch College of Education).

As with the early childhood graduate profiles, a number of profiles are explicitly linked to the Teachers Council Satisfactory Teacher Dimensions (STDs). This is particularly so in the case of Masters Institute, which links each statement to the STDs and the Fit to be a Teacher Criteria. One example is provided below:

GP2 Demonstrate professional knowledge of an effective beginning teacher, displaying an understanding of current curricula and current learning theory: historical, psychological and sociological
Satisfactory Teacher Dimensions: PK 1-6
Fit To Be A Teacher Criteria: G (Masters Institute).

Other institutions present a brief graduate profile and a statement regarding the Teachers Council dimensions and criteria.

The Unitec graduate will have:

- A competence to apply technical and conceptual thinking appropriate to their qualification;*
- Self reliance and motivation for continued learning and professional development;*
- Capabilities to be effective communicators and team members;*
- An ability to apply management and information technology within the context of their qualification;*
- an awareness of bi-cultural issues; and*
- An ability to function positively in a multicultural environment.*

In addition to the above, the Graduate Diploma in Teaching (Primary) graduate will demonstrate the New Zealand Teachers Council satisfactory teacher dimensions of professional knowledge, practice, relationships and leadership in order to be registered and fit to teach in a range of contexts and learning environments in New Zealand (Unitec Institute of Technology).

In contrast, Christchurch College of Education, the University of Otago, the University of Waikato, Massey University and Te Wānanga o Aotearoa present graduate profiles which include specific outcome statements across a range of areas, thus providing quite detailed and explicit expectations. In some the special character of the philosophy or approach underpinning the qualification is clearly evident. This is particularly so for the profiles of the

University of Otago which foreground a commitment to social justice, critical inquiry and integrated curriculum. Examples of their statements are repeated below:

The BEd Graduates will:

- *be informed, reflective practitioners capable of critical inquiry into the social, historical, political and cultural contexts within which education takes place and the ethical and social implications of the teaching and learning process;*
- *have an understanding of the theories underpinning curriculum development within a framework of colonisation in order to teach within a bicultural context;*
- *be able to articulate and demonstrate integrated curriculum models that reflect understandings of how children learn and how teachers can implement responsive, inclusive classroom programmes (University of Otago).*

As in the case of the early childhood profiles, most of the primary ones include reference to knowledge and understanding of the Treaty of Waitangi, the curriculum documents and pedagogical practices across the essential learning areas.

Have a growing appreciation of Māori language and be adequately prepared to work in a manner consistent with the principles of the Treaty of Waitangi, ensuring that its Articles (referring to partnership, protection and participation) are understood and observed (University of Otago).

In addition to understanding the Treaty of Waitangi and their responsibilities within it, The University of Auckland expects graduates to use this understanding in addressing Māori children's achievement and improving outcomes for Māori and Pasifika children.

Respond effectively to the needs and aspirations of Māori learners and communities and work actively, on the basis of evidence about learning and achievement, to improve educational outcomes for Māori students.

Respond effectively to Pasifika students and work actively, on the basis of evidence about learning and achievement, to improve educational outcomes for these students (The University of Auckland).

There is a definite focus within The University of Auckland graduate profile of graduating students who will be "Teaching in ways that raise overall achievement levels and reduce disparities".

In line with the focus on critical reflection in the conceptual frameworks, explicit statements on critical reflection are evident in a number of the graduate profiles. There are a number of statements included in the graduate profiles also regarding use of assessment, use of information communication technologies (ICT) and working with diverse groups of children, their parents, whānau and wider community.

SECONDARY GRADUATE PROFILES

Graduate profiles were received for 13 of the 16 secondary qualifications. At this time profiles were not available from Auckland University of Technology, New Zealand Graduate School of Education or for the Christchurch College of Education BEd (Physical Education) qualification.

In general, the profiles reflect similar patterns to those for the primary qualifications with the additional focus on the strength of subject knowledge and understanding expected of secondary graduates. Those profiles that are organised under headings, reflect similar

categories to primary: knowledge and understandings, abilities and skills, and dispositions or personal attributes. Some qualifications adopt categories of graduates' personal, professional and interactive attributes.

For some qualifications, in particular the Christchurch College of Education BEd (Performing Arts) and the Victoria University of Wellington Graduate Dip (Secondary), the graduate profiles comprise brief statements only and, in the case of the performing arts degree, a qualifying statement related to graduates demonstrating the Teachers Council satisfactory teacher dimensions. Unlike the case in the primary and early childhood sectors, only two qualifications include references to the Teachers Council Satisfactory Teacher Dimensions: Bethlehem Institute and Christchurch College of Education.

Graduates of this programme will be equipped to teach a range of aspects centred in the performing arts, drama and dance including practical performance skills and theatre practice in education. They will also develop an understanding of historical and sociological influences in the performing arts and the knowledge and skills for directing school productions. They will demonstrate the satisfactory teacher dimensions (Christchurch College of Education).

The graduate profile for the new University of Auckland secondary qualification is the same as that for their other qualifications and, as stated previously, has a particular focus on addressing overall achievement of all students with particular focus on Māori and Pasifika students. This expectation is unique across all the secondary graduate profiles.

Similar to the primary and early childhood graduate profiles, most secondary profiles include statements about graduates' knowledge and understanding of working within a Treaty of Waitangi context.

GRADUATE PROFILES – CONCLUDING STATEMENT

- The depth and breadth of graduate profiles across the ITE qualifications is variable. In general, they are represented as outcomes statements of what graduates will know, understand, be able to do, and the dispositions they will display.
- A number of institutions have submitted 'generic' graduate profiles across all or most of their qualifications which gives rise to questions about the distinctiveness of the graduates from the different sectors and limits the degree of cross qualification commentary able to be made. These outcomes statements do not make clear how a primary graduate differs from a secondary graduate or, in some cases, from an early childhood graduate. Such profiles are presented as 'graduates of initial teacher education programmes from this institution' rather than from specific qualifications. In some cases, this appears to reflect the particular initial teacher education focus or philosophy of the provider. It also could be interpreted as a missed opportunity to clearly define and articulate the distinctive characteristics and dispositions of graduates of the particular qualification.
- Some institutions indicate that their graduate profiles are represented in whole or part by the Teachers Council Satisfactory Teacher Dimensions and Fit to be Teacher Criteria. While clearly these are important current "standards" for all graduates to meet, again there is a missed opportunity to articulate clearly particular qualities of graduates from specific programmes of study.

- The early childhood graduate profiles reflect a distinctive focus on such dimensions of teachers' work as working in teams, understanding of *Te Whāriki*, advocacy for parents and children and knowledge of government initiatives and policy developments. The latter might well be a reflection of the considerable change in recent years in the early childhood sector.
- The primary and secondary profiles also show variation in depth and breadth, although there are some examples of distinctiveness of qualifications emerging, particularly in the University of Otago profile.
- Most of the graduate profiles include statements about, or reference to, what could be broadly understood to be addressing diversity, a concept often expressed in terms of preparing graduates to 'work with all children'.
- Fewer than half the profiles submitted make explicit statements that could be considered to reflect graduates' knowledge and understanding of the foundational areas of the study of education, history, philosophy, sociology etc. In many cases, this is subsumed in statements related to 'understanding the context of New Zealand education'.
- The graduate profile submitted by Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association is unique in that it demonstrates the explicit process of the development of the graduate profile which has emerged out of the beliefs and philosophy underpinning the qualification, as articulated within the conceptual framework.
- The majority of the graduate profiles include outcome statements related to the Treaty of Waitangi and working within the bicultural context of New Zealand.
- Fewer than half the graduate profiles include any reference to knowledge and understanding or use of assessment to inform planning and support children's learning. Reference to assessment is more common in the secondary graduate profiles (included in ten of the 13) than in the primary (included in only 15 of the 29) or early childhood (included in eight of the 31).
- There is limited attention across all sectors to statements regarding graduates' knowledge and/or abilities with respect to information communication technologies as cultural tools of the future.
- There is a notable absence across all graduate profiles of explicit reference to graduates having knowledge and understanding of working with students for whom English is a second or additional language.
- There is also a notable absence across all graduate profiles of explicit reference to graduates having knowledge and understanding of how to respond to the needs of gifted or talented students.

Content of Qualifications

INTRODUCTION

In an effort to determine the relative attention given to different areas of teachers' knowledge in the ITE qualifications during the Phase Two interviews, qualification coordinators were asked to identify the nature of each of the core papers within their qualifications under the following categories.

- **Education Studies/Study of Education:** including papers that examine the purposes of education, how children learn, human development, inclusive education, diversity, sociology of education and the role of Treaty of Waitangi in education and teaching.
- **Curriculum Studies:** including study of the New Zealand Curriculum Framework documents, curriculum expectations, requirements, pedagogical content knowledge, approaches and assessment within specific curriculum areas.
- **Subject Studies/Content Knowledge:** including papers that are undertaken to advance the student teachers' own knowledge of specific subject content.
- **Professional Practice:** papers that examine the role of the professional, critical reflection on the teaching experience/practicum and development as a teacher, ethics and legal responsibilities.

It is understood that qualifications have papers that are not specifically confined to any one of these categories and may, in fact, be combinations of elements from more than one category. Rather than have the research team guess the most appropriate category for each core paper, we asked the coordinators to make that determination. Even so, the categories are somewhat fluid and it is recognised that the categories themselves are not mutually exclusive. Not all participants in Phase Two identified categories for their papers and in the shorter, one year graduate diploma course, the typical secondary ITE model, there tends to be a great deal of integration of areas, thus making identification difficult.

Sector sub-groups of the research team reviewed the compulsory content of all the ITE qualifications for which paper descriptions were received. Sector reports are presented below with a concluding statement. The reports are presenting according to qualification type: undergraduate diploma, undergraduate degree and graduate diploma in an effort to shed light on the key research question:

What are the distinguishing characteristics of ITE qualifications?

CONTENT – EARLY CHILDHOOD INITIAL TEACHER EDUCATION

The analysis of the core content of early childhood teacher education qualifications is based on course titles and descriptions (where available) for each of the qualifications listed in the tables below. The content of each qualification has been analysed in two ways:

- Core content categories; and
- Key themes in the core content.

Core content categories – Early childhood education

The core content of each qualification was initially coded according to the four core categories used for the primary and secondary qualifications: educational studies (ES),

curriculum studies (CS), subject/content knowledge (SC), professional preparation and practice (PP). In addition, an integrated category was added to take into account modules/courses nominated by providers as integrated. It is likely that the number of qualifications with integrated approaches is underestimated, since not all interviewees indicated how their qualifications reflected the four core codes. Further, course descriptions were not provided, or were not detailed enough to make a judgement about the location of a module/course within one of the four categories, or whether content was integrated. *Te Whāriki*, the early childhood curriculum, adopts an integrated curriculum approach. It is therefore likely that an integrated philosophy underpins many of the modules/courses.

Table 19: Core content of early childhood education qualifications – Bachelor degrees 0-5 years

	Educational Studies (ES)	Curriculum Studies (CS)	Subject/Content knowledge (SC)	Professional Practice (PP)	Integrated	Optional
The University of Auckland BEd Tch	✓	✓		✓		ES CS
Bethlehem Institute BEd Tch ECE	✓	✓		✓		SS
Dunedin College of Education BEd Tch ECE	✓	✓		✓		SS CS
Victoria University of Wellington BA/BTch ECE Conjoint	✓	✓		✓	ES-CS	ES General (BA)
Victoria University of Wellington BEd Tch EC	✓	✓		✓	ES-CS	Unspecified
Auckland University of Technology BEd Tch	✓	✓		✓		Steiner Montessori
University of Waikato	✓	✓	✓	✓		SS
Christchurch College of Education BTchLn EC	✓	✓	✓	✓		ES

Table 20: Core content of early childhood education qualifications – Bachelor degrees 0-8 years

	Educational Studies (ES)	Curriculum Studies (CS)	Subject/Content knowledge (SC)	Professional Practice (PP)	Integrated	Optional
Massey University BEd Tch Early Years	✓	✓		✓	CS-SC	SS
Dunedin College of Education	✓	✓		✓		ES CS
Te Whare Wānanga o Awanuiarangi BTchLn ECE	✓	✓	✓	✓	ES-CS-PS	

Table 21: Core content of early childhood education qualifications – Undergraduate diplomas

	Educational Studies (ES)	Curriculum Studies (CS)	Subject/Content knowledge (SC)	Professional Practice (PP)	Integrated	Optional
Eastern Institute of Technology	✓	✓		✓		Unspecified
The Open Polytechnic of New Zealand	✓	✓		✓		
Unitec Institute of Technology	✓			✓	CS-SC	
Dunedin College of Education - 3yr - 2yr	✓	✓		✓		SS CS
Waikato Institute of Technology	✓	✓		✓		Unspecified
Te Tari Puna Ora/New Zealand Childcare Association	✓		✓	✓	ES-CS	
New Zealand College of Early Childhood Education	✓	✓		✓		
Wairariki Institute of Technology	✓	✓	✓	✓	Integrated across 2+ categories	
Victoria University of Wellington – Wanganui	✓	✓		✓	ES-CS	
Victoria University of Wellington DipTch Whāriki Papatipu	✓	✓		✓	ES-CS	
The University of Auckland Dip T PIECE	✓	✓		✓		ES,CS,PP
Christchurch College of Education	✓	✓	✓	✓	ES-CS	ES
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association Nat. Dip Tch Pasifika	✓			✓	ES-CS	
New Zealand Tertiary College	✓	✓	✓	✓	ES-CS	
Whitireia Community Polytechnic	✓	✓		✓	ES-CS	
Rangi Ruru Early Childhood College	✓	✓	✓	✓	ES-CS	
Manukau Institute of Technology	✓		✓	✓	Integrated across 2+ categories	
Auckland University of Technology Nat Dip Tch Pasifika	✓	✓	✓	✓	ES-CS	

Table 22: Core content of early childhood education qualifications – Graduate diplomas

	Educational Studies (ES)	Curriculum Studies (CS)	Subject/Content knowledge (SC)	Professional Practice (PP)	Integrated	Optional
Massey University	✓	✓		✓	CS-ES	
Christchurch College of Education	✓	✓	✓	✓	CS-ES	
The University of Auckland	✓	✓		✓		ES or PP
Dunedin College of Education	✓	✓	✓	✓		ES CS

The content of early childhood teacher education qualifications varies considerably in structure and emphasis from the conventional structure of teacher education qualifications, as represented by the four research categories: ES, CS, SC, PP. Although it was possible to code the compulsory content according to the four research categories, this analysis does not fully depict the variation across qualifications nor the unique aspects of early childhood qualifications. Two characteristics have emerged from the analysis of the documentation: (1) integrated modules/courses are common, and (2) subject studies, if specified, do not refer to the essential learning areas, which are generally integrated within curriculum studies, but to three specific areas: personal work and study skills; health studies; and cultural studies, where emphasis is on cultural knowledge per se rather than application to early childhood settings. Work and study skills are primarily located in Diploma of Teaching qualifications; health studies, including nutrition, highlight the particular needs of working with very young children in group settings, as well as common content with some nanny courses. Cultural Studies (primarily Māori cultural knowledge) occur in the majority of qualifications, although in some institutions these studies are located within ES, CS or PP strands.

In the following section, the key themes apparent within the Educational Studies, Curriculum Studies and Professional Practice categories are examined in more detail.

Key themes in the compulsory content – Early childhood initial teacher education

Indicators of key themes were identified within the three core categories that occurred in the majority of qualifications (ES, CS, PP), on the basis of: (1) definition of each of the four categories adopted for the three sectors (general indicators), and (2) key early childhood philosophies and practices, apparent across course titles and descriptions (EC indicators). A third group of indicators identified from specific qualifications gave rise to qualification-specific indicators. Each qualification's content was scanned and ticks entered on a grid based on the thematic indicators, if content revealed that indicator, for each of the five codes. Although patterns were identified, the two researchers conducting the analysis considered that the process of coding was often arbitrary and subjective, and that course outlines would be needed to determine accurately the nature of the content. Accordingly, the themes are not presented separately for each qualification. Instead, clusters of indicators have been identified within ES, CS and PP categories.

In the following tables, compulsory content of early childhood teacher education qualifications is considered separately within each of the ES, CS and PP research categories, and discussed in relation to common and unique features of early childhood qualifications.

Education Studies

Table 23: Key themes in Education Studies courses – General indicators

	Degree N=11	DipTchg (ECE) N=19	GradDipTchg(ECE) N=4
Purposes of educ./NZ context	mid	mid	mid
How children learn	majority	majority	majority
Human development	majority	majority	mid
Inclusive education	mid	mid	mid
Diversity	few or none	majority	majority
Sociology of education	few or none	few	few or none
Role of TOW in education/teaching	few or none	few	few or none

Table 24: Key themes in Education Studies courses – Early childhood indicators

	Degree N=11	DipTchg (ECE) N=19	GradDipTchg(ECE) N=4
ECE history & philosophy	majority	mid	majority
ECE services/context	mid	mid	few
Assessment	few	few	few
Family & community	few	majority	mid
Advocacy	few	few	few
Educational research(ers)	few	few	few

Key. Majority: 66% or greater; Mid-range: 33 - 65%; Few/none: 0-32%

Note. Birth to 5 and 0 to 8 degrees are combined because of the small number of 0-8 qualifications (N=3). Diplomas and graduate diplomas are presented separately because they are different types of qualifications i.e. 3 year undergraduate v. 1 year graduate.

Education Studies were included in all qualifications and as the majority indicators (shaded cells above) suggest there are common areas of study across qualifications. Development and learning feature strongly, and the focus on diversity, family and community in the diploma qualifications reflects the particular nature of work in the early childhood sector. Working with families and communities is a theme embedded in the early childhood curriculum, and reinforced by the Desirable Objectives and Practices in New Zealand early childhood services (Ministry of Education, 1998) and the ten year strategic plan for early childhood (Ministry of Education, 2002a). The apparent difference between degrees and diplomas on these aspects may reflect a stronger focus on theory at the degree level. Some degrees have modules/courses on the study of macro influences and the sociocultural context (including Māori Studies) which are likely to include topics related to diversity, families and communities. As discussed, Māori studies also feature within Subject Studies' modules.

Further, as the following sections show, the integrated nature of early childhood curriculum is reflected across the curriculum strands so that topics such as diversity are also embedded in modules/courses in Curriculum Studies and Professional Studies.

Curriculum Studies

Table 25: Key themes in Curriculum Studies courses – General indicators

	Degree N=11	DipTchg (ECE) N=19	GradDipTchg(ECE) N=4
NZCF documents	mid	few	few
Learning areas	few	mid	majority
Pedagogical approaches	few	mid	majority
Assessment/learning areas		few	

Table 26: Key themes in Curriculum Studies courses – Early childhood indicators

	Degree N=11	DipTchg (ECE) N=19	GradDipTchg(ECE) N=4
Links to <i>Te Whāriki</i>	majority	majority	mid
Learning areas/pedagogy	majority	majority	mid
Integrated curriculum	mid	mid	majority
Infants & toddlers curriculum	mid	mid	all
Inclusive education/diversity	mid	few	few
Play & pedagogy	mid	mid	mid

Key. Majority: 66% or greater; Mid-range: 33 - 65%; Few/none: 0-32%

Note. Birth to 5 and 0 to 8 degrees are combined because of the small number of 0-8 qualifications (N=3). Diplomas and graduate diplomas are presented separately because they are different types of qualifications i.e. 3 year undergraduate v. 1 year graduate.

The integrated nature of the early childhood philosophy, curriculum and practices is clearly evident in this strand. Links to *Te Whāriki* and a focus on pedagogical content knowledge (learning areas and curriculum content) rather than subject studies, feature strongly in the undergraduate qualifications, although there is also a wide variation in the amount of emphasis given to curriculum content. A few qualifications specify subject content modules/courses, with some providers there is a n issue regarding the adequacy of preparation in subject content. However, some caution is needed with regard to this issue, in view of the uneven information available to the researchers on which to assess curriculum coverage.

Some unique aspects of early childhood education are evident in the database. Modules on health and safety, and on planning environments, reflect early childhood specific qualification needs. The section on Integrated modules/courses discusses a further quality of

early childhood teacher education that relates specifically to early childhood curriculum, philosophy and practices.

Professional Preparation and Practice

Table 27: Key themes in Professional Preparation and Practice courses – General indicators

	Degree N=11	DipTchg (ECE) N=19	GradDipTchg(ECE) N=4
Role of the professional	mid	mid	majority
Critical reflection & T. development	mid	mid	majority
Ethics and legal responsibilities	mid	mid	few

Table 28: Key themes in Professional Preparation and Practice courses – Early childhood indicators

	Degree N=11	DipTchg (ECE) N=19	GradDipTchg(ECE) N=4
Working with parents/whānau	mid	mid	all
Qualification evaluation/review	few	few	
Leadership & management	few	mid	
Interpersonal communication	mid	mid	few
Teacher as researcher	few	mid	mid

Key. Majority: 66% or greater; Mid-range: 33 - 65%; Few/none: 0-32%

Note. Birth to 5 and 0 to 8 degrees are combined because of the small number of 0-8 qualifications (N=3). Diplomas and graduate diplomas are presented separately because they are different types of qualifications i.e. 3 year undergraduate v. 1 year graduate.

A cluster of themes common to teacher education qualifications across sectors occurs within the moderate or better range. Professional studies and practice focus on legal and ethical responsibilities, professional development and reflective practice. Early childhood themes reflect some of the unique aspects of early childhood settings: working with parents/whānau; and the interpersonal communication and leadership skills involved in working as part of a team. Some of the qualification-specific indicators, nominated by interviewees as professional studies/practice, include: the teacher in the community, the socio-cultural context, partnership including noho marae, health and the environment. These aspects are consistent with the integrated approach of early childhood teacher education curricula, and feature in other strands.

Integrated modules

Evidence of integration across strands is supported by the number of providers who preferred to identify modules as integrated rather than to align with one of the four content categories. Examples include:

- *Integrated curriculum: Social studies and technology.* Two curriculum areas are integrated in accordance with an integrated curriculum approach (CS-SC) (Massey University).
- *An inclusive early childhood curriculum (0-5 degree).* Issues of inclusion and cultural diversity are studied (ES-CS) (Victoria University of Wellington).
- *Learning and development.* Extends children's language and thinking, play, technology and science (ES-CS) (Diploma, stand alone provider, field-based).
- *Infants, toddlers and young children.* Evaluates provision of education and care for infants, toddlers and young children in the transitions they experience (ES-CS-SC-PP) (Degree, polytechnic, field-based).

Some of the qualifications are structured according to strands that do not correspond precisely to the four research project content strands. These structures also reflect themes that are salient for the early childhood sector, and tend to involve integrated studies. More conventional structures are likely (although not necessarily) to be associated with larger institutions. Examples include:

- *Professional studies, curriculum and teaching studies, development and learning studies, family and community studies.* Field practice is integrated throughout the qualification (Diploma, stand alone provider, field-based).
- *Learning, development and culture, Pasifika studies, Aotearoa context, professional practice* (Diploma, stand alone provider, field-based).
- *Curriculum knowledge, professional inquiry and practice, professional education* (Graduate diploma, university).
- *Education studies, curriculum studies, social and cultural studies, professional studies, practicum* (Diploma, stand alone provider).

Optional studies

Approximately half of the qualifications allow some choice of modules/courses. These provisions vary considerably and are more likely to occur in degree qualifications than in diplomas. Variations include:

- One unspecified module;
- An education studies module;
- A choice of subject studies; and
- Final year option, such as the Steiner and Montessori options at Auckland University of Technology.

Conclusions

- Early childhood teacher education qualifications include common areas with other sectors, as well as specialised early childhood content. There is some evidence that stand-alone institutions and qualifications in institutions which do not offer primary or secondary qualifications are more likely to include structures and content that reflect specialised early childhood content. Qualifications are likely to be influenced by structures and content of primary qualifications in institutions which favour some shared teaching arrangements, such as common human development, or education studies.
- Early childhood qualifications are characterised by an integrated approach. Consequently, the clustering of indicators in the above tables should be viewed as

indicative only, because of both this feature, and the limited information available to the researchers about course content.

- Subject studies per se are rare in early childhood education. The two areas closest to a subject study involve cultural/Māori studies where the focus is on the cultural knowledge rather than the application in centres, and health and safety.
- Typically, curriculum studies involve a focus on pedagogical content knowledge. In these modules, the nature of knowledge is likely to reflect sociocultural concepts about authenticity and to be strongly influenced by *Te Whāriki*'s holistic and integrated philosophy. Module titles such as “Children’s Well-being and Belonging” or “Early Childhood in Context” reflect this holistic approach and the alignment of curriculum, content and pedagogy with the *Te Whāriki* strands and/or principles. More conventional titles such as “Science and Technology in Early Childhood Education” are typically accompanied by a descriptor that makes links to *Te Whāriki* principles and/or strands. The most extreme interpretations of the integrated approach, adopted by a small number of providers, involve curriculum studies modules that focus heavily on pedagogy in relation to a range of subjects.

CONTENT – PRIMARY INITIAL TEACHER EDUCATION

Within primary initial teacher education, this project examined 34 qualifications (including two identified as combined early primary and secondary) offered by 17 institutions (six universities, four private training establishments, three wānanga, two colleges of education, one polytechnic and one private training establishment). These qualifications include six three-year undergraduate diplomas, 20 three-year undergraduate degrees and eight one-year graduate entry diplomas undertaken by students after an initial degree qualification.

Not all institutions provided information on the compulsory content of their qualifications and consequently these feature only minimally in the following report of the data and in the supporting tables. For example, at the time of presenting this report the New Zealand Graduate School of Education and Te Wānanga o Raukawa had not participated in Phase Two of the project so information on content was not available.

The analysis of the core content of primary initial teacher education qualifications is based on course titles and descriptions (where available) for each of the qualifications offered by providers across New Zealand. The content of each qualification (where available) has been analysed in two ways:

- Core content categories; and
- Key themes within the core content categories.

The core content of each qualification was initially coded according to the four core categories: educational studies (ES), curriculum studies (CS), subject/content knowledge (SC), professional preparation and practice (PP). In addition, an integrated category was added to take into account papers nominated by providers as integrated. Whether the entire content of the qualification was prescribed or whether there was any optional or elective content were also taken into account.

The tables that follow (Tables 29-31) provide an overview of the core content of the primary qualifications. It is important to note that these tables are indicative only, since the data comprise either paper titles or prescriptions which are very brief. The course descriptions were either not provided, or were not detailed enough to make an informed judgement about the location of a paper within one of the four categories. The percentages provided are also approximate (as indicated by ~), providing only an indication of the emphasis placed on various dimensions of the content. As such, they give rise to some questions for further investigation. Percentages were found to be the most accessible way of expressing focus, given that New Zealand fails to have a consistent credit or point value for similar level qualifications across the tertiary sector. The presentation of the data follows by qualification type.

Core content – Primary graduate diploma qualifications

There are eight graduate diploma qualifications offered for students who already hold a degree qualification and seek a career in primary teaching. Graduate diplomas are offered by four universities, the two colleges of education, one polytechnic and one private training establishment. Phase Two information on qualification content was available from all institutions except the New Zealand Graduate School of Education. Graduate diploma qualifications reflect features that are characteristic of intense courses of study, typically over one calendar year. A primary teacher has a generalist responsibility to teach across all seven essential learning areas; preparing beginning teachers for this is a challenge for initial

teacher education in one-year qualifications of study. Examination of the qualifications is frustrated by the range of terminology used to define the points/credit value of the qualification which range from 130 points (Massey University) to 167 credits (Dunedin College of Education). However, several common characteristics are evident in the content of the seven qualifications examined. The qualifications also vary in terms of length. For example, the University of Waikato and Christchurch College of Education programmes are completed over 15 months, rather than within one academic year.

Variable number of papers

Each provider has developed a qualification structure which is doubtless influenced by their institutional academic and degree policies and by their underlying goals and purposes for initial teacher education. What is surprising is the range of structures evidenced by the number of papers undertaken by the students. Massey University requires students to undertake seven papers across their course of study, the University of Waikato nine, Victoria University of Wellington and Unitec Institute of Technology both require 13 papers, and The University of Auckland, a maximum of 14 papers. Dunedin College of Education requires 16 papers and Christchurch College of Education 22. It is noted that Christchurch College of Education papers vary in credit value from two credits through to 17.5 credits. This wide range of structures could indicate diversity. However, the overall content of the qualifications shows limited variation. The number of distinct papers within a qualification could have implications for the number and depth of assessment protocols, although the data provided for this study could not be expected to provide that amount of detail.

Limited attention to education studies

There is evidence that the graduate diploma qualifications generally give limited attention (as judged by credit/points values) to papers within the broad area of education studies. Attention ranges from no identified education studies papers (Unitec Institute of Technology) through to two papers, comprising 28% of the credit value of the qualification (Massey University). What is not clear from the brief paper titles or descriptors is the degree to which 'foundational' education studies, such as history, philosophy, sociology of education, etc. are included. For example, there is no evidence in any of the data provided that these areas are included in the graduate diplomas. Massey University does signal content related to the areas of human development, professional education and educational policies.

185.435 Studies in Teaching I 12.5 pts

A description and analysis of contexts and educational practices that are significant to human development and learning. An examination of teacher pedagogical and management skills.

185.436 Studies in Teaching II 25 pts

An examination of the complex role of the professional education and an in-depth analysis of educational policies and practices that impact upon learning and teaching (Massey University).

The University of Waikato adopts an integrated approach through three professional practice papers, the titles of which signal attention to the study of education, and may include 'foundational' education studies.

TEDE761 Professional Practice 1: Teaching, Learning and the Inclusive Curriculum - 17pts

TEDE762 Professional Practice 2: From Theory to Practice in Learning Teaching and Assessment - 17pts

TEDE763 Professional Practice 3: Teaching and Educational Reform in New Zealand - 17pts (University of Waikato).

There are no specific papers in any of the qualifications on assessment or evaluation, which appears to be subsumed under the curriculum or pedagogy papers. The University of Waikato includes assessment as part of one of its three professional practice papers noted above. This may also be the case with respect to classroom management, although Unitec Institute of Technology does include a specific paper entitled “Managing student learning”.

The Christchurch College of Education qualification includes a two-credit value workshop dedicated to the study of the Treaty of Waitangi and Dunedin College of Education includes a paper incorporating both te reo Māori and a focus on a bicultural New Zealand. Attention to the Treaty of Waitangi is not made explicit in the qualifications of the other institutions.

MRILAN – Te Whanaketanga o Te Reo (7.5 credits, Level 7)

This course provides an introduction to basic Te Reo Māori. This will enable students to develop integrated programmes which reflect the bicultural nature of Aotearoa/New Zealand through knowledge and use of teaching resources with a Māori focus (Dunedin College of Education).

The numerous papers which comprise the Christchurch College of Education graduate diploma (22 papers) allow for some flexibility in ‘short courses’ or workshops. This is evident in the Treaty workshop noted above and also in one which focuses on language and culture. In all the qualifications reviewed, this is the only example where attention is given to English as a Second Language

ML232 LANGUAGE AND CULTURE IN THE CLASSROOM

This is a compulsory professional education course for GDipTchLn students which introduces key concepts about multiculturalism and learning English as a Second Language. Students will interact with course content, the lecturer and each other via a web-based discussion board (Christchurch College of Education).

Within the seven qualifications for which data was considered, there is considerable variability in the level to which educational studies are addressed. Like the secondary graduate diploma qualifications (section following) this variability seems more pronounced within the educational studies area, than that of curriculum and professional practice. This variability does suggest that students may well graduate from different institutions with quite different general educational knowledge bases.

Curriculum Studies

Curriculum studies papers account for a significant proportion (in terms of credit/points value) of each of the qualifications – one-third to two-thirds of the value of the qualification. This could well be expected in a primary teaching qualification and reflects the recommendations of the report of the inquiry into teacher education that “primary teachers be required to be capable of teaching the core curriculum subjects to a competent level” (Education and Science Committee, 2004, p. 3). A majority of the qualifications had distinct papers for each essential learning area and, in some cases, their constituent areas. For example, seven of the thirteen papers undertaken in the Unitec Institute of Technology Graduate Diploma (Primary) are focused on specific curriculum areas which account for 35% of the credit value of the qualification. In some qualifications, there is an explicit additional commitment to either extra papers or heavier credit weighting for papers, in languages and mathematics.

EDUC7701 Student Learning in Language (English) (12 credits)

EDUC7702 Student Learning in Mathematics (12 credits)

EDUC7703 Student Learning in The Arts (6 credits)

EDUC7704 Student Learning in Health and Physical Education (6 credits)

EDUC7705 Student Learning in Science (6 credits)

EDUC7706 Student Learning in Social Studies (6 credits)

EDUC7707 Student Learning in Technology (6 credits) (Unitec Institute of Technology)

At Massey University, the curriculum component of the diploma is presented as a smaller number of papers where essential learning areas are clustered under the one paper title. This is not to say that these are integrated courses, since the curriculum areas are addressed independently by a team of lecturers and the paper descriptors do not suggest any theoretical basis in integration.

206.437 Curriculum Studies I: Reading, Language and Languages, and the Arts 25 pts

An introduction to the New Zealand Curriculum essential learning areas of Reading, Language and Languages, and the Arts at primary level. A development of the knowledge, skills and attitudes necessary to plan, teach and assess the content of each area and an examination of relevant approaches and resources.

210.438 Curriculum Studies II: Mathematics, Science, Technology, Social Studies, and Health and Physical Education 25 pts

An introduction to the New Zealand Curriculum Framework essential learning areas of Mathematics, Science, Technology, Social Studies and Health and Physical Well-being. A development of the knowledge, skills and attitudes necessary to plan, teach and assess both the content and processes of these areas. The skills of investigation, problem solving, analysis and communication are emphasised.

181.439 Curriculum Studies III: Te Reo Māori 5 pts

An introduction to Te Reo Māori, Tikanga and an awareness of the cultural differences when teaching Te Reo and Māori children in the primary and intermediate classroom context (Massey University).

The University of Auckland data presents an unclear picture of how curriculum knowledge is addressed within the Graduate Diploma qualification, as is to be expected with qualifications still under development. It appears, from the information available, that students have significant choice with respect to curriculum papers they are able to undertake. In general, however, there is much less variability across institutions within the area of curriculum studies than in educational studies, as noted in the preceding section.

Professional Preparation and Practice

All qualifications devote attention to professional preparation and practice, including attention to students developing reflective practice, general pedagogical knowledge and professional dispositions. As with the other dimensions, providers' paper descriptions differ. Christchurch College of Education, for example, offers a suite of papers that:

are designed to assist students to identify and address professional needs. This process establishes links between Professional Practice experiences, pedagogy and learning theory. These links are further supported by the knowledge and skills students gain in Curriculum Studies and other Professional Education courses.

Dunedin College of Education includes a core professional studies paper that attempts to integrate other components of the qualification, in particular theory and practice.

PRP01P – Professional Studies (25 credits, Level 7)

Professional Studies examines the philosophies of professional practice and develops methodologies for action through the integration of knowledge, attitudes and values.

This course is part of an integrated programme and will contribute to and be supported by all of the other strands. Tutors would be expected to utilise the ongoing school practice component to enable the students to gather experiences and data to provide the focus for discussion and reflection.

The University of Waikato combines professional practice and education studies in the three papers (see below) and Victoria University of Wellington follows a similar approach.

TEDE761 Professional Practice 1: Teaching, Learning and the Inclusive Curriculum - 17pts

TEDE762 Professional Practice 2: From Theory to Practice in Learning Teaching and Assessment - 17pts

TEDE763 Professional Practice 3: Teaching and Educational Reform in New Zealand - 17pts (University of Waikato).

The data provide limited information about the specific nature of each of the papers identified as professional preparation and practice. The degree to which students are introduced to critical pedagogies or critical theory in their examinations of theory and practice is similarly unclear from the data provided.

Absence of attention to information communication technology

With the exception of Christchurch College of Education, which has a compulsory paper in ICT: IT232, none of the qualifications make reference to core or optional courses in information and communications technology. Nor do any paper descriptors, where available, mention ICT. This may well be symptomatic of the short programmes. It is also possible that ICT is being integrated into curriculum and/or pedagogical papers.

Absence of subject/content studies

None of the qualifications give any indication through the paper titles and brief descriptors that students' subject or content knowledge is a focus. Some of the diplomas have a specific paper to advance students' knowledge and capability in te reo and/or tikanga Māori. However, there is no evidence that students' own content knowledge in any of the curriculum areas is an area for focus in any of the qualifications. It may be assumed that since the students enter the graduate diploma with degree qualifications, they have already demonstrated evidence of subject knowledge.

New Zealand Graduate School of Education

Even though the New Zealand Graduate School of Education was not able to participate in Phase Two, data from Phase One does provide some indication of the unique approach taken in the Graduate Diploma offered by the School. This Graduate Diploma is based on a set of teacher education standards against which students must, in order to complete the programme of study, demonstrate full competence on every element within each standard. While significant amount of time is spent in schools (seven weeks of every term), students are introduced to other content through on-campus classes, seminars, and closely supervised practicum placements. The New Zealand Graduate School of Education is committed to a:

High availability of tutors for one-to-one assistance on any aspect of the programme: planning; preparation and selection of resources; assisting student teachers to identify academic literature (New Zealand Graduate School of Education).

Table 29: Core content of primary education qualifications – Graduate diplomas

	Education Studies	Curriculum Studies	Professional Preparation & Practice	Subject/Content Studies	Integrated Programme of Study	Options/Elective Content
Christchurch College of Education						
Grad Dip TchLn	✓	✓ ~45%	✓	-	-	No Optional Content
Dunedin College of Education						
Grad Dip Tchg (Primary) 167 credits	✓ ~19%	✓ ~34%	✓ ~65%	-	-	No Optional Content
Massey University						
Grad Dip Tchg (Primary) 130 points	✓ ~28%	See Integration	✓ ~28%	-	✓ ~42%	No Optional Content
New Zealand Graduate School of Education						
Grad Dip Tchg (Primary)	Content organized according to individual achievement of a set of specified teacher education standards. No specific details of content papers/course available at this time.					No Optional Content
The University of Auckland						
Grad Dip Tchg (Primary) 160 Points	✓ ~15%	See Optional Content	✓ ~19%	-	-	Significant optional CS content ~ 66%
University of Waikato						
Grad Dip Tchg (Primary) 153 Points	See Integration	✓ ~66%	See Integration	-	ES & PP ~ 33%	No Optional Content
Unitec Institute of Technology						
Grad Dip Tchg (Primary) 156 credits	-	✓ ~35%	✓ ~65%	-	-	No Optional Content
Victoria University of Wellington						
Grad Dip Tchg (Primary) 156 points	✓ ~8%*	✓ ~70%*	See Integration	-	✓ ~23%*	No Optional Content

Information on New Zealand Graduate School of Education content is retrieved from student handbook and web site.

* P aper v alues n ot i ncluded i n i nformation pr ovided – 9 of t he 13 c ompulsory p apers a re C urreiculum, 3 E ducation S tudies/Professional S tudies a nd 1 E ducation S tudies

Core content – Primary degree qualifications

Degree qualifications are by far the most common qualification offered for primary teachers across New Zealand. There are twenty different primary teaching degree qualifications, including two that prepare teachers for both primary and secondary, offered by thirteen providers, including: six universities, three wānanga, two colleges of education, and two private training establishments. As stated in the introduction, the data provided were of variable depth, ranging from paper titles through to one paragraph prescriptions. With this in mind, the following commentary serves to highlight main features and support the overview presented in Table 30.

Emphasis on study of distinctive curriculum areas

Across the majority of the qualifications, the emphasis on study of curriculum is signalled by the proportion of papers within the qualifications that were identified either by the provider or by the research team as falling within the broad category of curriculum studies. Where paper prescriptions and values were available (14 of the 20), qualifications typically devoted around 40% of their points/credit value to study of curriculum. Auckland University of Technology devotes half the points value of the BEd ([Specialty] Teaching) to the study of curriculum. Except in the case of the University of Otago, curriculum studies papers are consistently presented according to distinct essential learning areas or constituents thereof. This is reflected in the titles and prescriptions of papers.

295150 Science

Learners develop a sound knowledge base as well as an understanding of the principles, structure and content of Science in the New Zealand Curriculum. They are able to articulate these understandings, evaluate issues and apply them to planning for teaching, learning and assessment in Science (Auckland University of Technology).

TCS5155 Teaching the Arts: Visual

An examination of the aims and significance of education in the visual arts, development, children's art, secular and Christian art, the elements and principles of visual art, and practical experiences with art media and art appreciation as a basis for teaching in the primary school (Bethlehem Institute).

921.713 Ngā Take Pāngarau

This module reviews, consolidates and extends the principles and practice of Pāngarau qualifications. Through investigations participants will examine and critique the relationship between the development of mathematical concepts and language and associated issues. Sociopolitical and linguistic issues which influence curriculum, resource and qualification development will also be investigated. Instruction and interaction will be in the medium of Māori (The University of Auckland, Bachelor of Education (Teaching) Huarahi Māori).

The University of Otago Bachelor of Teaching and Bachelor of Education degrees are unique in the approach they take to the study of curriculum. These qualifications present an integrated programme of curriculum where the essential learning areas are examined through theories and practice of curriculum integration across six semester-long papers over the three years. The underlying purpose is to provide a knowledge and understanding of the “principles and practices associated with integrating curriculum for culturally diverse learners” (University of Otago).

Attention to education studies

All degree qualifications give some attention to the study of education philosophies and theories. In only one instance do papers concerned with the study of education account for more than 25% of the credit/point value of the qualification (University of Otago, BTchg Primary). In half of the thirteen qualifications for which details were available, qualifications included less than 20% attention to education studies.

Most qualifications include paper/s from a sociological perspective that consider/s the social and cultural dimensions of education in New Zealand:

TEPC220 Social Issues in Aotearoa/New Zealand Education 20 pts (University of Waikato).

181.101 Education in Aotearoa/NZ. (12.5 points). An introductory study of the nature and purposes of education, including social, cultural and political influences on historical and contemporary education policies and practices in Aotearoa/New Zealand (Massey University).

And, paper/s on human development:

ED102 – Human Development

The students will be introduced to ways in which the complexity and diversity of human development can be studied. The course covers the whole of the life span from infancy through to old age (Dunedin College of Education).

AKO 131 Child Development

Develops a critical understanding of the psychological principles of human development and learning (Te Whare Wānanga o Awanuiarangi).

Few of the qualifications include papers devoted specifically to knowledge and understanding of the Treaty of Waitangi. The University of Otago offers a paper entitled “Education in New Zealand Policy and Treaty Issues” and Bethlehem Institute includes a paper “where the Treaty of Waitangi is explored”. A number of qualifications include papers that acknowledge the influence of the Treaty of Waitangi and the qualifications focused on bilingual and/or immersion Māori contexts provide numerous papers related to Māori education issues (see below).

Few qualifications have specific papers related to theories of inclusion and diversity. This is discussed further in the section on Inclusion. Bethlehem Institute includes a compulsory paper: “TCS6230 Diversity: Teaching the Unique Child. Focuses on the unique child and their diversity of need which necessitates the provision of differentiated learning experiences”. The University of Waikato requires students to undertake “TEPC224 Working with Cultural/Linguistic Diversity 20 pts”. Another example is provided by Auckland University of Technology.

296226 Inclusive Education 15

The special needs of atypically developing children in early childhood and primary settings are examined. Practical and philosophical issues of including atypically developing children with special needs and abilities in mainstream educational settings and the role of intervention are examined. Emphasis will be placed on strategies for applying research and theory (Auckland University of Technology).

Professional practice and teaching

Papers identified as concerned with professional preparation and practice include those that examine the role of the professional, involve critical reflection on the teaching experience/practicum and focus on development as a teacher, ethics and legal responsibilities. Christchurch College of Education provides a particularly useful and comprehensive definition of this area of study.

Professional Studies courses form the compulsory core of the BTchLn and introduce the range of skills required of teachers in New Zealand schools. The courses encompass the knowledge and skills required to use a range of planning, management, assessment, learning and teaching methods, knowledge of legal and community expectations of teachers and an individualised component that is responsive to professional needs.

The Professional Practice courses, which include the practicum, integrate theory and practice, and provide for the essential partnerships between the College and schools. The professional practice courses enhance student's knowledge of context and general pedagogical knowledge. They introduce students to the craft of the classroom/learning environment and to the teacher as a professional. These courses enable students to develop, articulate and review their own teaching philosophy and assist them to reflect critically on their own teaching.

The practicum provides the school context which is an essential element of successful teacher education. It provides the opportunity for students to implement the learning outcomes of their professional education and curriculum courses and to demonstrate the outcomes of their professional practice course. It provides a context and a supportive environment in which students can trial and refine their planning, teaching and management skills. The practicum initiates students into the complexities of the teacher's role within the classroom, the school and the wider community (Christchurch College of Education).

The area of study defined above is extensive and typically accounts for between twenty to thirty per cent of the credit/point value of the qualification. All qualifications include practicum placements in schools (see section on Practicum) and most include papers (particularly in year three) that examine the professional, ethical and legal responsibilities associated with being a teacher. In addition, qualifications reflect a range of papers on such aspects of being a teacher as:

AKO 231 Classroom Management

Develops an understanding of, and strategies for managing classroom behaviour and investigates the relationship between learning and teaching styles, and classroom management (Te Whare Wānanga o Awanuiarangi).

TEAP 132 - Building New Learning Communities in New Zealand

This course focuses on building a range of teaching strategies that will provide safe and ongoing learning environments for all children through an examination of approaches to learning, teaching and assessment. This is linked to developing a sound pedagogical knowledge base for effective teaching in the social and political context of New Zealand today and tomorrow (Victoria University of Wellington).

911.712 Te Kaiako Te Ngaiotanga: He Kōtuituinga

The content and discussions in this module will be underpinned with Kaupapa Māori learning principles. This module requires students as emerging professionals to articulate their personal philosophy and to reflect upon and synthesise their

knowledge, dispositions and practical experiences. Students will be required to examine, critique and reflect upon practices and issues which impact upon teachers work. They will also be encouraged to establish a clear and considered commitment to ongoing professional development (The University of Auckland, Bachelor of Education (Teaching) Huarahi Māori).

Subject/content studies

Since the move in the 1990s to reduce the length of primary degree qualifications to three years, there have been concerns that depth of subject knowledge is one area that has been sacrificed (along with foundational studies of education). The qualifications reflect variable commitment to enhancing the subject or content knowledge of the student teachers.

Victoria University of Wellington's BA/BSc/BCA/Bachelor of Teaching assumes that the students' subject knowledge is gained predominantly through their subject degree studies. The University of Otago is unique in its commitment to subject studies, as they require students to undertake compulsory subject studies in other university departments in English, te reo Māori, Mathematics and Science. Other degree qualifications specify papers aimed at enhancing the student teachers' knowledge in specific areas, such as information and communications technology or Te Reo Māori.

904.511 Hangarau Kia Whai Pārongo

Graduates will become competent and confident with information and communication technology and utilise these skills to enhance their learning and teaching Instruction and interaction will be in the medium of te reo Māori (The University of Auckland, Bachelor of Education (Teaching) Huarahi Māori).

PR1011 – Te Patake – Māori Studies 1 (8 credits, Level 5)

This course provides an introduction to basic Te Reo Māori me nga Tikanga (Dunedin College of Education).

Included within most of the qualifications is the opportunity for student teachers to enrol in some subject studies through their elective or optional content. However, there is no evidence that these optional papers (with the exception of the University of Otago) require specific areas of content to be studied. Massey University's degree qualification requires that students undertake subject studies to 300-level, thus developing a particular strength in one content area.

In the case of degrees offered by Masters Institute, Auckland University of Technology and Te Wānanga o Aotearoa, there is no explicit evidence that enhancement of the students' knowledge of particular subject areas is included in the programme of study. It should be noted, however, that content/subject knowledge might well be incorporated into curriculum studies papers. The data in this study does not allow us to determine this level of detail.

Amount of optional content

Since primary degree qualifications are typically three years in duration (the University of Otago BEd and the Victoria University of Wellington BA/BSc/BCA/BTchg qualifications are four years), one might reasonably anticipate opportunities for greater flexibility than can be allowed for in the one-year graduate diploma qualifications. The Education and Science Committee report on the inquiry into teacher education recommends that "primary teachers be provided with the opportunity to specialise in at least one other subject beyond the core curriculum" (2004, p. 3). However, flexibility to allow subject specialisation is variable and indeed, there are two qualifications that are entirely prescribed (Masters Institute and Te

Wānanga o Aotearoa). While the remaining qualifications have some degree of choice for student teachers, typically in the area of subject studies (see above), in some cases optional papers serve a different purpose.

For example, the optional papers in The University of Auckland's BEd (Teaching) primary qualification enable students to develop a particular focus on the curriculum or strength in other areas of schooling including Māori or Pasifika education.

Either

301 Social Critical Literacies (15 points)

302 Physical and Aesthetic Literacies Primary (15 points)

303 Scientific and Technological Literacies Primary (15 points)

OR

304 Tu Tangata (15 points)

305 Nga Take Aoturoa (15 points)

306 Toioioa (15 points)

OR

307 Junior Primary (15 points)

308 Middle Primary (15 points)

309 Senior Primary (15 points)

OR

310 Pasifika Learners (15 points)

311 Junior Primary Pasifika Focus (15 points)

312 Middle and Senior Primary Pasifika Focus (15 points) (The University of Auckland).

On the other hand, Auckland University of Technology students choose a particular speciality in the primary degree qualification (Steiner, Montessori or primary) and this is what determines their level of choice. Each pathway has a set of common Education Studies, Curriculum Studies and Professional Practice requirements. In addition, 20% of the qualification of study is devoted to philosophy, theory, curriculum and professional practice related to the specialist area. This may include for example:

297340 Montessori Philosophy and Curriculum 15

Learners critically examine Montessori philosophy, the facilitation of children's learning and development, the status of Montessori education in New Zealand and internationally with the expectation of reaching a personal standard of excellence in knowledge, skills and attributes to support practice as a Montessori teacher.

297361 Qualification Planning Assessment and Evaluation: Montessori 15

Learners critically appraise models of qualification planning, and demonstrate and critically reflect upon a range of assessment and evaluation techniques for implementation within Montessori settings. The balance curriculum, individual student needs and Montessori philosophy to plan appropriate qualifications of work. The knowledge and understandings gained enable students to critically reflect on their own philosophy and improve practice (Auckland University of Technology).

In some Māori-centred qualifications, e.g. BEd (Tchg) Primary Te Pokai Matauranga o te Ao Rua (Dunedin College of Education) and BMāoriEd (Primary) Te Tohu Paetahi Matauranga Māori (Te Whare Wānanga o Awanuiarangi), optional papers are selected from a specified suite of papers that focus predominantly on Māori ideology, pedagogy and philosophy and educational issues related to Māori. These, for Te Tohu Paetahi Matauranga Māori, comprise over 30% of the degree qualification of study.

Core content – Primary diploma qualifications

There are six diploma of teaching (primary) qualifications offered in New Zealand by four providers (one college of education, two private training establishments and one wānanga). Only two of the providers (Anamata Private Training Establishment and Dunedin College of Education) were able to provide data on their core content at this time (see Table 31). For this reason, comments on the diploma qualifications are brief, although there is further reference to them in comparison to the degree qualifications in the following section.

The content of the Diploma of Teaching (Primary) offered by Anamata Private Training Establishment is characterised by its prescriptive nature (all papers are compulsory), and the high number of papers undertaken by students (148 papers across three years). This suggests that the papers may be modular in structure, lasting only a number of weeks rather than a full semester. (This feature is characteristic also of Te Wānanga o Aotearoa Bachelor of Teaching.) Papers range in credit value from two credits through to 32 credits (Teaching Practice), with the majority of papers being six credits. Anamata Private Training Establishment does include in its core content a number of Subject Studies papers with respect to knowledge and understanding of Te Ao Māori and te reo Māori and knowledge and understanding of science, mathematics and history.

The Dunedin College of Education Diploma qualifications also include Subject Studies. However, students choose papers from a number of options at each year of study and are expected to study an area of focus to at least 200-level. The choice of papers in the Te Pokai Matauranga o te Ao Rua (Primary Bilingual) qualification includes a requirement that over half of the optional papers are chosen from those with a Māori context, curriculum, language or other educational focus. The Dunedin College of Education qualifications reflect a predominant focus on the study of curriculum, with less attention given to what is traditionally known as the study of education. Further comment is made on this feature of all primary qualifications in the preceding section, and is not presented here as a particular criticism of Dunedin College of Education. Curriculum Studies papers are typically presented as studies of distinct essential learning areas, e.g. Curriculum Arts: Dance/Drama, Curriculum Mathematics, Curriculum English, etc.

Distinction between primary teaching diploma and degree qualifications

Since the only data provided for diploma and degree qualifications for primary teachers from one institution are from Dunedin College of Education, this is necessarily a limited commentary. In each of the Dunedin College of Education qualifications, it is apparent that the degree and diploma qualifications share the majority of papers and both comprise a total of 360 credits. When comparing the DipTchg (Primary) with the BEd (Tchg) Primary and the Te Pokai Matauranga o te Ao Rua (Primary Bilingual) with the BEd (Tchg) Primary Te Pokai Matauranga o te Ao Rua, it appears that there are only two compulsory papers included in the degree qualifications different from those in the two diplomas. The diploma qualifications have extra optional subject studies in year two and year three of the qualification respectively. The following two papers are included in both degree qualifications, but not in the diploma qualifications.

ED202 – History and Philosophy of Education (8 credits, NZQA Level 6)

The course explores inter-relationships between historical and contemporary thinking in education using a community of inquiry approach to doing philosophy.

ED3020 – Research Methodology for Teachers (8 credits, NZQA Level 7)

This course is designed to introduce pre-service teacher educators to methods of educational research applicable to primary and early childhood teachers. Students

will critically evaluate a range of methodologies that are most commonly used in education settings and gain some experience in designing research questions that address issues of best practice (Dunedin College of Education).

This raises a question as to the place of the diploma qualification, a question that may need to be explored in more detail in relation to other providers as well, since only one example is presented here.

Conclusions

- Considerable emphasis is placed on Curriculum Studies. In all degree and diploma qualifications, with the exception of the University of Otago, these present as distinct curriculum papers.
- Typically increased attention is given to curriculum studies in mathematics and English language/literacy.
- All undergraduate degree and diploma qualifications give some attention to Education Studies although the degree to which foundational studies such as history, philosophy, and sociology of education are included is not always clear. Attention given to Education Studies within the graduate diplomas is variable and, in most cases, notably less than is provided for in the undergraduate qualifications.
- Qualifications for primary teaching are necessarily generalist qualifications offering limited opportunity for students to develop strong subject specialisations, which is in turn reflected in limited attention to subject or content studies. Graduate diploma qualifications offer no subject study options and, with the exception of one qualification, provide for no optional content. Undergraduate degrees provide for variable optional papers in Subject Studies and in other areas of focus such as Māori education.
- The Treaty of Waitangi features as a key focus of individual papers in only two undergraduate degree and diplomas. It is subsumed into other papers or not apparent within the one-year graduate diplomas, except in one case where a workshop is compulsory.
- With the exception of one institution, ICT and ESL are not evident as distinct areas of content in any of the qualifications reviewed.

Table 30: Core content of primary education qualifications – Bachelor degrees

Qualification	Education Studies	Curriculum Studies	Professional Preparation & Practice	Subject/Content Studies	Integrated Programme of Study	Options/Elective Content
Auckland University of Technology						
BEd ([Specialty] Teaching) 360 points	✓	✓ ~50%	✓	-	ES & PP ~29%	75 points (~20%) based on specialty (choice from 3), includes ES, CS & PP
Bethlehem Institute						
BEd (Tchg) Primary	✓	✓	✓	See Optional content	-	1 optional subject studies paper
Christchurch College of Education						
BTchLn (Primary) 360 points	✓ ~22%	✓ ~35%	✓ ~37%	-	-	24 credits (~6%) at year 3
Dunedin College of Education						
BEd (Tchg) Primary 360 credits	✓ ~16%	✓ ~39%	✓ ~24%	See Optional content	-	72 credits optional subject studies (~20%)
BEd (Tchg) Primary Te Pokai Matauranga o te Ao Rua 360 credits	✓ ~17%	✓ ~44%	✓ ~27%	✓ ~11%	-	
BEd (Tchg) Primary 2 year programme for graduates 248 credits	✓ ~22%	✓ ~44%	✓ ~30%	See Optional content	-	One optional subject studies & Education studies elective (~4%)
BEd (Tchg) Primary to Year 10 two year programme for graduates 248 credits	✓ ~22%	✓ ~44%	✓ ~30%	See Optional content	-	One optional subject studies & Education studies elective (~4%)
Massey University						
BEd (Tchg) Primary 300 points	✓ ~16%	✓ ~50%	✓ ~13%	See Optional content	-	72 credits (~24%) optional subject studies – must go to 300-level.
BEd (Tchg) Te Aho Tatai-Rangi	✓ ~21%	✓ ~46%	✓ ~12%	✓ ~12%		25 credits (~8%)

Table 30: Core content of primary education qualifications – Bachelor degrees continued...

Qualification	Education Studies	Curriculum Studies	Professional Preparation & Practice	Subject/Content Studies	Integrated Programme of Study	Options/Elective Content
Masters Institute						
BTchg (Primary) and Worldview Studies	✓	✓	✓	-	-	No optional content
Te Wānanga o Aotearoa						
BTchg Te Korowai Akonga 360 credits	✓	✓	✓	-	-	No optional content
Te Wānanga o Raukawa						
Poumanawa Te Rangakura Kaiwhakaako	No information available at this time					
Te Whare Wānanga o Awanuiarangi						
BMāoriEd (Primary) Te Tohu Paetahi Matauranga Māori 360 points	✓ ~2%	✓ ~38%	✓ ~26%	-	-	Yes, 11 papers (~32%) focused on Māori content, ideology and issues.
The University of Auckland						
BEd (Tchg) Huarahi Māori	✓	✓	✓	-	-	
BEd (Tchg) (Primary) 360 points	✓ ~17%	✓ ~40%	✓ ~29%	-	-	45 points (12.5%) CS & 15 points elective.
University of Otago						
BEd (Primary) 168 points	✓ ~21%	See Integrated Programme of Study	✓ ~18%	✓ ~36%	Curriculum Studies ~25%	Subject studies include some compulsory and some elective
BTeach (Primary) 132 points	✓ ~27%	See Integrated Programme of Study	✓ ~23%	✓ ~18%	Curriculum Studies ~32%	
University of Waikato						
BTeach (Primary) 360 points	✓ ~21%	✓ ~43%	✓ ~16%			75 points (~15%) optional papers
BTeach (Primary) Kakano Rua 360 points	✓ ~16%	✓ ~43%	✓ ~16%	95 credits (26%) on Māori & Kura Kaupapa issues.		
Victoria University of Wellington						
BA/BSc/BCA/ Bachelor of Teaching	✓	✓	✓	✓ In BA/BSc/BCA	-	Options due to choice of pathway: primary, secondary, both.

Table 31: Core content of primary education qualifications – Undergraduate diplomas

Qualification	Education Studies	Curriculum Studies	Professional Preparation & Practice	Subject/Content Studies	Integrated Programme of Study	Options/Elective Content
Anamata Private Training Establishment						
DipTchg (Primary) 393 credits?	✓ ~12%	✓ ~34%	✓ ~26%	✓ ~27%	-	No Optional Content
Dunedin College of Education						
Te Pokai Matauranga o te Ao Rua (Primary Bilingual) 360 credits	✓ ~10%	✓ ~40%	✓ ~27%	See Optional content	-	80 credits of subject studies, half of which must have Māori focus - (~23%)
DipTchg (Primary)	✓ ~10%	✓ ~39%	✓ ~26%	See Optional content	-	88 credits of subject studies (~25%)
DipTchg (Primary) 2 year programme	✓ ~14%	✓ ~40%	✓ ~31%	See Optional content	-	32 credits subject studies (~15%)
Te Wānanga o Raukawa						
DipTchg (Bilingual) Te Rangakura	No information available at this time					
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa						
DipTchg Kura Kaupapa Māori, Te Tohu Paetahi (Primary)	No information available at this time					

CONTENT – SECONDARY INITIAL TEACHER EDUCATION

For this section of the report we considered the data gathered on 16 of the 17 different secondary providers. Information was not available from New Zealand Graduate School of Education at this time.

Two categories of secondary teacher education qualifications are available currently: the one-year graduate diploma, and specialist degree courses in secondary teaching. Each of these categories will be dealt with separately.

The analysis of the core and optional content of secondary teacher education qualifications is based on course titles and descriptions, where available, for each of the qualifications listed in the tables below, as well as on interviews held with qualification coordinators.

The content of each qualification was initially coded according to the four categories used above: Educational Studies (ES), Curriculum Studies (CS), Subject/Content Knowledge (SC), Professional Preparation and Practice (PP). Not all interviewees indicated how their qualifications reflected the four core codes and full course descriptions were not always provided, or were not detailed enough to make a judgement about the location of a module/course within one of the four categories. It was therefore decided to develop another category 'Mixed'. This category indicates where courses seem to draw on a range of content areas. It was decided not to use the term 'Integrated', which is the term used in the Early Childhood section, since the research team felt that the term was used differently in the context of secondary qualifications

Core content – Secondary graduate diploma qualifications

Table 32: Core content of secondary education qualifications – Graduate diplomas

	Educational Studies (ES)	Curriculum Studies (CS)	Subject/Content knowledge (SC)	Professional Practice (PP)	Mixed	Optional courses/choices
Bethlehem Institute GDip Secondary Teaching	✓	✓		✓	✓	
New Zealand Graduate School of Education Dip. Teaching (Secondary)	Information not available at this time					No optional content
Christchurch College of Education GDip Tch Ln (Sec)	✓	✓		✓	✓	CS and ES Selected Studies
Dunedin College of Education GDip Teaching (Secondary)	✓	✓		✓		CS
Auckland University of Technology GDip Secondary teaching	✓	Not specified		✓	✓	Not specified
Massey University (GDip. Secondary)	✓	✓		✓		CS
The University of Auckland GDipTch (Secondary)	✓	✓		✓		CS
University of Otago Dip Teaching (Secondary)	✓	✓		✓		
University of Waikato GradDipTchg (Secondary)	✓	✓		✓		
Victoria University of Wellington GradDipTchg (Sec.)	✓	✓		✓	ES-PP	CS

Despite the internationally contestable nature of what constitutes core knowledge in a teacher education qualification, all institutions included courses involving at least three of the four categories.

Because of the variability of available data, it is not always possible to give a detailed picture of the weighting given to each component within qualifications, but the following comments may shed light on some similarities and differences.

Education Studies

Education Studies are included in most qualifications, though there is considerable variability across qualifications in relation to the specific content to which students are exposed. This variable treatment is considerable in relation to those aspects traditionally associated with ‘foundational’ Educational Studies, such as: history, philosophy, sociology of education, etc. For example, Auckland University of Technology has a complete course focused on educational philosophies and their impact on secondary schools. Massey University subsumes educational philosophy within its Integrated Teaching Studies 1. Bethlehem Institute has a compulsory separate course on educational philosophy, while Christchurch College of Education integrates aspects within Professional Studies and a series of optional Education Studies courses. It is not clear from the data where or how this ‘foundational’ content is addressed within other qualifications. Different institutions seem to give them different levels of attention and priority.

Similarly, with regard to assessment, Auckland University of Technology has a major separate compulsory education course on *Assessment*, whereas, in virtually all other

qualifications, assessment seems to be subsumed within other contexts, such as Curriculum Studies.

Another variability noted was that some qualifications include or emphasise certain specific aspects of education where others do not. For example, *Education Outside the Classroom* is one of Dunedin College of Education's three compulsory Educational Studies courses, whereas it is offered, but is optional at Christchurch College of Education and Victoria University of Wellington. It is not apparently offered as a separate course at any other institution.

Content that is categorized under one heading in one institution may be present and just as important, but dealt with differently, in another. For example, the University of Otago has an Educational Studies paper E DUC257 called *Teaching Strategies and Classroom Management*, which adopts a particular critical lens. In other institutions, like Christchurch College of Education, this content and discussion of critical pedagogies is integrated into Professional Studies and Curriculum Studies courses.

This variability in one sense constitutes and represents a qualification's particular character, but may also demonstrate the differing values and weightings placed by institutions on particular aspects of Educational Studies, with the result that students may graduate from the various institutions having had quite different experiences and having gained quite different general education knowledges.

This variability of experience seems much more pronounced with regards to Educational Studies than other categories. With regard to Subject/Content Knowledge, Curriculum Studies and Professional Practice, the graduate diploma qualifications seem less differentiated.

Subject/content knowledge

Subject studies are not included in the one-year postgraduate diploma courses, since institutions operate on the assumption that, on entry, students have already acquired the relevant subject knowledge in their under-graduate degree courses.

Curriculum Studies

Given the focus on curriculum expertise in New Zealand secondary teaching, it is not surprising to find within most qualifications a strong emphasis given to a broad range of Curriculum Studies across all essential learning areas. For example, Christchurch College of Education, Dunedin College of Education, The University of Auckland, Massey University and the University of Otago all offer a raft of individual and specific Curriculum Studies courses. However, it is less clear whether *separate* Curriculum Studies, per se, are a feature in some other institutions. For example, at Auckland University of Technology, where time is clearly divided between campus and school locations, course descriptors make no reference to individual curriculum areas. Similarly, it is difficult to determine any emphasis on individual Curriculum Studies at Bethlehem Institute, with its special Christian emphasis.

It seems, therefore, that a separate specialist course for each curriculum area is a feature of the larger institutions. Smaller institutions appear to offer the full range of teaching subjects, but not necessarily as separate courses. Nor are these courses necessarily taught within the institutions themselves. It seems likely that the smaller institutions are more dependent on associate teachers in schools (or teachers employed part-time by the ITE qualification) to

teach both curriculum and pedagogical content knowledge, than is the case in the larger qualifications.

Professional Practice

Professional Studies and Practice is clearly a core component of all secondary qualifications though under a variety of different course titles and names. All institutions have courses that are focused on the development of 1) student teachers as reflective practitioners, 2) general pedagogical knowledge, and 3) a practical working knowledge of school organisation, structures and systems.

There are, however, variations in balance and focus within this broad consensus. For example, Bethlehem Institute has a course which is an “exploration of a repertoire of teaching modes (including the use of educational technology), to encourage self-inquiry in development as a competent and reflective secondary school teacher.”

Massey University’s equivalent course “introduces students to pedagogical knowledge in educational contexts and prepares for personal and professional growth through ongoing reflection.” Christchurch College of Education’s year long course “addresses essential aspects of teaching and learning through five major themes: Learning and Teaching, Class Management, the Māori Studies theme, Safe and Inclusive Classrooms, and the Professional Role of the Teacher.” All qualifications appear to tie such courses closely to the practicum experience.

Summary of other points of interest in relation to graduate diplomas

Despite the generic similarities among many one-year qualifications, there are also some distinctive features, which are worth noting.

Special character

Bethlehem Institute’s special Christian character is evident, particularly in one paper:

EPS 7331 Servanthood and Teacher Leadership

Considers the leadership a Christian educator might offer to parents, children and the wider society as appraised against the model of Jesus the servant leader.

Overt integration of theory and practice

While making explicit connections between, or integrating, theory and practice clearly are high priorities for all institutions, this is nowhere made as explicit as it is in the Auckland University of Technology course descriptors, where the titles of courses are duplicated for the different locations – campus and school – in order to highlight the link between the course theory and application on practicum.

296202 Teaching for Learning A (15 points) - Campus

Critical analysis of educational philosophies impacting on teaching practice in secondary schools and application of principles of planning to student learning experiences.

296203 Teaching for Learning B (15 points) - School-based

Planning, delivery and evaluation of lessons and application of strategies for managing classroom situations. Exploration and improvement of the role of beginning teachers in relation to existing theory about teaching and learning and specialist teaching areas.

Māori Studies and Treaty of Waitangi

Compared to the degree courses, where there is naturally a great deal more time to develop understandings in the area, Māori Studies and Treaty of Waitangi issues may receive less overt emphasis within the graduate diplomas. Three of the ten qualifications have dedicated compulsory papers within their graduate diplomas (Bethlehem Institute, Dunedin College of Education, and Victoria University of Wellington). Massey University has Māori Studies and Treaty of Waitangi as a major component within their Integrated Teaching Studies paper. Auckland University of Technology highlights the infusion of the obligations of tangata whenua under the guiding principles of Te Tiriti O Waitangi and kura kaupapa Māori across all papers. The University of Otago includes “a critical examination of policy, school management and Treaty issues in New Zealand education” as a key component of a compulsory Education Studies paper. Christchurch College of Education offers a range of optional Māori-focused Education Studies papers and has Māori Studies as a significant component within its Professional Studies compulsory core.

Variability in the treatment of ICT

Only three qualifications make specific mention of core or optional courses in information and communication technology (ICT). Christchurch College of Education has a compulsory ICT paper, and offers a range of other optional papers. Dunedin College of Education has a compulsory ICT paper as one of three compulsory professional studies papers, and Bethlehem Institute includes ICT as a significant component in their *Reflective Practice & Innovations in Teaching*. Massey University has ICT as a named section within *Integrated Teaching Studies 2* paper, a core Education Studies paper.

What is less clear for all institutions, however, is the overall institutional weighting of each paper. Again, the fact that data are not available for the remaining institutions means these conclusions must be treated with caution.

Core content – Secondary degree qualifications

Table 33: Core content of secondary education qualifications – Bachelor degrees

	Educational Studies (ES)	Curriculum Studies (CS)	Subject/Content knowledge (SC)	Professional Practice (PP)	Mixed	Optional Courses
Christchurch College of Education/University of Canterbury B Ed (PA) & Grad Dip Tchg	✓ as part of U of C component	✓	✓	✓		CS, SC. Not specified.
Christchurch College of Education/University of Canterbury B Ed (PE) & Grad Dip Tchg	✓ as part of U of C component	✓	✓	✓		CS, SC. Not specified.
Massey University B Ed (Secondary)	✓	✓	✓	✓		CS, SC, ES
University of Waikato B Tchg (Conjoint)	✓	✓	✓	✓		PP, SC, CS
The University of Auckland B Physical Education	✓	✓	✓	✓	SC-CS PP-ES	CS
University of Otago BTchg (Secondary)	✓	✓	As part of first degree	✓		ES
Victoria University of Wellington BA/BSc/BCA/BTchg (Secondary)	✓	✓	✓	✓	ES-PP	SC, CS

A distinctive feature of the secondary teaching degree qualifications is the strong subject specialism focus that several of them share. For example, two of the seven degree courses aim to produce specialist Physical Education/Health teachers (Christchurch College of Education and The University of Auckland). Massey University offers three major specialism options within its four year degree – Physical Education/Health, Technology and Visual Arts. Christchurch College of Education also offers a degree specialism in the Performing Arts.

The other three degrees also have their own special character. For example, the University of Otago offers a two-year degree, which is begun at the same time as the student's other undergraduate degree course and involves some cross-crediting. At Victoria University of Wellington, students enrol in a dual pathway BA, BSc or BCA, sharing generic courses with their primary colleagues, until making the decision to specialise in year three. The University of Waikato offers a four-year conjoint degree.

Educational Studies

Approaches to education studies reveal considerable variation across the degrees. The clearly identifiable range of topics covered in identified education studies courses includes:

- Human development (University of Otago; Christchurch College of Education/University of Canterbury)
- Learning and Learning Theory (Victoria University of Wellington; University of Otago; University of Waikato)
- Adolescence (Victoria University of Wellington; University of Waikato; Massey University)
- Political, social and philosophical foundations (Christchurch College of Education/University of Canterbury; University of Otago; The University of Auckland; Victoria University of Wellington in general paper)
- Teaching and Management (Victoria University of Wellington; University of Otago)
- Research methods (University of Otago)
- ICT (University of Otago; Christchurch College of Education/University of Canterbury)
- Diversity and Inclusive Education in New Zealand (Massey University; University of Waikato; The University of Auckland)
- Māori Education, including Treaty issues (Massey University; University of Otago; University of Waikato)

The presence of these topics is not obvious within the Educational Studies courses of providers not mentioned in brackets above. However, these providers may well include these topics and issues within other aspects of their qualifications. For example, Victoria University of Wellington has very general papers, which appear to integrate education studies topics. Their TEAP courses seem to incorporate what would traditionally be considered Educational Studies, combined with contextualised material about teaching. Similarly, Māori Studies and Learning Theory are contextualised within the compulsory component of Professional Studies at Christchurch College of Education. Massey University also includes a clear focus on political, social and philosophical foundations within its Professional Inquiry and Practice papers. The University of Auckland (Bachelor of Physical Education) organises its degree into three strands: Curriculum Knowledge, Professional Practice and Inquiry and Professional Education, a combination of education studies and professional practice. As well, aspects of Education Studies are integrated into curriculum contexts, as, for example, in its compulsory paper, *Health and Physical Education in a*

Diverse Society (The University of Auckland). The University of Otago appears to have a strong, overt emphasis on developing research skills within its degree.

Curriculum Studies

This aspect forms a core and crucial part of all degree qualifications.

The secondary under-graduate degrees fall into two general types.

1. Generalist degrees at University of Otago and University of Waikato in which students may study a wide range of subject/curriculum specialisms.
2. Subject-specialist degrees in a single area, offered at The University of Auckland (Physical Education), Christchurch College of Education/University of Canterbury (Physical Education and Performing Arts), and Massey University (Physical Education, Visual Arts and Technology).

There is variation in the compulsory nature of the Curriculum Studies papers among providers. The University of Auckland's Bachelor of Physical Education Curriculum Studies papers are overwhelmingly compulsory and all courses appear to focus on some aspect of physical education, outdoor education or health or sport. Even the optional papers feature these terms in the course titles.

On the other hand, while Christchurch College of Education's degree qualifications retain a very strong specialist flavour, there appears to be more choice in the academic (Subject/Content Studies) subjects able to be chosen in the University of Canterbury options. As a consequence, in the fourth-year of the Graduate Diploma qualification of study, Christchurch College of Education students are able to major in either an additional non-physical education or non-performing arts curriculum areas, provided they have the appropriate academic pre-requisites.

Subject/content knowledge

Subject/Content Studies form an important part of each of the degree courses in preparing students for their curriculum teaching areas and, except in the case of physical education, are unique to each qualification.

The BEd (PA and PE) at Christchurch College of Education/University of Canterbury, the Massey University (BEd in PE) and the other generic degrees make clear distinctions between Subject/Content Studies and Curriculum Studies. The exception is The University of Auckland BPE, where the Subject/Content Studies do not appear to be separated from the Curriculum Studies papers.

Professional Practice

Professional Studies and Practice is clearly a core component of all secondary degree qualifications, though under a variety of different course titles and names. As is the case with the graduate diploma qualifications, all degree qualifications have courses that are focused on the development of 1) student teachers as reflective practitioners, 2) general pedagogical knowledge, and 3) a practical working knowledge of school organisation, structures and systems. Again, all qualifications seem to tie such courses closely to the practicum experience.

In terms of overall weighting for Professional Practice, there appears to be much variation. Incomplete data makes it difficult to generalise about the balance given to this component within the different degree structures. Diverse interpretations over what counts as

Professional Inquiry and Practice among institutions (and whether the practicum component is included or not) make it very difficult to measure weightings. Nor is Professional Practice necessarily separated out from Educational Studies. For example, at Victoria University of Wellington, Professional Practice seems to be combined with Educational Studies and Teaching Practice.

Some degrees, such as the Massey University BEd (Secondary Teaching) appear to give similar weightings to this aspect year by year. On the other hand, in the case of the BEd (PE and PA) degrees at Christchurch College of Education/University of Canterbury, there is a small Professional Studies component in each of the first three years, but the number of credits given to this component trebles in the fourth year.

Conclusions

- While secondary teacher education qualifications share some commonalities with other sectors, a unique characteristic is their subject specialist or individual curriculum emphasis. In the case of the specialist degrees in Physical Education, Performing Arts, Visual Arts and Technology, this discipline emphasis is even more evident.
- Most one-year graduate secondary qualifications share similar content, incorporating Education Studies, Curriculum Studies and Professional Practice components within their qualifications, though with differing emphases and weightings.
- All qualifications have a strong core component but allow some choice of papers/modules/courses, especially within Curriculum Studies and Educational Studies. These provisions vary considerably and occur both within degree and graduate diploma qualifications.
- There tends to be a much stronger emphasis on individual Educational Studies courses in secondary education degrees, compared to diplomas, where they are more likely to be integrated into other aspects of qualifications.
- Typically, Curriculum Studies involve a focus on pedagogical content knowledge as well as curriculum and assessment specific knowledge.
- Content/Subject Studies research are in the secondary graduate diplomas since discipline knowledge is assumed on entry to the one-year qualifications. By contrast, Content/Subject Studies and discipline knowledge is a significant feature of the secondary education degrees.
- Several of the degrees in secondary are unique: the Performing Arts degree at Christchurch College of Education/University of Canterbury, the Visual Arts and Technology options for the BEd at Massey University, the two year BEd degree at the University of Otago, and the conjoint University of Waikato BEd. None of these has equivalents in other institutions.

CONTENT – CONCLUDING STATEMENT

In retrospect, the practice of attempting to classify core content into the categories of Curriculum Studies, Subject Studies, Education Studies and Professional Practice may of and in itself have been party to perpetuating a mechanistic view of initial teacher education. It presumes that the knowledge bases of initial teacher education can be categorised into distinct areas of knowledge, yet in reality, most components or papers within an initial teacher education qualification would have elements of more than one of the four. Even so, this analysis provides one way of considering the content across the three sectors: early childhood, primary and secondary, and enables us to identify some common patterns and some unique features.

This analysis is to be read with caution as it is conducted with highly variable levels of data across the qualifications. Making judgements on a qualification's content based on paper titles and, where available, brief descriptors can only be claimed as tentative at best. Further, a careful review of the content of New Zealand ITE across multiple providers and qualifications is even more challenging when the twenty-seven institutions do not share a common language or terminology, even for the ways qualifications are structured, e.g. qualification values in terms of points or credits. This analysis gives some indication of content within ITE, but further, deeper analysis through consulting fuller course outlines and assessment protocols would provide evidence of the actual content of ITE that is taught and that is valued through assessment. With these caveats in mind, the following statements are offered as concluding comments.

- Each of the sectors reflects common content areas as well as specialised content that is mainly concerned with the broad area of Curriculum Studies, including a focus on pedagogical content knowledge.
- Early childhood qualifications are characterised by an integrated approach which reflects the holistic and integrated philosophy of *Te Whāriki*.
- In primary and secondary, qualifications place considerable emphasis on Curriculum Studies which, in a ll degree and diploma programmes with the exception of the University of Otago, are presented as distinct curriculum papers.
- Primary qualifications give increased attention to Curriculum Studies in mathematics and English language/literacy.
- Subject Studies per se are rare in early childhood or primary and secondary graduate diplomas. The two areas closest to a Subject Study involve cultural/Māori studies where the focus is on te reo Māori and cultural knowledge. Primary degree and diploma qualifications offer variable opportunities for students to advance subject or content knowledge. It is acknowledged that papers designated as curriculum in focus may include learning outcomes related to enhancing students' subject knowledge.
- All undergraduate degree and diploma qualifications give some attention to Education Studies, although the degree to which foundational studies such as history, philosophy, sociology of education etc. are included is either minimal or unclear. The graduate diplomas' attention to Education Studies is variable and, in most cases, notably less than is provided for in the longer undergraduate qualifications.

- ICT is evident as a distinct area of study in only two of the qualifications reviewed.
- Explicit attention given to inclusion theory and practice is variable at best or apparently absent from most qualifications.
- Some qualifications are entirely prescribed, allowing no choice of study for students.
- There is considerable range of structures adopted by institutions with some qualifications being fragmented into numerous papers of variable weightings. This has implications for student and staff workload, especially with respect to assessment and also raises concerns regarding the coherence of such qualifications.
- When considered alongside the analysis of conceptual frameworks and graduate profiles, coherence across the three is not always apparent.

Finally, we note the difficulties experienced in differentiating and identifying content trends among the qualifications, which was due in no small part to the absence of a shared common language through which the institutions describe the various component knowledges of teacher education.

Assessment

During Phase Two, two coordinators and directors of tertiary education were requested to provide information on the assessment policy and practice within their initial tertiary education qualifications. The twenty-five providers who participated in Phase Two each provided some information on their assessment policy and practice. The data provided within this section is typically institutional policy and associated practice. In light of this, the report below is brief and does not discriminate among institutions or specific qualifications, although examples from different providers are used to illustrate common and distinctive features under each of the data-base fields.

ASSESSMENT POLICY

Most providers have institution-wide policies with respect to assessment, which provide statements on the philosophy and/or principles underpinning the assessment policy and practice. Such statements often include details of the levels and types of assessment governed by policy. Typically these policies are primarily concerned with assessment of student learning being fair and valid.

Assessment of student performance at the University of Otago follows four principles:

- 1. The formative (learning) functions of assessment will be given at least as much emphasis as the summative (grading and selection) functions.*
- 2. Both formative and summative assessments will centre on knowledge, skills and attitudes which really matter.*
- 3. The number, timing, and percentage weights of individual assessments will be chosen to maximise validity (both formative and summative).*
- 4. The workload associated with assessment requirements will be reasonable, and the tasks will be fully described early enough to give students time to fit them in alongside their other commitments (University of Otago).*

Typically, as demonstrated above and below, the policy is grounded in a set of principles or assumptions about the purposes of assessment and the principles upon which assessment of student learning is to be conducted.

Assessment should:

- be an integral part of the learning process*
- enhance and promote student learning through formative assessment*
- motivate students to develop their skills and abilities*
- encourage students to develop skills of reflection, self and peer assessment*
- encourage co-operative as well as individual learning*
- be valid in that it is congruent with the learning outcomes*
- be reliable in that it is based upon stable information*
- be manageable in terms of student and lecturer workload*
- involve negotiation of assessment criteria for self directed projects (Eastern Institute of Technology).*

Most institutions provide details of the formal procedures followed and the departmental and institutional committees responsible for monitoring appropriate assessment procedures. Auckland University of Technology's statement is typical of many of the larger providers. Smaller providers presented similar arrangements, but understandably the procedures do not involve multiple layers of committees.

The School of Education Te Kura Mātauranga Examination Board is responsible to the Board of Studies for the implementation of the programme assessment policy and practices in relation to individual students and to the Faculty Board for ensuring the fair treatment of students in the award of grades and credit. Terms of Reference are prescribed by the General Academic Statute (AUT 2004 Calendar, pp.63). The Board meets at least twice a year to approve final results. Membership includes the Head of School and Programme Leaders and Coordinators from each sector. Academic staff with responsibility for individual papers who are not members of the Exam Board may be invited to attend meetings to present final results.

The Examination Board is Responsible to Faculty Board for:

- *fair treatment of students in granting credit and recognition of prior learning.*
- *monitoring and the maintenance of pass and grade standards in granting credit.*
- *approving the lists of passes and grades.*
- *fair treatment of students in granting of a special pass.*
- *recommending the granting of qualifications.*
- *fair treatment of students in the approval of concurrent study.*
- *fair treatment of students in the approval of a variance to the maximum period of enrolment.*
- *fair treatment of students in the granting of leave of absence from a programme.*

AUT policy ensures there are procedures in place for the reconsideration of assessment, student appeals against final grades and misconduct or breach of rules relating to assessment (Auckland University of Technology).

Many of the providers include in their policy a commitment to students being able to submit work for assessment in either English or Māori.

POLICY FOR USE OF MĀORI IN ASSESSMENTS:

Use of particular languages for assessment

(1) Unless specified otherwise in the relevant paper outline, students must submit assessment in either English or Māori.

(2) The presentation of assessment in Māori is subject to the Policy on the Use of Māori for Assessment (University of Waikato).

PRACTICE

The data provided for assessment practice are variable across institutions. Some institutions identify the broad approach to assessments such as a commitment to standards-based, competency-based practices.

Standards based methods of assessment shall be used. Assessments may be achievement based or competency based as specified in the programme documentation (Auckland University of Technology).

Eastern Institute of Technology and Te Wānanga o Aotearoa have distinct grading practices with respect to their initial teacher education qualifications. Eastern Institute of Technology has a grading category for their competency-based assessment, “not yet competent”, to denote students who have failed to meet the competency level required. Te Wānanga o Aotearoa does not award number grades (A, B, C etc.) to their first and second year students. Their assessment practice is grounded in the belief that all students can succeed. Students

who fail to meet the competency requirements are awarded the category “Competency Yet To Achieve” and provided with support to assist them to improve to the required standard.

All assessment in the Te Korowai Akonga is graded as High Competency Achieved, Competency Achieved, or Competency Yet To Achieve. High Competency Achieved has been added to Te Korowai Akonga to give indication of exceptional achievement for reasons of indicating excellence to future employing schools. The category Competency Yet To Achieve, signals that while the taurira may not have yet reached the required standard, he or she, with the support of the kaiako, will have the ongoing opportunity to meet these requirements. There is a presumption of success that will contribute to the enhancement of the taurira self esteem and sense of achievement (Cherrington, 1999). Taurira are in this way encouraged to continue to strive for excellence and mastery across all their courses. All taurira must attain an Achieved grade in all of the courses by the end of Year Three (including 271 credits at Levels 5 & 6 and 89 credits at Level 7) to be able to be considered for Graduation (Te Wānanga o Aotearoa).

REQUIREMENTS FOR GRADUATION

Generally providers report that students are required to pass all papers in order to meet graduation requirements. Some providers also identified the New Zealand Teachers Council requirements for registration as a teacher as influencing the graduation requirements. Typically this influence is embedded in the qualification design and expectations rather than applied after the student has completed the programme of study.

Graduation Standards

The College of Education determines whether students meet the graduation standards in the following ways:

(a) The programme is structured to ensure the learning outcomes fulfil the requirements of the graduate profile and reflect the Teachers Council Satisfactory Teacher Dimensions.

(b) In all papers the assessment tasks must be linked to learning outcomes which contribute to the graduate profile and reflect the Teachers Council Satisfactory Teacher Dimensions.

(c) The assessment of Teaching Experience in the 300-level Professional Inquiry and Practice paper ensures that students can undertake the planning, teaching and evaluation of children in early years settings and junior primary education classes over a sustained period of time to a level appropriate to the responsibilities of a beginning teacher.

(d) Regulation 1 of the qualification states that students admitted to the programme before enrolment must “meet the requirements set down by the New Zealand Teachers Council for registration as a teacher in New Zealand in terms of good character and fitness to be a teacher” (Massey University).

PROCEDURES FOR NON-ACHIEVING STUDENTS

Providers report a range of approaches for addressing students’ lack of achievement. In general, significant attention is given to the pastoral care of student teachers and close monitoring and support of their progress through the qualification. Many institutions have processes in place to review student progress and achievement each semester. In most institutions, students identified as achieving highly receive letters of congratulations and

those students identified as struggling to reach acceptable levels of achievement are requested to attend an interview to discuss their progress.

A review of eligibility to enrol in further modules may be undertaken when a student:

a. has more than two failures at the end of any semester; and/or

b. has not met requirements in two practicum modules or has failed a compulsory module on two occasions is awarded aegrotat passes in more than one semester during their total programme

c. is considered to be unsuited to teaching. Criteria for the registration of a teacher as stated in the New Zealand Teachers Council requirements will be referred to in such instances (The University of Auckland).

Institutions with smaller student cohorts appear to have informal and formal pastoral care and monitoring procedures in place that ensure they are aware of students at risk of failure. In addition, in the larger institutions students are able to access learning support centres and other institution-wide services, such as disability support.

Every student is allocated a lecturer as mentor and they meet regularly together using an open door policy. Staff meet monthly and discuss any at risk students. These students are put on an individual learning plan and they are given support to achieve the goals (Masters Institute).

Assessment processes are in place to monitor the progress of the individual student. If a student teacher is not performing at the expected level, strategies will be put in place to assess the level of assistance required. Appropriate assistance will then be provided (Whitireia Community Polytechnic).

Re-submission of assignments is common practice across most of the qualifications. Those that allow re-submission generally allow a student to re-submit an assessment item only once and the resubmitted assignment is restricted to a pass mark.

Individual failed assignments may be resubmitted at the discretion of the lecturer, but may not earn higher than a conceded pass. Students who have one or two failing grades at the Board of Examiners are referred to the Dean and Programme Leader who, in discussion with the lecturer, determine how failure may be remedied (depending on the severity of failure, various options are detailed in the academic regs). Students failing 3 courses are referred to the Studentship Review Committee (Bethlehem Institute).

Repeated failure of papers or course components leads, in most cases, to a series of formal steps being taken to determine if student should continue in the qualification. In all cases, this process begins with individual contact with the student to determine cause of failure and thence a range of steps is undertaken to either counsel the student out of the programme of study, or cease their enrolment for a number of years.

Students who have one or two failing grades at the Board of Examiners are referred to the Dean and Programme Leader who, in discussion with the lecturer, determine how failure may be remedied (depending on the severity of failure, various options are detailed in the academic regulations). Students failing 3 courses are referred to the Studentship Review Committee. Students may not re-enrol in any course they have failed twice (The University of Auckland).

Students experiencing difficulties will discuss future career options with the Director and Course Director. A written profile and course transcript is given to all students at the end of each year.

Where students are experiencing considerable difficulty with course work, or where their temperament makes it unlikely that they will have a successful career in Early Childhood Education, the Director will discuss with them future plans and the advisability of leaving the course early to enter another career area. This is a positive course of action and is preferable to failure at the end of the year. Any student who leaves the course early will have a profiled statement of the work covered and level of achievement (New Zealand College of Early Childhood Education).

For centre-based or distance qualifications there are often specific multi-level processes to ensure students are identified as being at risk of failure and supported accordingly.

Student progress is tracked and monitored both at National Office, and by Base Coordinators and lecturers. Additional support is provided by lecturers and learning support tutors where a student is seen to be struggling in the programme, as appropriate. A student may have their enrolment cancelled if they fail to pass a module after two attempts (Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association).

ASSESSMENT – CONCLUDING STATEMENT

- All institutions have assessment policies that guide the practice of assessing student learning within initial teacher education programmes.
- Assessment policies are based on philosophy and/or principles which typically make explicit the purposes of assessment and the need for assessment to be fair and valid.
- Initial teacher education qualifications are characterised by a high level of monitoring of student progress and associated pastoral care and support.
- Providers have both formal and informal procedures to ensure that students who are struggling to meet requirements are identified and provided with individual support.
- Requirements for graduation are typically articulated in terms of passing all qualification components. Commitment to New Zealand Teachers Council requirements are embedded in paper requirements, rather than considered specifically at graduation.
- Generally there is a practice of allowing re-submission of assessment items at least once and a commitment to ensuring students are supported to improve their performance.
- Repeated failure of a qualification component typically results in the student being counselled out of the qualification or excluded.

Treaty of Waitangi

INTRODUCTION

For this project we considered data gathered on the 27 different ITE providers in New Zealand. From the data and information available, it is not possible to present an authentic picture as to how many of the teacher education providers educate beginning teachers on ways to address the needs of Māori learners within their qualifications. For this report, we focus on data provided under the category of ‘The Treaty of Waitangi’. However, a number of providers include evidence of a commitment to Māori teacher education and Māori students within their conceptual frameworks and/or graduate profiles.

The following section first presents a brief framework of current literature on the Treaty of Waitangi and Māori education in New Zealand schools, followed by an account of the data under three broad categories. The notes below form part of the initial synthesis of the way the Treaty is represented in the institutions’ profiles. Since the Treaty of Waitangi section was typically answered in terms of institutional policy and practice, this section is reported as aggregated data, rather than by sector.

RESEARCH CONTEXT

For many years, Māori students’ failure in the New Zealand schooling system has been described from a liberal, meritocratic viewpoint in which Māori underachievement has been attributed to “deficiencies, faults, or lack of opportunities of Māori pupils” (Smith, 1990, p. 183). The ‘crisis’ of Māori achievement has been one that has been articulated in various statistical analyses, which over the years have shown that Māori are continually over-represented by a number of negative social indicators. Even today, many years after the realisation that the balance for Māori in mainstream schools was out of kilter and that societal structures, including the schooling system, must look inwardly at their own underachievement in this regard (Smith, 1990, p. 196), Māori students are still being positioned in a manner that makes it difficult for them to advance in New Zealand society:

Māori students’ educational achievement and formal qualification levels are lower than those of most others in the population, they are suspended from school at three times the rate of non-Māori and they leave school earlier than other students, in turn, these factors contribute to high unemployment or employment in low paid work and an overrepresentation in the negative indices of the wider community beyond school (Bishop, Berryman, Tiakiwai & Richardson, 2003, p. 189).

Most Māori students attend mainstream schools, and thus it is important to acknowledge that all teachers (present and future) play a crucial role in changing these statistics and creating a state schooling system which meets the diverse needs of all students, including Māori as tangata whenua.

Recent research suggests that one of the key factors, if not the most important factor, to the variation in educational achievement of all students is the quality of the teaching that is implemented in the classroom. More specifically, for the achievement of Māori students, Bishop et al. (2003) have indicated that the quality of the relationship and interactions

between the teacher and the students is paramount to these students' improved learning, engagement and therefore achievement.

It is logical then, that initial teacher education providers create pre-service programmes that address these needs, and promote a curriculum which will equip beginning teachers with the appropriate skills, attitudes and strategies to address the long-lived and still existing imbalances. Some have suggested that Māori teachers must be educated to be 'change agents' (Smith, 2001, p. 11), but Bishop et al. (2003) believe that all teachers are instrumental to improvement. To date however, there is little evidence within the research on initial teacher education in New Zealand which shows that pre-service programmes are preparing beginning teachers to address the needs of Māori students in the classroom (Cameron & Baker, 2004).

In the New Zealand research project, Te Kotahitanga, Bishop et al. (2003) sought to identify how education (teachers, schools and systems) might make a difference to and improve the educational achievement of Māori students. Speaking with Māori students, their whānau, principals and teachers about what might lead to improved outcomes, Bishop et al. (2003) concluded that the major influence in the educational achievement of Māori students "lies in the minds and actions of their teachers" (p. 198). The Effective Teacher Profile was created from the data and identifies understandings and behaviours that create a classroom environment where Māori students' overall performance was improved. Some of these teachers' understandings, behaviours or characteristics include that they:

increased caring, raised their expectations [of Māori students], improved classroom management, changed the range of classroom interactions from traditional to discursive, interacted meaningfully with more students and overall focussed less on student behaviour and more on student learning and their learning how to learn (2003, p. 198).

Bishop et al. (2003) and others (Hokowhitu, 2001; Smith, 1990; Tuuta, Bradnam, Hynds, Higgins & Broughton, 2004) have identified the deficit theorising about Māori students by their teachers as one of the major influences on Māori students' academic disengagement and failure. Negative attitudes and beliefs about Māori impact significantly on their teachers' practice by enabling them to lower their expectations of these students, and to blame the students or the students' situations, effectively removing teachers from their responsibility for improving Māori students' educational outcomes.

Bishop et al. (2003) clearly indicate that it is change in teachers' attitudes, ideas about and dispositions towards Māori students as well as the classroom pedagogy employed which will have the most impact on improving Māori students' educational achievement. The discursive classroom that they describe has a pedagogy in which teachers care, have high expectations, engage in power-sharing and co-construction of curriculum, and are culturally responsive to their students. Bishop et al.'s current work with teachers sits in contrast to earlier national initiatives such as the Taha Māori initiative which is briefly commented on below as it continues to be the practice of many New Zealand schools and has implications for the preparation of teachers.

Taha Māori – An added-on approach

Taha Māori is one Government initiative nationally implemented across New Zealand schools to address Māori achievement. It has been identified as problematic by many Māori researchers, but remains the common practice in many New Zealand schools. The original

intention of the Education Department's Taha Māori initiative in 1974 was to promote bicultural education and to produce learners who had the ability to operate successfully in two different cultures (Smith, 1990). Taha Māori was implemented in schools in order that Māori culture could be integrated into "the philosophy, the organisation and the content of the school" (Department of Education, 1984, p. 1). It was envisioned that these programmes would both "validate Māori culture and language in the minds of Pakeha New Zealanders", as well as "help Māori students feel a greater sense of identity and self-worth" thereby enhancing their achievements in school (Bishop & Glynn, 1999, pp. 41-42).

Although the goals of this initiative may have been met to some degree (Holmes, Bishop & Glynn, 1993, cited in Bishop & Glynn, 1999), Māori educationalists have heavily critiqued Taha Māori in mainstream schools. It was initially developed as a response to the growing problem of Māori (under) achievement in schools and was in the end, a Government policy development in which Māori had little influence over key decision-making, implementation or practice (Smith, 1990). In practice, the Taha Māori initiative has been described as representing the Māori culture as "static" (Hokowhitu, 2001) and a tokenistic, requiring mainstream classroom teachers to have only basic knowledge of tikanga Māori, resulting in what Jenkins and Ka'ai (1994) describe as a slight addition to the existing curriculum. This 'added-on', tokenistic approach to including Māori tikanga in schools should have been identified as disreputable before it began. Smith (1990) points out the inherent difficulties teachers were faced with:

Taha Māori implementation in schools is dependent on a mainly Pakeha teaching force. The teachers are mostly monocultural and inadequately trained for such a task. Many of these teachers need to develop appropriate attitudes and personal skills before they can begin to develop the necessary skills and knowledge to pass on to the pupils. In many instances these teachers cannot be trained at such short notice to do justice to the task with which they have been charged. Again the failure of teachers to be adequately prepared will have counter-productive effects on Māori people and Māori culture, notwithstanding the 'setting up' of teachers to fail by placing an unrealistic demand upon them (p. 191).

Taha Māori is an 'add-on' model (Villegas & Lucas, 2002) which, if viewed uncritically, will continue to ignore the historical context in which it is applied and will only serve to reproduce the existing problems Māori face in the New Zealand schooling system. It has been identified that teacher education programmes have typically responded to the growing diversity within classrooms by adding courses to address the issues, in this case the needs of Māori students, and "leave the rest of the curriculum largely intact" (cited in Villegas and Lucas, 2002, p. 20).

Adding courses or modules on tikanga Māori or te reo Māori within programmes may be problematic if the ideas, skills and dispositions advocated in the "added-on" courses are not reinforced in the rest of the "regular" curriculum papers. With the added-on approach, there is a danger of competing or contradicting beliefs and pedagogies within a programme. If for example, the "regular" curriculum does not advocate the same messages as the added-on courses, new teacher dispositions and attitudes "will likely wash out" and negative stereotyping or thinking about the Treaty of Waitangi, Māori student underachievement and deficit discourses described by Bishop et al. (2003) may continue (Villegas & Lucas, 2002, p. 21).

The current and future context

In their report on preservice teacher education (1999), the Education Review Office highlighted the weaknesses in graduates from teacher education providers in teaching Māori children. Te Puni Kōkiri's effectiveness audit report on the Quality of Teacher Training for Teaching Māori Students (Te Puni Kōkiri, 2001) reaffirmed the effectiveness and quality of the teacher as a key determinant in how well a child will do at school. In 2000, 20% of students in compulsory education were Māori, and 84% of all Māori students attended mainstream schools, 13% enrolled in Māori medium education and 3% in Kura Kaupapa Māori education (Ministry of Education, 2002, p. 11). The projected population figures suggest that in 20 years time, 40% of primary and 35% of all secondary students will be of Māori and/or Pacific Island descent (ibid, p. 11). These demographic projections offer an exciting challenge to initial teacher education that cannot be left to those responsible for the 14 Māori-centred and Māori-medium qualifications (see following section).

If initial teacher education is committed to graduating teachers who will make a difference to the achievement of Māori children and young people in New Zealand schools, there is a critical need to examine more closely our practices in ITE with respect to the Treaty of Waitangi, te reo Māori, and inclusion (see following section). This section of the report describes the ways in which qualifications of ITE throughout New Zealand seek to address issues related to the Treaty of Waitangi within their ITE qualifications.

POLICY

In the present research, institutions were asked to identify ways in which their policy and practice (including individual courses, modules, assessment etc.) addressed issues related to the responsibilities of teachers under the Treaty of Waitangi. Perhaps due to the nature of the question, it is difficult to specify all the different ways that initial teacher education providers are, or are not, addressing some of the key influences on Māori students' educational achievement as described by Bishop et al. (1990) and other Māori researchers (Smith, 2001; Tuuta et al., 2004). Policy statements vary widely between programmes and range from simple institutional statements to comprehensive coverage of the various ways the institution is meeting its obligations under the Treaty of Waitangi. Comprehensive policy statements are provided by Massey University College of Education, the University of Otago, the University of Waikato, and Auckland University of Technology. Christchurch College of Education reports their commitment to the Treaty of Waitangi in the form of detailed learning objectives which address Treaty of Waitangi and cultural diversity across its qualifications.

Statements in these policies range from the commitment of the institution and/or programme, to developing curriculum relevant to the needs and aspirations of Māori. This may include Māori values, knowledge and perspectives across the curriculum, services and facilities provided for Māori students, as well as relationships developed with the tangata whenua. Auckland University of Technology specifically indicates the consultation that has been undertaken with Māori in the development of their programme to "support and value the aspirations of Māori".

These policy statements generally include a statement of a particular goal of the programme that further reflects the intention to meet their obligations under the Treaty of Waitangi. For example, the Faculty of Education at the University of Otago has the goal to "ensure that Māori experience, research and perspectives, together with Treaty of Waitangi implications,

are included across all levels of the Faculty's teaching". The University of Waikato also states their stance in taking a leadership role in research, scholarship and education that is relevant to iwi and Māori. This is demonstrated in their appointment of a Pro Vice-Chancellor (Māori).

In 2001, the Pro Vice-Chancellor (Māori) position was established to provide executive-level leadership for the University, and to complement the many organisations and networks on campus that foster kaupapa Māori (University of Waikato).

Those institutions that provide modest statements reflect simply an acknowledgement of their obligation to the Treaty of Waitangi, established relationships with tangata whenua, and support for the educational aspirations of Māori. Further elaboration does not occur within the policy section, but examples of practice are provided.

The College acknowledges the Treaty of Waitangi and will develop its policies in accordance with this. The College will continue to make special efforts towards partnership with the tangata whenua, in particular Kai Tahu iwi, in the provision of education and training programmes and resources (Dunedin College of Education).

The College fully respects the Treaty of Waitangi and its related principles. The College has a Kaumatua (acting) and a close association with Rehua Marae (Christchurch) (New Zealand College of Early Childhood Education).

For some institutions, specifically those that are founded on Māori philosophy and ideology, the Treaty of Waitangi is fundamental to their very existence.

The Treaty of Waitangi is lived and practised daily and integral to all the students and staff (Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa).

Auckland University of Technology and Massey University specifically state they are bicultural and multicultural. Many of the institutions include details about specific papers/courses they offer that either will encourage a greater understanding by the students of issues and impacts of the Treaty of Waitangi or provide a knowledge base in areas such as Te Reo Māori and tikanga Māori.

PRACTICE

Those institutions with comprehensive policy statements cover more information about practice in the policy statement than in the practice statements. This includes their intentions, goals and references to the papers they provide. The majority of institutions provide simple or minimal statements about their practice and may include a list of the papers that provide a Māori context or perspective (e.g. bi-cultural perspectives in Performing Arts, Te Reo Kori in Physical Education) and papers about te reo Māori and tikanga Māori.

Some institutions report specific papers that are required within qualifications and others which can be taken as electives. Typically the three and four-year qualifications allow more flexibility in their programmes of study and students are able to complete independent papers that focus on knowledge and understanding and practices related to the Treaty of Waitangi. Examples of such papers include the following required in the Diploma of Early Childhood offered by Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association.

During Stage 1, 1PUA Te Puawaitanga o te Kakano Tuatahi is studied. Basic te reo Māori and the history of Aotearoa until the signing of the Treaty of Waitangi/Te Tiriti o Waitangi; the significance of marae to te ao o te iwi Māori.
In Stage 2, 2PUA Te Puawaitanga o te Kakano Tuarua is studied. Te Tiriti o Waitangi/Treaty of Waitangi and subsequent legislative acts and their impact, using te reo Māori and incorporating nga tikanga Māori in your centre.
In Stage 3 PUA Te Puawaitanga o te Kakano Tuatoru (Curriculum Studies and Curriculum practice) Te ao o te iwi Māori me nga tikanga within the early childhood setting and consultation with tangata whenua.

For most qualifications, it is unclear if the papers listed are compulsory or optional. At Christchurch College of Education, while te reo Māori and tikanga Māori for beginning teachers is integrated into each curriculum paper (and are therefore compulsory) as a way to promote bicultural practices, papers such as “Māori Initiatives in Education” and “Matauranga Māori: Māori Education” which explore issues such as Māori participation and achievement, and examine racism in schools, are optional. Some institutions simply say that they have a ‘thread’ in all their papers or the Treaty of Waitangi is a major component of their programme/course and certain requirements are presumed to be met.

The Treaty of Waitangi is embedded in the Te Reo Māori section of EDUC7709 and within EDUC7706 (Unitec Institute of Technology).

The Treaty is woven into all courses, but specifically:

ECE 5.07 PROFESSIONAL PRACTICE 1 (15 credits)

History of bicultural development

ECE 6.07 PROFESSIONAL PRACTICE 2 (15 credits)

Personal responses to Treaty of Waitangi

ECE 7.07 PROFESSIONAL PRACTICE 3 (15 credits)

Racism and institutional racism (Eastern Institute of Technology).

Some institutions demonstrate their commitment to working within a Treaty context through modelling practices in their teaching and interactions with students. This includes the opening of classes with karakia/whakatauki, use of te reo Māori and seeking advice and guidance from kaumatua.

All course outlines are prepared in a standard format with Māori and English headings. College lectures commence with an opening karakia and waiata, as do all staff meetings, which also include professional development in te reo Māori. SECTE staff are encouraged to model practices by incorporating te reo Māori phrases in their classes (Christchurch College of Education).

A few of the institutions are able to identify areas within the qualifications where students are required to engage in assessment tasks related to the Treaty of Waitangi. This is more typical in the longer degree and diploma programmes which allow flexibility for independent papers as earlier indicated, although some institutions demonstrate the integration of issues related to the Treaty through assessment within the curriculum and/or professional practice papers.

Students have much content and a variety of assignments throughout the three-year programme. This content is woven throughout ALL Curriculum AND Professional Practice papers, and is found in most Education Studies papers. Specific assessment items are found in 101, 181, 182, 191, 251, 281, 282, 381, and 382. Assignments based specifically on the Treaty of Waitangi comprise AT LEAST 25% of the final grade in all Curriculum papers.

These assignments include (but are not limited to):

- 1. Identity - Understanding Self*
- 2. Discourse Analysis (Māori Representation in NZ Discourse)*
- 3. Planning for Māori Inclusive Curriculum*
- 4. Oku Taonga - Integration & Māori Inclusive Curriculum*
- 5. Current and successful Practice for Māori*
- 6. Building relationship with Mana whenua (MoU) (University of Otago).*

Statements are also made by some institutions about ways they provide for their students' experiences that will increase their understanding of the Treaty of Waitangi by having noho marae. At the University of Otago, the primary teacher education students attend a two-day marae workshop facilitated by Ngai Tahu lecturers who also lecture within the professional practice and education studies components of the degree. The case is similar for primary students at Christchurch College of Education. Other institutions also require a marae stay, which in the case of the Masters Institute (below) has an associated assessment task.

All students in their first year attend a weekend noho marae. They learn intermediate Māori language in their Māori papers, and they learn to integrate Māori into curriculum areas. In the second year Māori paper they study Māori custom and protocol as well as going through the principles of the Treaty of Waitangi.

Bethlehem Institute provides a description of their commitment to Treaty which encompasses many of the aforementioned practices.

While there is an intention to integrate and model the principles of partnership, participation and protection for students through the programme, some courses are explicit in dealing with the Treaty and associated perspectives. All students complete a module on the Treaty of Waitangi in Māori Studies. This paper introduces students to Te Reo and tikanga, and includes a noho Marae visit. In the Teaching of Social Studies and Teaching the Arts, learning associated with Māori perspectives takes place on the Marae under the tutelage of kaumatua. Other courses which include specific course content include Teaching Children from Diverse Cultures, New Zealand: Historical and Philosophical Foundations. A specific assessment task is set in Māori Studies on the topic of the Treaty, while in other papers students may select to have a Māori focus. Māori students may choose to submit their assignments in Te Reo.

In practice, without further and deeper research, it is difficult to ascertain from the Phase One and Two questions whether or not programmes are engaging their pre-service teachers in theory and practice that will address the attitudes and dispositions researchers have identified as crucial to the improvement of educational outcomes for Māori students.

At surface glance, it may appear that there are a number of institutions who are providing add-on courses in tikanga Māori or te reo Māori, similar to the Taha Māori movement in schools, which may be in effect reproducing the disparities that they aim to address.

TREATY OF WAITANGI – CONCLUDING STATEMENT

From the data available, it is not possible to make authoritative claims about the level of commitment to the Treaty of Waitangi across New Zealand ITE. Further, more detailed research examining course outlines, assessment and teacher education practice would be required to draw conclusions with any degree of confidence. What our findings do provide

are indicators of the ways in which Treaty responsibilities and practice are construed and positioned within ITE programmes of study.

- Policy statements vary widely between ITE providers and range from simple statements to comprehensive coverage of the ways in which institutions are meeting their obligations under the Treaty of Waitangi.
- Most of the ITE qualifications include reference to the Treaty within the graduate profiles or outcome statements, rather than (or in some cases in addition to) explicit policy.
- Typically, three and four-year degree qualifications require students to complete at least one and sometimes more papers with a specific focus on aspects related to the Treaty. In many cases, the titles of the required papers reflect a focus on biculturalism, namely focusing on tikanga Māori and/or te reo Māori, and possibly reproducing the Taha Māori initiative from 1974. Further research is needed to find out if other curriculum supports, or perhaps engenders this curriculum content as “other”.
- There is some evidence that this area of ITE programming is being assessed. Exactly what is being assessed about the Treaty may require further investigation in order to create a clear picture of whether the understandings, ideas and attitudes described by Māori researchers are being developed in beginning teachers.
- One-year graduate diploma qualifications typically ‘integrate’ issues related to the Treaty throughout papers within the qualification due to the limited time available. It is also apparent that such short programmes of study may restrict potential for ensuring that the understandings, ideas and attitudes described by Māori researchers are being developed in beginning teachers.
- There is limited evidence from this study of the degree to which and how ITE qualifications respond to the literature on barriers to educational achievement for Māori students and teachers’ responsibilities under the Treaty of Waitangi in teacher education.
- Providers’ policies and practices of the Treaty of Waitangi are themselves a valid and worthwhile focus of a national study and so it is not unexpected that the data collected in this broad-based national study are unable to make authoritative claims about this specific area.

In light of claims in the recent Best Evidence Syntheses (Alton-Lee, 2003) as to the importance of preparing students for effective teaching of all learners, and from *Te kōtahitanga: the experiences of year 9 and 10 Māori students in mainstream classrooms* (Bishop et al., 2003), for Māori students in particular, it is clear that further, more focused research is required. Teacher educators need to consider whether their current policy is in need of reconceptualisation and to examine the degree to which there is a need for more explicit policy to guide practice in this very important area of their curriculum.

Inclusion

INTRODUCTION

For this project we considered the data gathered on the 27 different ITE providers in New Zealand. Two of these institutions (New Zealand Graduate School of Education and Te Wānanga o Raukawa) were not able to participate in Phase Two so data are limited to what is available in accessible documentation (web sites and student handbooks). From the data and information available, it is not possible to present an authentic picture as to whether or not many of the teacher education providers have a clear vision for inclusion within their qualifications. For this report, we focus on data provided under the category of 'Inclusion Policy and Practice'. However, a number of providers include evidence of a commitment to inclusion within their conceptual frameworks and/or graduate profiles. In addition, some provide explicit account of a commitment to inclusion for one qualification, and minimal or no information for another. The following section first presents a framework of current literature on inclusion followed by an account of the data under three broad categories. The section provides a general discussion highlighting key data, with reference to specific providers as appropriate. Table 34 provides an overview of the data available in this section.

RESEARCH CONTEXT

Any discussion about inclusion in teacher education must begin with the acknowledgement of research over the past decade which indicates that the lack of effective preparation for both general and special education teachers has been one of the major barriers to successful inclusion in schools (see Titone, 2005 for a review of international research).

One of the difficulties with describing an overall account of the policy and practice for *inclusion* in teacher education in New Zealand is that there are a number of ways that this term is defined and used in daily practice. The word 'inclusion' is one that is associated with a number of differing and often competing paradigms, and models of practice in education, special or inclusive, included within different teacher education programmes in New Zealand.

Within the current educational literature, inclusion is often linked to the teaching of children with special needs or disabilities, or to those with emotional or behaviour disorders. In the past, these students were most often educated in segregated special needs schools or classrooms, which were referred to as 'special education' (Mitchell, 2001, p. 319). More recently, children who are considered to be 'talented and gifted' have also been named in the inclusive education discourse, as well as those who come from culturally and linguistically diverse backgrounds, and/or who are at risk of failing in their current educational situations (Vaidya & Zaslavsky, 2000).

Researchers would suggest that while inclusion in education does include providing children with disabilities with the same rights to publicly funded schools and programmes as any other children (Ballard, 2003; MacArthur & Kelly, 2004), the term is more encompassing than that and includes providing equal quality learning experiences to *all* students (Ministry of Education, 1996a, p. 4, emphasis added).

Internationally, inclusive education has been similarly defined as:

all children and young people, with and without disabilities or difficulties, learning together in ordinary pre-school provision, schools, colleges and universities with appropriate networks or support. Inclusion means enabling all students to participate fully in life and work of mainstream settings, whatever their needs (Centre for Studies on Inclusive Education, 2002).

or as,

a philosophy that is meant to produce settings in which all students in a...school or classroom, regardless of their strengths or weaknesses, are a part of the learning community and progress together in their academic endeavours (Titone, 2005, p. 7).

The broader vision here is to meet the needs of all students at all levels. As inclusion relates to providing for any and all individuals' effective participation in society (Law, Bunning, Byng and Heyman, 2005), it essentially involves the understanding that in order for everyone to be able to participate fully, there must be an awareness of the need to examine past and current processes of exclusion. Ballard (2003) suggests that genuine inclusion involves active and authentic "participation for *all* children who experienced discrimination as a result of ethnicity, socio-economic status, sexuality, poverty or other minority experiences" (p. 2). An example of this definition in action is found at The University of Auckland, where despite the Inclusive Education Policy being currently in the stages of development, they state that their ITE programmes (early childhood, primary and secondary) aim to "raise overall achievement and reduce disparities" and to also improve educational outcomes for both Māori and Pasifika students.

To ensure that students from marginalised groups in New Zealand are fully included, the exclusionary practices which prevent children and young people from full participation must be scrutinised in order that the "wider socio-political origins of discrimination and oppression in schools and communities" be understood and thus overcome (Booth & Ainscow, 1998, cited in Ballard, 2003, p. 3). This understanding may be approached in different ways within teacher education programmes, but it is believed that teacher educators "must have a *vision* of teaching and learning in a diverse society", and that this vision must be used to drive the infusion of the inherent issues throughout the preservice teacher education curriculum (Villegas & Lucas, 2002, p. 20, emphasis added).

Goodwin (1997) suggests that typically teacher education programmes have responded to the growing diversity within classrooms by adding courses to address the issue, and "leave the rest of the curriculum largely intact" (cited in Villegas and Lucas, 2002, p. 20). This is problematic in that these courses are often optional and therefore students can opt out and thus receive little, if any, preparation for diversity and inclusion. More importantly, however, if the ideas, skills and dispositions advocated in the "added-on" courses are not reinforced in the rest of the "regular" curriculum papers, prospective teachers are not as likely to embrace them and may see them as "special", instead of what should become normalised, as is the case when an infusion approach is adopted. With the added-on approach there is also the danger of competing or contradicting philosophies and definitions surrounding inclusion within a programme. If, for example, the "regular" curriculum does not advocate the same messages as the "added-on" courses, new teacher dispositions and attitudes "will likely wash out" and negative stereotyping or thinking about inclusion and diversity may continue (Villegas & Lucas, 2002, p. 21). Zeichner and Hoeft (1996) advocate that an "infusion" strategy, whereby issues of diversity are addressed throughout entire teacher education programmes and not only in specialised courses, will better prepare future teachers for diversity in the classroom.

Another barrier to successful inclusion in schools identified by Titone (2005) includes misconceptions about students (particularly students with disabilities) that are often based on fears and misunderstandings that can originate from a lack of knowledge. The lack of knowledge about this important area of teaching may be magnified, considering that a significant number of teacher education programmes in New Zealand have not identified any explicit policy or practice in the area of inclusion. Misconception and fears can also stem from working with students who are segregated in some way and seen to be “so different from regular students” (Titone, 2005, p. 9). The children and young people themselves are presented as ‘other’ to the norm and not easy for teachers to identify with. To overcome this barrier requires a paradigm and attitudinal shift in thinking about special education toward considering real inclusion, where children and young people are not categorised (and then segregated) in terms of their disability or special needs (Mitchell, 2001).

Titone (2005) identifies how some teacher education programmes contribute to the ongoing barriers for children in schools by not meeting the needs of preservice teachers. Some approaches to teacher education present preservice teachers with a medical model of special education in which disabilities are seen as “specific ailments” which can be remedied with a particular treatment. The danger in this is that:

the medical model focuses on the characteristics of individuals’ impairments which can reinforce the stereotype that students with varying abilities are members of distinct groups separate from that pool of students typically placed in the general education classroom and unlike them in all ways (Arendale, 2001, cited in Titone, 2005, p. 10).

In order to alleviate these barriers, teacher education providers may need to reconceptualise and theorise their policy and practice. Rangī Ruru Early Childhood College has not articulated any policy, but its practice requires students to undertake two specified courses as well as a placement “in a family with a child with a disability”. This experience and personal familiarity with children with disabilities may provide baseline knowledge for building appropriate attitudes and skills in prospective teachers. It could also, in some cases, reinforce a medical model and a conception of children with disabilities as ‘other’. Titone (2005) suggests that with the appropriate model and philosophy of inclusion articulated and practised in the preservice teacher programme, and with a belief that planning and teaching differentially will be of great benefit to beginning teachers, such an “understanding can lead to greater awareness of the benefits of inclusion and help teachers leave college with the essential outlook that inclusion is not just law, it can really be beneficial for all students” (p. 28).

Difficulty in identifying policy on inclusion

Over half the providers do not provide an explicit policy in relation to inclusion and, of the remaining, most articulate their policy in terms of student outcomes and practices. The University of Otago provides some evidence of being further along the continuum between exclusion and inclusion by including a philosophy statement and a clear definition of what inclusion means to that institution, including “striving to identify and remove barriers to learning for all children and young people” (as described by Ballard, 2002). Further, the University of Otago names inclusion as one of the “underpinning critical themes” within the conceptual framework of all programmes, and report the integration of it in practice throughout their entire programmes. Similarly, Massey University has embedded, or infused, within one ECE programme (GDipTchg-ECE) a philosophy that is developed around a bicultural perspective as well as the key themes of “diversity, inclusion, co-constructed

learning, meaningful subject content knowledge and links to the community”. These aspects are also evident as part of the conceptual framework of that qualification. This strategy is one that several institutions appear to be taking. The University of Otago, like many others, states that inclusion is “integrated throughout [the] programme as one of the key threads” with a “focus on creating an inclusive and caring environment for all children”. Similarly, The University of Auckland has established a Teacher Education Working Group to ensure that the notions of inclusive teaching practice are addressed throughout the development of all courses. The problem is that if inclusion is truly infused throughout the teacher education curriculum, it may be difficult to list all of the ways in which this is actually practised. This presents a challenge when seeking to make a distinction between those programmes that are truly integrating and those that may be claiming rhetorically to be doing so in practice.

An “added-on” approach to inclusion

Many qualifications reflect an approach that could be classified as “added-on” (Villegas & Lucas, 2002), where the programme of study includes specific identified papers that address understandings related to inclusion. Christchurch College of Education (CCE) ECE and primary degree programmes, for example, require students to complete one compulsory University course and one compulsory College course. This add-on approach presents an example about which Villegas & Lucas (2002) caution teacher educators. The policy statement for CCE presents a construction of inclusion as referring predominantly to students with special needs, which may suggest a focus on disability and the “implications of mainstreaming” in one paper. Such an approach risks this area of study becoming ‘other’ to the regular curriculum and perhaps contradictory to what current notions of inclusion actually stand for. In the case noted above it may well be the case that further attention to inclusion is integrated through additional papers within the qualification.

Eastern Institute of Technology (EIT) indicate that their aim is “to examine inclusive practice in the context of early childhood teaching and learning, and to develop inclusive teaching practices”. The Eastern Institute of Technology’s practice follows the add-on model where students take one paper entitled “Teaching for Diversity”. Most three-year early childhood and primary degree programmes identify compulsory papers in areas such as “Inclusive Education” (Christchurch College of Education, Massey University, University of Waikato), “Gifted, Talented and Special Education” (Auckland University of Technology), “Individual Difference and Special Needs” (Christchurch College of Education), “Planning for Inclusion” (Manukau Institute of Technology), “Educating Students with Diverse Abilities in Secondary Schools” (Massey University), “Te Mātauranga Urutomo: Inclusive Education” (Massey University) “Inclusive Practice” (New Zealand Tertiary College), “Issues of Equity in Māori Education” (Te Whare Wānanga o Awanuiarangi), “Diversity and Learning” and “Raising Achievement” (The University of Auckland), “Teaching, Learning and the Inclusive Curriculum” (University of Waikato). In some cases within the larger institutions, students also have access to additional papers as electives (for example, Dunedin College of Education, Christchurch College of Education, University of Otago, University of Waikato). However, without more detailed information on the nature of the content, pedagogy and practice within these papers, it is difficult to make conclusions about the degree to which they address barriers identified in the preceding discussion from the literature.

Adoption of an integrated or infusion approach to inclusion

For some institutions the very existence and nature of the institutions and the qualification is perceived to be evidence of a commitment to inclusion: “The nature of the programme means that it is inclusive” (Anamata Private Training Establishment). For others, their understanding and commitment towards inclusion is expressed in terms of the pedagogy used in the ITE programme of study.

Intention to model inclusion for students using a variety of teaching styles, encouraging students to understand their own learning styles; reflection in tasks; equity and equal opportunity is important (Bethlehem Institute).

Both Bethlehem Institute and the Masters Institute state that their commitment to inclusion is embedded within their Christian philosophical base.

Philosophical approach to degree: Interdenominational element with a strong biblical foundation that enables students to teach with acceptance and to engage in and foster open and critical debate (Masters Institute).

Whitireia Community Polytechnic reflects an approach that lies somewhere between an add-on and infusion model. They stipulate the policy that they will “revise the curriculum to ensure that the programme has a strong emphasis in ensuring that student teachers acquire the knowledge, capabilities and attitudes to teach effectively within a New Zealand early childhood context.” The practice here is found in four papers across each of the levels from 5 to 7.

The one-year graduate diploma qualifications reflect a tendency to claim an integrated or infused approach to inclusion which is said to be “embedded within identified courses” (Unitec Institute of Technology) or “specifically but not exclusively covered in one paper” (Dunedin College of Education). In some cases, providers acknowledge the limited number of hours devoted to understanding theory policy and practice of inclusion. This is evident in the Dunedin College of Education Graduate Diploma Secondary which includes “four hours specifically focusing on inclusive education”, and the same qualification at Massey University which includes six hours of classes in this area.

Some institutions identify an infusion model or integrated approach to inclusion as policy, but in practice have only identified specific papers and not articulated how inclusive perspective is integrated throughout the programme of study. For example, the University of Waikato indicates in its policy statement that “inclusion is a theme deeply embedded in *Te Whāriki*, and is a part of all reviewing processes”. In practice, however, it identifies one paper students participate in called “Inclusive Education”. This reinforces the difficulty of articulating clearly how inclusion is integrated across a broad programme of study.

INCLUSION – CONCLUDING STATEMENT

From the data available it is not possible to make authoritative claims about the level of commitment to inclusion across New Zealand ITE. Further, more detailed research examining course outlines, assessment and teacher education practice would be required to make such statements with any degree of confidence. What our findings do provide are indicators of the ways in which inclusion may be construed and positioned within ITE programmes of study.

- The majority of ITE providers do not have a clearly articulated policy that guides practice on inclusion within ITE qualifications.
- Most of the ITE qualifications include reference to inclusion within the graduate profiles or outcome statements rather than within explicit policy.
- Typically three and four-year degree qualifications require students to complete at least one and sometimes more papers with a specific focus on aspects related to inclusion. In many cases, the titles of the required papers reflect a focus on diversity and or special needs rather than inclusion.
- One-year graduate diploma qualifications typically adopt an infusion or integrated approach to inclusion where concepts and practices related to inclusion are claimed to be embedded across all or most of the papers within the qualifications. There is little evidence from this study about what theoretical informants guide the approaches claimed, or how they are manifest in teacher education practice.
- There is limited evidence from this study of the degree to which ITE programmes respond to the literature on barriers to inclusive teacher education.

Providers' policies and practices of inclusion are themselves a valid and worthwhile focus of a national study. It is not, therefore, unexpected that the data collected in this broad-based study are unable to make authoritative claims about this specific area. In light of claims in the recent Best Evidence Syntheses (Alton-Lee, 2003; Mitchell & Cubey, 2003; Farquhar, 2003) as to the importance of preparing students for effective teaching of *all* learners, it is clear that further, more focused research is required. Teacher educators need to consider whether their current policy is in need of reconceptualisation and to examine the degree to which there is a need for more explicit policy to guide practice in inclusion.

Table 34: Inclusive policy and practice – All qualifications

Qualification	POLICY	Practice	Specific content: Papers
Anamata Private Training Establishment			
Dip Tch Primary	The nature of the programme means that it is inclusive	One paper	Psychology of Teaching
Auckland University of Technology			
BEd [Speciality] (Early Childhood Teaching)	Identify a strong rationale of celebrating diversity and difference	One Paper offered: Woven into other papers	296226 Gifted, Talented and Special Education
National Diploma of Teaching ECE (Pasifika)	None identified	Material built into papers One unit standard relates to inclusion Content in one paper develops understandings One further elective unit is available	-
B Ed (Speciality) Primary		One Paper offered: Woven into other papers	296226 Gifted, Talented and Special Education
Grad Dip (Tch) Secondary		Integrated into the 4 on-campus course, with guest lecturers. Students are encouraged to report on inclusive practices in practicum reports	-
Bethlehem Institute			
BEd(Tchg)/(ECE)	<ul style="list-style-type: none"> - Intention to model inclusion for the students - Variety of teaching styles - Encourage students to understand own learning styles - Reflection in tasks - Equity and equal opportunity is important 	Have courses with Inclusion Content Assessment tasks reflect the intention to model the practice	Human development Māori Studies Teaching Children from Diverse Cultures Teaching Diverse Learners and the PiPi papers
B Ed (Tchg) Primary			Adolescent development Teaching & Learning Curriculum Perspectives Servanthood and Teacher Leadership Assessment and Evaluation
Grad Dip Tchg (Secondary)			

Table 34: Inclusive policy and practice – All qualifications continued...

Qualification	POLICY	Practice	Specific content: Papers
Christchurch College of Education			
BTchLn (ECE)	<ul style="list-style-type: none"> - Key Outcomes refer to students with special needs: - Relate knowledge of teaching and learning to students with special needs - Critique models and theories of teaching and learning relating to students with special needs - Analyse implications of mainstreaming - Create inclusive learning environment - Analyse, apply and evaluate teaching strategies in relation to students with special needs 	One compulsory University course at 200 level	ED267 Inclusive Education 1 (focus on disability and mainstreaming)
GDipTchgLn (ECE)		One compulsory CCE course at 300 level	ED371 Inclusive Education 2 (focus on disability and inclusion in ECE)
DipTchgLn (EC)		200 level course	SN240 Individual Difference & Special Need 1
		300 level course	SN340 Individual Difference & Special Need 2
BTchLn (Prim)		One compulsory University course at 200 level	ED267 Inclusive Education 1 (focus on disability and mainstreaming)
		One other compulsory	Exceptional Children in the Primary Classroom
GDipTchLn (Primary)		No specific papers address this. Diversity is woven into each course	-
BEd (PA) (Performing Arts) and GDipTchLn	None identified	None identified	-
GDipTchLn (Sec)	There is no specific policy on inclusive education though it is acknowledged within core outcomes for all courses within the diploma	Integrated into the Professional Studies papers 1 elective offered	ED327 Students with Special Learning Needs
B Ed (PE) and GDipTchLn	None identified	None identified	-

Table 34: Inclusive policy and practice – All qualifications continued...

Qualification	POLICY	Practice	Specific content: Papers	
Dunedin College of Education				
BEd(Tchg) ECE	<ul style="list-style-type: none"> - Graduate Profile - Every graduating student... - Will teach ALL children well - Understands current thinking about disability - Is informed by people with disabilities - Is familiar with current legislation and policy regarding disability and education - Is prepared to work respectfully with parents/caregivers and support personnel to benefit each student - Is aware of community resources 	Specifically, but not exclusively, covered in several papers, including in Education Studies, Teaching Studies, Professional Studies and Curriculum Studies	ED101 Education and Society ED 102 Human Development ED 301 Issues in Teaching ETC 100 Working with Learners in Early Childhood ETC 200 Approaches to Teaching and Learning PR 1030 The Teacher in the Sociocultural Context EPR 2040 Professional Roles and relationships ECU 2051 Curriculum Strategies	
Dip Tchg (ECE)		One elective is also offered called Inclusive Education		
G Dip Tchg (ECE)		Specifically, but not exclusively, covered in two papers Assessment 4	EDU2090 – A Curriculum for Infants and Toddlers EPR2040 – Professional Roles and relationships Essay: Role of teacher in creating an inclusive context	
B Ed (Tchg) 0-8 years		Specifically, but not exclusively, covered in several papers, including in Education Studies, Teaching Studies, Professional Studies and Curriculum Studies	ED101 Education and Society ED 102 Human Development ED 301 Issues in Teaching ETC 100 Working with Learners in Early Childhood ETC 200 Approaches to Teaching and Learning PR 1030 The Teacher in the Sociocultural Context EPR 2040 Professional Roles and relationships ECU 2051 Curriculum Strategies	
B Ed (Tchg) Primary Te Pakai Maturanga o te Ao Rua		Electives are also offered called ED 318 Inclusive Education and PR105 Disability and Society (ED 318 only elective offered to Diploma students)		ED101 Education and Society ED 102 Human Development ED 301 Issues in Teaching ETC 1000 He Awhi Kohunga - Working with Children ETC 200 Mat_ra ki a Akonga -Approaches to Teaching and Learning PR 1030 The Teacher in the Sociocultural Context PR 3020 The Beginning Teacher in the Sociocultural Context
Dip Tchg (Primary)				
Dip Tchg (Primary) 2 year programme				
Dip Tchg (Primary Bilingual)				

Table 34: Inclusive policy and practice – All qualifications continued...

Dunedin College of Education...	POLICY	Practice	Specific content: Papers
B Ed(Tchg) Primary 2 year programme for graduates	Every graduating student... - Will teach ALL children well - Understands current thinking about disability - Is informed by people with disabilities - Is familiar with current legislation and policy regarding disability and education - Is prepared to work respectfully with parents/caregivers and support personnel to benefit each student - Is aware of community resources	Specifically, but not exclusively, covered in 5 papers	ED101 Education and Society ED201 Learning and Teaching ED203 Issues in Teaching PTC 1000 Working with Children PTC 2000 Facilitating Learning
B Ed (Tchg) Primary		Specifically, but not exclusively, covered in several papers. Electives are also offered called Inclusive Education, Disability and Society	ED101 Education and Society ED 102 Human Development ED 301 Issues in Teaching ETC 1000 Working with Children ETC 200 Approaches to Teaching and Learning PR 1030 The Teacher in the Sociocultural Context PR 3020 The Beginning Teacher in the Sociocultural Context
B Ed (Tchg) Primary to Junior Secondary		Specifically, but not exclusively, covered in 5 papers Optional elective	ED101 Education and Society ED201 Learning and Teaching ED203 Issues in Teaching PTC 1000 Working with Children PTC 2000 Facilitating Learning ED 204 Teaching for Inclusion (Primary to Year 10)
G Dip Tchg (Primary)	None identified	None identified	-
G Dip Tchg (Secondary)	Every graduating student... - Will teach ALL children well - Understands current thinking about disability - Is informed by people with disabilities - Is familiar with current legislation and policy regarding disability and education - Is prepared to work respectfully with parents/caregivers and support personnel to benefit each student - Is aware of community resources	Specifically, but not exclusively, covered in one paper 4 hours specifically focusing on inclusive education	TLE SEC Teaching and Learning

Table 34: Inclusive policy and practice – All qualifications continued...

Qualification	POLICY	Practice	Specific content: Papers
Eastern Institute of Technology			
Dip Tchg (ECE)	To examine inclusive practice in the context of early childhood teaching and learning, and to develop inclusive teaching practices	1 paper	ECE6.01 Teaching for Diversity
Manukau Institute of Technology			
Dip Tchg (ECE)	None identified	Specific content in 2 papers Inclusion is integrated in most courses Assessment 4	902.611 specialised paper on diversity with a visit to a centre to experience diversity 902.511 Planning for inclusion, including giftedness
Massey University			
G Dip Tchg (ECE)	- Bicultural perspective is adopted - Key themes of conceptual framework include diversity, inclusion, co-constructed learning, meaningful subject content knowledge and links to community - In accordance with <i>Te Whāriki</i>	Conceptual framework is promoted across all papers, embedded in programme and in philosophy that guides the programme Learning Outcomes 2, 5, and 9 of programme articulate Inclusion	Not specified
B Ed (Tchg) Early Years 0-8 years	None identified	1 Compulsory Paper	185.325 Inclusive Education
G Dip Tchg (Prim)		Principles and practices associated with inclusive teaching are covered in one paper	185.436 Studies in Teaching 2
B Ed (Tchg) Primary		1 Compulsory Paper	185.220 The Education of Students with Diverse Abilities (from 2006, this will be replaced with 185.325 Inclusive Education)
B Ed (Tchg) Te Aho Tatai-Rangi		1 Compulsory 3 rd year Paper	181.241 Te Matauranga Urutomo: Inclusive Education
B Ed (Secondary Tchg)		One compulsory paper identified	185.218 Educating Students with Diverse Abilities in Secondary Schools
G Dip Tchg (Secondary)		Principles and practices covered in one paper in a six hour module	136.490 Integrated Teaching Studies 1

Table 34: Inclusive policy and practice – All qualifications continued...

Qualification	POLICY	Practice	Specific content: Papers
Masters Institute			
B Tchg (Primary) and Worldview Studies	Philosophical approach to degree: interdenominational element with a strong biblical foundation that enables students to teach with acceptance and the engage in an foster open and critical debate	Cultural perspectives in a 20 unit paper (times 3), with focus on Māori, Pasifika and all cultures Special Needs Learning Outcomes in specific papers Marae Stay, visit to Kelston school for the deaf Bible in Schools programme	Inclusive teaching practice is included in all papers and cannot be separated out
New Zealand College of Early Childhood Education			
DipTch(ECE)	None identified	The college has a number of Māori and Pasifika distance students a well as 32 Asian students so different cultures are identified	-
New Zealand Graduate School of Education			
Grad Dip Tchg (Primary)	Particular focus on teaching students with special needs	Graduates will have extensive opportunities for working with these children in both schools and at the NZGSE Centre where a Learning Support Service is operated	-
Grad Dip Tchg (Secondary)			
New Zealand Tertiary College			
Dip Tchg (EC)	None identified	One specific paper identified, plus Inclusion is also integrated in other papers – foundational knowledge rather than specialised	3306 Inclusive Practice 2303 Lifespan Studies 2304 Learning and Behaviours
Rangi Ruru Early Childhood College			
DipTchg (ECE)	Under development	Prac placement in a family with a child with a disability 2 specific papers identified	Health Education and Diversity Studies (year 2) Diversity Studies (year 3)
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association			
Dip Tchg (ECE)	None identified	One paper identified	3PRO Professional practices, inclusion and advocacy
Dip Tchg (ECE) Pasifika		None identified	-
Te Wānanga o Aotearoa			
Te Korowai Akonga/ B Tchg	None identified	None identified	-

Table 34: Inclusive policy and practice – All qualifications continued...

Qualification	POLICY	Practice	Specific content: Papers
Te Whare Wānanga o Awanuiarangi			
BTchLn (ECE)	Students participate in a joint karakia/waiata session, used to reflect and inspire	None identified	-
B Māori Ed (Primary) Te Tahu Paetahi Matauranga Māori	The institution has a policy on inclusive education	Recommended paper	AKO 331 Issues of Equity in Māori Education
Te Wānanga a o Raukawa			
Poumanawa Te Rangakura Kaiwhakaako	None identified	None identified	-
Dip Tchg (Bilingual)Te Rangakura			
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa			
Dip Tch Kura Kaupapa Māori – Primary	Entire qualification is from a Māori perspective, and includes: - modern practices of teaching - indigenous/iwi/hapu practices - focus only on Māori matter and issues - inclusive of students from other ethnicities	None identified	-
The Open Polytechnic of New Zealand			
Dip Tchg (ECE)	None identified	Specific content in 2 Papers Acknowledgement of Diversity is integral to all courses	EC701 Inclusion and Transition EC 707 Communities of Learning
The University of Auckland			
BEd (Tchg) EC	Currently in the process of development, but driven by the principles underpinning other teacher education programmes at The University of Auckland: To develop skills, dispositions and understandings that enable teachers to - Raise overall achievement and reduce disparities - Improve educational outcomes for Māori - Improve educational outcomes for Pasifika students	2-3 specific courses identified related to the preparation for inclusive teaching practice	Diversity and Learning Teaching, Learning and Assessment Raising Achievement
Dip Tch (ECE)			
Grad Dip Tch (ECE)		A Teacher Education Working Group has been established to ensure that the notions of Inclusive teaching Practice and diverse learners are addressed throughout the development of all courses	EDCURRIC 631 Languages and Cultures EDCURRIC 634 Hauora
Dip Tch (ECE) Pacific Island		None identified	-

Table 34: Inclusive policy and practice – All qualifications continued...

The University of Auckland...	POLICY	Practice	Specific content: Papers
G Dip Tchg (Prim)	<p>Currently in the process of development, but driven by the principles underpinning other teacher education programmes at The University of Auckland: To develop skills, dispositions and understandings that enable teachers to</p> <ul style="list-style-type: none"> - Raise overall achievement and reduce disparities - Improve educational outcomes for Māori - Improve educational outcomes for Pasifika students 	3 specific courses identified related to the preparation for inclusive teaching practice	Teaching Diverse Learners 1 Teaching Diverse Learners 2 Learners in the NZ context
BEd (Tchg) Huarahi Māori		<p>A Teacher Education Working Group has been established to ensure that the notions of Inclusive teaching Practice and diverse learners are addressed throughout the development of all courses</p>	<p>Diversity and Learning Teaching, Learning and Assessment Raising Achievement</p>
BEd (Tchg) Primary			
B Phys Ed		<p>11 Specific courses related to preparation for inclusive teaching practice (it is not specified whether these are compulsory or electives)</p> <p>A Teacher Education Working Group has been established to ensure that the notions of Inclusive teaching Practice and diverse learners are addressed throughout the development of all courses</p>	<p>Education in Aotearoa NZ HPE in a Diverse Society Expressive Movement and PE Socio-Cultural Foundations of HPE Teaching, Learning and Assessment HPE Physical Education Nga Kakano Youth Health Education Special Needs Physical Education Macro Influences on Education Advanced Youth Health Education Physical Education Pedagogy</p>
G Dip Tchg (Sec)	<p>2 Specific courses related to preparation for inclusive teaching practice (it is not specified whether these are compulsory or electives)</p> <p>A Teacher Education Working Group has been established to ensure that the notions of Inclusive teaching Practice and diverse learners are addressed throughout the development of all courses</p>	<p>Diversity and Teaching Adolescents Influences Shaping Education in Aotearoa</p>	

Table 34: Inclusive policy and practice – All qualifications continued...

Qualification	POLICY	Practice	Specific content: Papers
Unitec Institute of Technology			
Dip Tchg (ECE)	None identified	Specific content in 3 Papers Assessment 4	EDUC5013 - substantial part on inclusion, including an assignment on preparing individual plans EDUC6022 includes assignment on child protection policy, abuse, EDUC 7035 includes an assignment on anti-bias curriculum, includes giftedness
G Dip Tchg (Primary)		Embedded within identified courses Visiting lecturers from ESOC and RTLB	EDUC 7709 Professional Development EDUC 7708 Managing Student Learning
University of Otago			
B Tchg (Prim)	Have theorised Inclusion, drawing on recent research which “now refers to inclusion in terms of striving to identify and remove barriers to learning for all children and young people. This means that we must attend to increasing participation not just for disabled students but for all those experiencing disadvantage, whether this results from poverty, sexuality, minority ethnic status, or other characteristics assigned significance by the dominant culture in their society” (Ballard, 1999:2).	Integrated throughout programme as one of the key threads: Focus on creating an inclusive and caring environment for all children	EDUC 313 Inclusive Education
B Ed (Primary)		Inclusion and teaching using differentiation has been a major component in all curriculum and professional practice papers Elective also available	
Dip Tchg (Secondary)		Integrated throughout programme as one of the key threads: Focus on creating an inclusive and caring environment for all children	-
B Tchg (Secondary)			
University of Waikato			
B Tch (Early Childhood)	Integral – Inclusion is a theme deeply embedded in <i>Te Whāriki</i> , and is a part of all reviewing processes	One paper identified Family and community learning strengthening themes supported by the structure of the centre for Teacher Education	TEHD220 Inclusive Education
B Teach (Primary) Kakano Rua		One paper identified as being offered	
B Teach (Primary)			
G Dip Tchg (Primary)			TEDE761 Professional Practice 1: teaching Learning and the Inclusive Curriculum

Table 34: Inclusive policy and practice – All qualifications continued...

University of Waikato...	POLICY	Practice	Specific content: Papers
B Teach (Secondary) Conjoint	Integral – Inclusion is a theme deeply embedded in <i>Te Whāriki</i> , and is a part of all reviewing processes	There are some specific papers that address Inclusive education and the theme is explored within the remainder of the papers Is a practicum requirement	Not specified
Grad Dip Tch (Secondary)		Threaded in Curriculum Papers	Covered in TEPS703 Teaching and the Curriculum TEPS704 Learners and Learning
Victoria University of Wellington			
BEd (Tchg) (EC)	Threaded through all courses	One paper identified	CUST 214
Dip Tchg (ECE)			
Dip Tchg (ECE) Whāriki Papatipu	None identified	None identified	None identified
BA/BSc/BCA/Bachelor of Teaching			-
G Dip Tchg (Primary)	Incorporated within the Conceptual Framework	None identified	All A and D category papers
BA/BSc/BCA/Bachelor of Teaching	None identified		-
Grad Dip Tch (Secondary)	Incorporated within the Conceptual Framework		All A and D category papers
Wairiki Institute of Technology			
Dip Tchg (ECE)	None identified	One course identified	ECED 202
Waikato Institute of Technology			
Dip Tchg (ECE)	None identified	One course identified (taught in year 2)	ESDT21E Inclusive education
Whitireia Community Polytechnic			
Dip Tch (ECE)	Revise the curriculum to ensure that the programme has a strong emphasis on ensuring that student teachers acquire the knowledge, capabilities and attitudes to teach effectively within a New Zealand early childhood context	4 papers identified, one at each level between 5-7	Diversity Studies Equality, Equity and Diversity Inclusive ECE Perspectives in Special Needs, abilities and Talents

Practicum

INTRODUCTION

Practicum, either centre or schools-based is typically heralded as one of the most rewarding aspects of initial teacher education. During Phase Two of this project participating providers were invited to confirm the schedule of practicum for each of their qualifications. As with other data, the practicum requirements and associated supervision and assessment is reported below for all qualifications of 25 providers who participated in Phase Two. An initial commentary for each sector is supported by a detailed table that summarises key features.

PRACTICUM – EARLY CHILDHOOD INITIAL TEACHER EDUCATION

The following is a summary of the practicum requirements for the early childhood education sector, and should be read in conjunction with Table 35.

Length of practicum

The early childhood education practicum experience differs from the primary and secondary practicum experiences. Some early childhood education qualifications are offered as centre-based programmes where students are required to either be employed or work voluntarily in a centre part-time or full-time as part of their studies. These students need to fulfil a practicum outside of this centre-based experience as required by the New Zealand Teachers Council Guidelines for Approval (2005). Practicum experiences may be named a teaching experience, a placement, a practicum, or other, making a final calculation of total practicum experience difficult. Referring to the term “practicum experience” from the documentation, most of the institutions meet the Teachers Council Guidelines for Approval minimum practicum requirement of 14 weeks. Four of the 35 qualifications offer fewer than the 14 weeks of block practicum, but three of these (Manukau Institute of Technology DipTchg (ECE), Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association DipTchg (ECE) and National DipTchg (ECE) Pasifika) are centre-based qualifications that require the students to work in a centre throughout their course of study and thereby exceed the minimum 14 weeks, despite not being in a separate “practicum setting”. The other qualification (Dunedin College of Education GradDipTch (ECE)) offers only a 12 week block practicum but meets the minimum 14 weeks by having weekly day-long visits to schools or centres for 24 weeks. Eighteen of the 35 qualifications meet the recommended 20 or more weeks of practicum over three years: New Zealand College of Early Childhood Education, Rangi Ruru Early Childhood College, and Waikato Institute of Technology all offer the most practicum experience (42 weeks).

Range of experience

All institutions provide a range of experiences such as kindergarten, under and over two, sessional, full-day centre, infants and toddlers, etc. for their students. Qualifications with a specialty focus such as immersion, bilingual, Christian, Montessori or Steiner offer experiences in these as well as other areas.

Supervision

All institutions state that student teachers are supervised by an associate teacher (mentor or peer support person) and are visited at least once by an institution lecturer or tutor. In family placements, students are supervised by the parent/s.

Responsibility for assessment

Generally the responsibility for assessing the practicum is shared between the associate teacher (mentor or peer support person) and the visiting institution staff. Typically, the final evaluative decision rests with the institution. Some institutions, such as Bethlehem Institute, Dunedin College of Education, Manukau Institute of Technology, Massey University, New Zealand College of Early Childhood Education, Rangi Ruru Early Childhood College, The Open Polytechnic of New Zealand, The University of Auckland and Victoria University of Wellington take account of student input in the evaluation process, including consideration of student folders, portfolios or student self-evaluations. Two qualifications (New Zealand College of Early Childhood Education and Rangi Ruru Early Childhood College) accept parent reports from placements in families. Victoria University of Wellington is the only institution to mention a specialist team responsible for assessing the written assignments of its students.

Associate teacher selection and professional development

Associate teachers (mentors or peer support people) are equally likely to be selected by either the placement school, the institution or by applying for the position themselves. Institutions often mention that a registered teacher is preferred as a teacher associate but this is not always possible, and a non-registered experienced teacher is sometimes accepted. Nearly all institutions offer professional development for teacher associates ranging from offering a degree/postgraduate paper (Dunedin College of Education and Massey University) through to holding formal and informal meetings, workshops or training courses and posting out information booklets. Unitec Institute of Technology and New Zealand Tertiary College are the only two institutions to not mention professional development.

Dealing with failed practicum

Most institutions allow one repeat of a failed practicum. Students at the University of Waikato are ineligible for re-entry into the programme after a failed practicum. Bethlehem Institute mentions the possibility of counselling the student out of teaching, after the experience of a failed practicum.

Other

Many institutions state that students will not be placed in a centre where they have a relationship of some kind. This would include situations such as being employed at the centre, being related to an employee of the centre, having family members attending the centre, or being involved in some way with the management committee of a centre.

Table 35: Practicum – Early childhood qualifications

	Qualification	Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
Auckland University of Technology							
1	BEd [Speciality] EC	Two 3 week placements	One 3 week and one 4 week placement	One 4 week and one 5 week placement	N/A	22 weeks	In registered centres. Montessori and Steiner for students specialising. Cover a range of deciles and organisational patterns – kindergarten, under-two, sessional, language nests.
2	National DipTchg (ECE Pasifika)	One 2 week joint student teaching, one 3 week student teaching	One 3 week and one 4 week student teaching	One 3 week and one 4 week student teaching		21 weeks	Range of deciles and organisational patterns. Must include a Pacific Island programme
Bethlehem Institute							
3	BEd (Tchg) ECE	Two blocks of 3 and 4 weeks	Two blocks of 4 weeks each	Optional 2 weeks prior to beginning of academic year, two blocks of 5 and 6 weeks	N/A	26 weeks across six block practicums	Range of experience from under twos to pre-schoolers in a range of settings including Christian and state, different decile and urban and rural.
Christchurch College of Education							
4	BTchLn (ECE)	7 weeks (2 practices of 3 and 4 week blocks respectively)	8 weeks (2 practices of 3 and 4 week blocks respectively)	8 weeks (2 practices of 3 and 4 week blocks respectively)	N/A	23 weeks with centre work in addition	-
5	DipTchLn (ECE)	20 days in ECC different from own home base centre	25 days in ECC different from home base centre	20 days in ECC different from own home base centre		23 weeks with compulsory centre work of 15 hours a week a key component of the course	
6	GDipTchLn (ECE)	One 3 week and one 4 week block	Two 4 week blocks	Two 4 week blocks		23 weeks with centre work in addition	In each of: full-day centre, kindergarten, infants and toddlers.
Dunedin College of Education							
7	BEd (Tchg) 0-8 Years	Two 3 week practicums – one in ECE, one at a school plus tutorial sessions	Six weeks teaching practice – one ECE, one school	Weekly visits leading to four-week posting	N/A	18 weeks plus day-long visits weekly in Year 3.	A range of experiences at ECE and primary
8	BEd (Tchg) ECE	Two 3 week practicums and four 2 hour tutorial sessions before each practicum	Two 3 week teaching practice postings, and four 2 hour tutorial sessions before each practicum	1 week teaching practice posting at the beginning of the academic year, weekly 1 day visits, 3 weeks teaching practice posting to be completed by the end of semester 1. AND 4 weeks teaching practice posting, weekly 1 day visits.		20 weeks plus day long visits weekly	Range of settings: kindergarten, full day childcare, infants and toddlers, centre with diverse children.

Table 35: Practicum – Early childhood qualifications, page 1 continued...

Dunedin College of Education...		Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
9	DipTchg (ECE)	Two 3 week practicums	Two 3 week practicums	One week followed by weekly day-long visits ending with a 3 week practicum, another practicum of 4 weeks and weekly day-long visits	N/A	20 weeks plus weekly day-long visits	Range of settings including kindergarten and childcare centres, infants and toddlers, diverse children
10	DipTchg (ECE) two year programme		One week orientation, followed by weekly day-long visits ending with 3 weeks of practicum. AND Four week practicum and weekly day-long visits	N/A		14 weeks of practicum experience as well as weekly day-long visits	
11	GDipTchg (ECE)		4 weeks teaching practice posting; 4 weeks teaching practice posting, weekly 1 day visits; Block posting of 5 weeks plus 6 weekly visits	N/A		N/A	
Eastern Institute of Technology							
12	DipTchg (ECE)	3 weeks practicum (12 hours/week) in a licensed chartered centre other than the one the student is working or volunteering in	3 weeks practicum in a centre other than the one that the student is working or volunteering in	3 weeks practicum in a centre other than the one that the student is working or volunteering in	N/A	9 weeks of practicum, performed in a centre other than home-based. Additionally, 384 hours in home-based centres each year.	Range of settings: full day, kindergarten, infants and toddlers, ethnic/socio-economic variety, size variety, age variety, organisational variety
Manukau Institute of Technology							
13	DipTchg (ECE)	3 weeks	3 weeks	3 weeks twice	N/A	12 weeks	Range of settings ensured. Under and over twos, variety of organisational and cultural types and a new entrant classroom
Massey University							
14	BEd (Tchg) Early Years 0-8 Years	6 weeks	7 weeks	8 weeks	N/A	21 weeks	Range of ECE and primary experiences
15	GDipTchg (ECE)	First semester: 7 weeks (3+4) full time in an early childhood centre. Final Semester: 7 weeks (3+4) full time in an early childhood centre.	N/A	N/A		14 Weeks	Range of EC services across kindergarten and centres

Table 35: Practicum – Early childhood qualifications, page 1 continued...

	Qualification	Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
New Zealand College of Early Childhood Education							
16	DipTchg (ECE)	10 weeks, each student has 5 placements, each of which lasts for two weeks. One is with a rural family, one with a new born baby, one with a special needs child and one will be live-in. Further practical experience gained in associated PAL Early Learning Centres and nurseries.	16 weeks, placements include early childhood centres, hospital maternity wards, junior classes in primary schools and special needs units.	16 Weeks	N/A	42 weeks + 2 out in PAL schools	Wide range of experiences offered. Year 3 – placement in home town.
New Zealand Tertiary College							
17	DipTchg (EC)	The students need to be working in chartered early childhood centre for at least 16 hrs per week plus two field practices per year of 3 week continuous duration.	The students need to be working in a chartered early childhood centre for at least 16 hrs per week plus 2 field practices per year of 3 week continuous duration	The students need to be working in a chartered early childhood centre for at least 16 hrs per week plus 2 field practices per year of 3 week continuous duration	N/A	18 weeks plus 16 hrs a week for the three school years	Variety of centres and age groups. Majority out of home centre.
Rangi Ruru Early Childhood College							
18	DipTchg (ECE)	12 weeks working with selected families and in early childhood centres. 3 x 2 week placements, placement 1 and 2 in family homes, placement 3 in a centres, one placement with a newborn.	15 weeks, in additions to working in our Rangi Ruru onsite pre-school, students spend 15 weeks working in a variety of early childhood centres, including nurseries and kindergartens.	15 weeks on teaching practice	N/A	42 weeks over three years	Year 1: family placements Year 2: on-site pre-school and ECE centres Year 3: on-site pre-school and ECE centres
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association							
19	DipTchg (ECE)	3 Weeks	3 Weeks	3 Weeks	N/A	9 Weeks	Different centres
20	National DipTchg (ECE) Pasifika		4 Weeks	4 Weeks		11 Weeks	Practicum in different centre than the 15 hours per week work
Te Whare Wānanga o Awanuiarangi							
21	BTchLn (ECE) Te Tohu Paetahi Ako (Iti Rearea)	4 weeks, students have both placement (1day/week) and practicum.	5 Weeks	7 Weeks	N/A	19 Weeks	Range of centres (Māori – medium) and supportive of Kaupapa Māori

Table 35: Practicum – Early childhood qualifications, page 1 continued...

	Qualification	Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
The Open Polytechnic of New Zealand							
22	DipTchg (ECE)	One 3 week block	One 4 week block	One 3 and one 4 week block	N/A	14 weeks in addition to home centre experience	Range of experience provided
The University of Auckland							
23	BEd (Tchg)	-	-	-	N/A	The configuration of practicum is still under discussion. Each student has a range of experiences. Placements include full day and sessional settings.	Care centres and kindergartens; a placement with infants and toddlers; an aspect of diversity. Placements in 'special character' centres welcomed.
24	DipTchg (ECE)	2 weeks in semester one, 4 weeks in semester two (2 different centres)	4 weeks in semester one, 4 weeks in semester two (2 different centres)	3 weeks in semester one, before mid year school holidays and 5 weeks in semester two all in the same centre	N/A	5 practicums with a total of 22 weeks	Practicum experiences to reflect diversity of the sector
25	DipTchg (Pacific Island, ECE)						-
26	GDipTchg (ECE)	-	-	-	-	-	Care centres and kindergartens; a placement with infants and toddlers; an aspect of diversity. Placements in 'special character' centres welcomed.
Unitec Institute of Technology							
27	DipTchg (ECE)	Two 3 week blocks and work experience of 15 hours per week for 40 weeks	Two 3 week blocks and work experience of 15 hrs per week for 40 weeks	Two 3 week blocks and work experience for 15 hrs per week for 40 weeks	N/A	18 weeks and 1800 hours work experience over 3 yrs	Range of settings to meet NZTC requirements. Year 3 includes a community placement.
University of Waikato							
28	BTeach (EC)	From 1 day to 17 day blocks	22 Day block	35 day block	N/A	15 weeks	Range of settings – day care, kindergarten, under and over twos, wānanga and Montessori
Victoria University of Wellington							
29	BA/BTeach (ECE)	7 Weeks	7 Weeks	3 Weeks	5 Weeks	22 Weeks	-
30	BEd (Tchg) EC			8 Weeks	N/A	22 weeks – of which 9 are in centres other than where student employed	At least four different types of settings
31	DipTchg (ECE)			3 Weeks	5 Weeks	22 Weeks	-
32	DipTchg (ECE) Whāriki Papatipu			Own centre, another immersion centre, another childcare centre under 2's and one kindergarten			

Table 35: Practicum – Early childhood qualifications, page 1 continued...

	Qualification	Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
Waiariki Institute of Technology							
33	DipTchg (ECE) He Tohu Matauranga mo te Whakaako Kohungahunga	6 weeks if campus based, four if centre based	6 weeks if campus based, four if centre based	6 weeks if campus based, four if centre based	N/A	18 Weeks if campus based, 12 if centre based	Variety of early childhood education services
Waikato Institute of Technology							
34	DipTchg (ECE)	12 hrs per week for 30 weeks	12 hrs per week for 30 weeks	12 hrs per week for 30 weeks	12 hrs per week for 15 weeks	42 weeks full time, plus 12 weeks teaching experience	Each experience is a different setting with variety of age groups, environments, teaching approaches
Whitireia Community Polytechnic							
35	DipTchg (ECE)	10 Weeks	12 Weeks	14 Weeks	N/A	36 Weeks	Over 3 years 1720 hours of teaching experience in a range of settings (under and over two) reflecting diversity of NZ society

Table 35: Practicum – Early childhood qualifications, page 2

	Qualification	Supervision	Responsibility for Assessment	Associate Teacher Selection and PD	Dealing with a Failed Practicum
Auckland University of Technology					
1	BEd [Speciality] EC	- AT - Visiting lecturer	- AT form - Visiting lecturer report - PIP lecturers and Programme leader discussions	- AT invited to be associates. - PD Workshops are run for ATs - AUT provides a PD programme for ATs - Wide range of scholarships available to ATs	- Repeat practicum
2	National DipTchg (ECE Pasifika)	- AT - Evaluative lecturer visits	- AT report - Evaluative lecturer report - College makes final decision		
Bethlehem Institute					
3	BEd (Tchg) ECE	- AT - Min 3 visits from BI tutor	- AT report - BI Tutor global report - Student folder	- School recommends AT - Use experienced AT - PD formal PD offered annually to AT	- Repeat practicum or counselled out of teaching
Christchurch College of Education					
4	BTchLn (ECE)	- AT - Lecturer	- AT - Lecturer - Tutor makes the final assessment decision	- PD AT required to take 10 hr AT course	-
5	DipTchLn (ECE)				
6	GDipTchLn (ECE)				
Dunedin College of Education					
7	BEd (Tchg) 0-8 Years	- AT - Visiting tutor	- AT report - Visiting tutor report - Student folio - DCE staff making final decision	- Teachers apply to be AT - PD AT invited to workshops before practicum and throughout the year - A handbook has also been developed - AST paper C1855 Guiding Teacher Trainees and beginning Teachers free of fees	- Repeat practicum
8	BEd (Tchg) ECE				
9	DipTchg (ECE)				
10	DipTchg (ECE) two year programme				
11	GDipTchg (ECE)				
Eastern Institute of Technology					
12	DipTchg (ECE)	- Peer support Person - AT - EIT lecturer visits once per term	- AT and EIT staff - Peer Support Person	- Kindergarten Association nominates AT - PD AT must complete EIT AT course (10 wks)	- Repeat course
Manukau Institute of Technology					
13	DipTchg (ECE)	- AT - Min one visit by institution lecturer	- AT - Student portfolio - MIT lecturer - MIT staff will make the final decision	- PD AT must complete MIT or equivalent training. (30 hr course at MIT)	- Repeat course as often as needed to pass to go on to next level

Table 35: Practicum – Early childhood qualifications, page 2 continued...

	Qualification	Supervision	Responsibility for Assessment	Associate Teacher Selection and PD	Dealing with a Failed Practicum
Massey University					
14	Bed (Tchg) Early Years 0-8 Years	- AT - PIP paper co-ordinators - Placement co-ordinators	- AT - College staff	- AT nominated by principals - EDO teacher applies to be AT (teleconferencing for PD is available) - PD meetings and workshops offered - A paper is offered on being ATs	-
15	GDipTchg (ECE)	- AT - College lecturer	- AT - Students themselves - College staff (have final decision)	- AT must be registered teacher - PD A course handbook is given to AT	
New Zealand College of Early Childhood Education					
16	DipTchg (ECE)	- AT - Placement tutor	- AT report - Parent report (when placed in a family situation) - Placement tutor report - Student self-evaluation	- AT is registered teacher - AT is recommended by their centre - Must complete a 2-wk course	- Generally a repeat is offered
New Zealand Tertiary College					
17	DipTchg (EC)	- AT - College tutor visits	- AT - College staff	- AT have min of Diploma of teaching	- Repeat practicum
Rangi Ruru Early Childhood College					
18	DipTchg (ECE)	- AT - Family member (family placement) - Visiting tutor (one visit per 3-wk block)	- AT report - Visiting tutor report - Family report	- PD AT must complete a training programme and take part in ongoing PD with staff	- Repeat practicum
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association					
19	DipTchg (ECE)	- Liaison teacher in own centre (centre-based) - AT - Lecturer visits twice term	- Liaison teacher (centre-based) - AT (practicum) - Lecturers	- AT must be registered teacher - AT applies - PD seminars held in ea region annually, AT encouraged to attend	- Repeat practicum
20	National DipTchg (ECE) Pasifika				
Te Whare Wānanga o Awanuiarangi					
21	BTchLn (ECE) Te Tohu Paetahi Ako (Iti Rearea)	- AT - Lecturer visits twice each term	- AT - Visiting lecturer	- PD AT workshops	-
The Open Polytechnic of New Zealand					
22	DipTchg (ECE)	- AT - TOPNZ staff (visited at least once) - Centre management	- AT - Regional lecturer - Student completes written assessment	- AT must be approved by TOPNZ and have a DipTchg ECE or equivalent - PD AT must complete training	- Repeat practicum
The University of Auckland					
23	BEd (Tchg)	- AT - University lecturer	- AT report - Student teacher folder - University lecturer assessment (makes final decision)	- Teachers apply to become AT - PD workshops and sessions offered	- Student must re-enrol (full tuition fees will apply)
24	DipTchg (ECE)				

Table 35: Practicum – Early childhood qualifications, page 2 continued...

The University of Auckland...		Supervision	Responsibility for Assessment	Associate Teacher Selection and PD	Dealing with a Failed Practicum
25	DipTchg (Pacific Island, ECE)	- AT - U of A lecturer visits twice per practicum	- AT - Visiting lecturer (U of A) - Student teacher - U of A staff make final decision	-	- Student must re-enrol (full tuition fees will apply)
26	GDipTchg (ECE)	- AT - University lecturer	- AT report - Student teacher folder - University lecturer assessment (makes final decision)	- Teachers apply to become AT - PD workshops and sessions offered	
Unitec Institute of Technology					
27	DipTchg (ECE)	- AT - Unitec staff (aim to be same visiting lecturer across the 3 yrs) visits twice per practicum - Centre support person (in centre-based)	- AT - Unitec staff	- AT to hold a min of DipTchg	- Repeat practicum (whole year/course must be repeated)
University of Waikato					
28	BTeach (EC)	- AT - Evaluative lecturer visits	- AT - Evaluative lecturer	- Staff at University select AT - PD provided sessions and workshops	- Students are ineligible for re-entry into the programme. If student successfully appeals this decision, they must re-enrol and re-pay fees
Victoria University of Wellington					
29	BA/BTeach (ECE)	- AT - Min one visit from lecturer per practicum (2 in final practicum) - In centre-based experience as if employed in centre (manager overlooks employee)	- AT - Visiting lecturer - Specialist team who assess written assignments	- AT apply for selection - AT must be qualified and preferably registered - PD sessions and workshops and booklets offered	- Repeat practicum once only
30	BEd (Tchg) EC			- Same as above and AT must have Whakapakari qualification	
31	DipTchg (ECE)				
32	DipTchg (ECE) Whāriki Papatipu				
Waiariki Institute of Technology					
33	DipTchg (ECE) He Tohu Matauranga mo te Whakaako Kohungahunga	- AT - Visiting Institution Supervisor	- AT - Visiting Institution Supervisor	- Self selection or past experience - PD workshops and handbooks provided	- Repeat practicum
Waikato Institute of Technology					
34	DipTchg (ECE)	- Mentor (practicum) - AT (teaching experience) - Visiting tutor (visits at least 4 times per year)	- Visiting tutor - Mentor (practicum) - AT (teaching experience)	- Mentor is nominated from within service, approved by the institution and training sessions are offered - PD AT offered training sessions throughout the year	-
Whitireia Community Polytechnic					
35	DipTchg (ECE)	- AT - Polytechnic lecturer	- AT - Polytechnic lecturer	- AT must have min DipTchg ECE - PD AT required to take 50 hr AT preparation training programme at Whitireia or equivalent	- Possibility to repeat practicum (A decision made by institution after meeting with student, AT and lecturer)

PRACTICUM – PRIMARY INITIAL TEACHER EDUCATION

The following is a summary of the practicum requirements for the primary sector and should be read in conjunction with the following table (Table 36), which provides an overview of the practicum arrangements for all primary qualifications.

Length of practicum

All of the institutions meet the Teachers Council Guidelines for Approval minimum practicum requirement of 14 weeks. Thirteen of 34 qualifications offer the recommended 20 or more weeks of practicum over three years, with the most practicum experience offered at Anamata Private Training Establishment (34 weeks) and Te Wānanga o Aotearoa (32 weeks). Typically, in-school practicums are undertaken in blocks of three or four weeks with an increase in length in the final year of three-year degree programmes. In this final year, many qualifications include a five-week block (e.g. Auckland University of Technology), a six-week block (e.g. Bethlehem Institute, Te Wānanga o Aotearoa) or blocks of longer periods (e.g. University of Waikato, 8 weeks; Anamata Private Training Establishment, 10 weeks). During these longer school-based practicums, final-year students are required to take full responsibility for the class and sustain this over a number of weeks. This opportunity appears to not be available in all qualifications.

Range of experience

All institutions provide a range of experiences for their students. Qualifications with a specialty focus such as immersion, bilingual, Montessori or Steiner offer experiences in these, as well as in mainstream settings.

Supervision

All institutions state that student teachers are supervised by an associate teacher and are visited at least once by an institution lecturer or tutor during each practicum. The New Zealand Graduate School of Education has tutors who work alongside the student while they are on placement in order to provide immediate and relevant feedback.

Responsibility for assessment

Generally the responsibility for assessing the practicum is shared between the associate teacher and the visiting institution staff. Typically, the final evaluative decision rests with the institution. Some institutions, such as Auckland University of Technology, Bethlehem Institute, Massey University and The University of Auckland take account of student input in the evaluation process, including consideration of student folders, portfolios or student self-evaluations. The New Zealand Graduate School of Education is the only institution to take the full responsibility of assessing the students with no explicit reference made to evaluative reports from associate teachers.

Associate teacher selection and professional development

There is great consistency among the programmes in the selection of associate teachers. Most are selected by the placement school. Some exceptions to this are: The University of Auckland where teachers apply to be associate teachers, the University of Waikato where student teachers have a level of choice of associate teachers and placement schools, the University of Otago where associate teachers are solicited by the university, and Anamata

Private Training Establishment where the institution uses experienced associate teachers only.

Most providers offer professional development for associate teachers ranging from offering a university paper (Dunedin College of Education and Massey University) to holding formal and information meetings, workshops or training courses (Auckland University of Technology, Bethlehem Institute, Christchurch College of Education, Dunedin College of Education, Massey University, The University of Auckland, Unitec Institute of Technology, University of Otago, University of Waikato and Victoria University of Wellington) and distributing information booklets (Christchurch College of Education and Massey University).

Dealing with failed practicum

Most institutions allow one repeat of a failed practicum. Students at the University of Waikato are ineligible for re-entry into the programme after a failed practicum. Bethlehem Institute mentions the possibility of counselling the student out of teaching after experiencing a failed practicum. A namata Private Training Establishment offers extra time to pass the practicum before failing a student, but no repeat of the course is offered.

Other

Many institutions state that students will not be placed in a school where they have a relationship of some kind. This would include situations such as being employed at the school, being related to an employee of the school, having family members attending the school, being on the board of trustees or being the partner of a board of trustees member.

Table 36: Practicum – Primary qualifications

	Qualification	Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
Anamata Private Training Establishment							
1	DipTchg (Primary)	2 x 5 week blocks	2 x 6 week blocks	1 x 2 week blocks and 1 x 10 week block	N/A	34 weeks	Range of schools – mainly Māori medium.
Auckland University of Technology							
2	BEd ([Specialty] Teaching)	Two 3 week placements	One 3 week and one 4 week placement	One 4 and one 5 week placement	N/A	22 Weeks	Range of deciles and organisational patterns. In 3 rd year of Montessori and Steiner specialities students placed in Montessori or Steiner schools.
Bethlehem Institute							
3	BEd (Tchg) Primary	Two blocks of 3 weeks and 4 weeks	4 weeks and 4 weeks	2 weeks optional prior to the start of year; 5 weeks and 6 weeks	N/A	26 weeks across 6 practicum experiences	Range of experiences from New Entrants to Year 8 including Christian and State, decile rankings, urban/rural.
Christchurch College of Education							
4	BTchLn (Primary)	21 credits	35 credits	35 credits	N/A	28 weeks of practicum	Variety of class level at a variety of schools. Levels Year 0-2; 3-5 and 6-8. Usually one Normal School.
5	GDipTchLn (Primary)	One 5 week placement in each semester (so 3 in total = 15 weeks)	N/A	N/A		15 weeks	-
Dunedin College of Education							
6	BEd (Tchg) Primary	6 weeks teaching practice, 2 postings and tutorial sessions	6 weeks teaching practice postings	1 week orientation at the beginning of the academic year, and weekly visits leading up to a 3 week posting. AND 4 weeks sustained teaching practice	N/A	21 weeks plus day long visits weekly in their final year	Variety of school experiences
7	BEd (Tchg) Primary 2 year programme for graduates	One 3 week posting, weekly school visits and tutorial sessions. AND Weekly school visits and one 3 week posting	1 week orientation at the beginning of the academic year, and weekly visits leading up to a 3 week posting. AND 4 weeks sustained teaching practice	N/A		14 weeks plus day long weekly visits	

Table 36: Practicum – Primary qualifications, page 1 continued...

Dunedin College of Education...		Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
8	BEd (Tchg) Primary Te Pokai Maturanga o te Ao Rua	5 weeks teaching practice two postings and tutorial sessions. Where possible students will take at least one practicum in a bilingual setting.	6 weeks teaching practice postings in either a bilingual, Māori immersion, or general primary setting.	1 week orientation at the beginning of the academic year and weekly visits leading up to a 3 week posting. AND 4 weeks sustained teaching practice to be undertaken in the same classroom	N/A	18 weeks plus tutorial session in the first year, 1 week orientation at the beginning of the academic year and day long weekly visits in the final year.	Variety of school experiences in bilingual, immersion and general primary
9	BEd (Tchg) Primary to Year 10 two year programme for graduates	One 3 week posting, weekly school visits and tutorial session	Students will work in one school for the year at years 7-8 general classroom teaching and in a selected subject at year 9-10. Semester two students will undertake a two week posting at years 9-10 level leading up to a 3 week posting.	N/A		14 weeks plus day long weekly visits	Variety of school experiences
10	DipTchg (Primary Bilingual) Te Pokai Maturanga o te Ao Rua	Five weeks: 2 postings – at least one of which is in a bilingual setting where possible	Six weeks in either bilingual, Māori immersion, or in general primary setting	One week orientation plus weekly day-long visits ending with a three week post. AND A four week sustained practicum, both to be in a bilingual, Māori immersion or general primary setting		20 weeks plus weekly day-long visits	The goal is to have experience in either bilingual, or Māori immersion. General primary may be used.
11	DipTchg (Primary)	6 week practicum	6 week practicum	1 week plus day-long visits ending with a 3 week practicum		20 weeks plus day-long visits	Variety of school experiences
12	DipTchg (Primary) 2 year programme	One 3 week practicum plus weekly day-long visits and another class that has one 3 week practicum plus weekly day-long visits	One week orientation plus weekly visits ending in a 3 week practicum plus another course that has a four week practicum	N/A		14 weeks plus weekly day-long visits	-
13	GDipTchg (Primary)	-	-	-		-	-

Table 36: Practicum – Primary qualifications, page 1 continued...

	Qualification	Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
Massey University							
14	BEd (Tchg) Primary	6 weeks	7 weeks	8 weeks	N/A	21 weeks teaching experience in five block postings over the 6 semesters of the programme.	Range of experience ensured
15	BEd (Tchg) Te Aho Tatai-Rangi						Experience in Kura Kaupapa and bilingual units
16	GDipTchg (Primary)	9 Weeks teaching experience (in 3 blocks), plus 30 days attending a “base school”	N/A	N/A		75 days (15 weeks) in total	A variety of schools and levels. Base schools also used.
Masters Institute							
17	BTchg (Primary) and Worldview Studies	4 weeks	Two four week blocks	One two week block, two four week blocks	N/A	22 weeks plus three week equivalent and three days. Also Bible in Schools work and one day in a small school where students and staff work together.	Range of levels and deciles
New Zealand Graduate School of Education							
18	GDipTchg (Primary)	Seven weeks practicum per term x 4 terms per year = 28 weeks	N/A	N/A	N/A	28 weeks	NZGSE often a variety of training settings so that student teachers can work with a range of children with different learning needs and from different social backgrounds.
Te Wānanga o Aotearoa							
19	BTchg Te Korowai Akonga	Two 4 week blocks	One 4 week block, one 5 week block	One 4 week block, one 5 week block, one 6 week block	N/A	32 weeks	Range of levels, deciles in English medium
Te Wānanga o Raukawa							
20	DipTchg (Bilingual) Te Rangakura	-	-	-	-	-	-
21	Poumanawa Te Rangakura Kaiwhakaako	-	-	-	-	-	-
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa							
22	DipTch Kura Kaupapa Māori, Te Tohu Paetahi (Primary)	3 weeks altogether; one week in semester 1, two weeks in semester 2	4 week block, one 4 week block	One 4 week block, one 4 week block	N/A	19 weeks	Students to experience a range of levels. All practicums in Te Reo Māori.

Table 36: Practicum – Primary qualifications, page 1 continued...

	Qualification	Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
Te Whare Wānanga o Awanuiarangi							
23	BMāoriEd (Primary) Te Tohu Paetahi Mātauranga Māori	-	-	-	-	There are six practicum courses in the programme	Experience at Year 1-3; 4-6 and 7-8.
The University of Auckland							
24	BEd (Tchg) Huarahi Māori	-	-	-	-	Total of 20 weeks compulsory in-school practicum. Configuration of practicum is under discussion.	Range of: high/low decile small/large schools state/integrated/private. Ethnic/age levels. For Huarahi Māori – Māori medium.
25	BEd (Tchg) Primary						-
26	GDipTchg (Primary)					N/A	N/A
Unitec Institute of Technology							
27	GDipTchg (Primary)	One 3 week block, two 4 week blocks, one 5 week block	N/A	N/A	N/A	15 weeks	Each experience with a different age group between 5-13 years. Each in a different school and a range of deciles.
University of Otago							
28	BEd (Primary)	Two 2 week teaching placements	Three 2 week teaching placements	One 3 week teaching placement at beginning of school year. One 1 week full control teaching placement beginning of school term 3. One 3 week full control teaching placement end of term 3. 12 one day visits for teaching and observation throughout year	N/A	18 full weeks plus 12 day-long visits	Variety of classroom settings (high/low decile, rural/urban) and a range of year levels from New Entrant to Intermediate.
29	BTeach (Primary)						

Table 36: Practicum – Primary qualifications, page 1 continued...

	Qualification	Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
University of Waikato							
30	BTeach (Primary)	4 week block	6 week block	8 week block	N/A	18 weeks	Different levels and different schools
31	BTeach (Primary) Kakano Rua						
32	GDipTchg (Primary)						
Victoria University of Wellington							
33	BA/BSc/BCA/ Bachelor of Teaching	1 week primary, 1 week secondary	2 weeks primary, 2 weeks secondary	6 weeks in primary or intermediate	2 placements of 4 weeks each in either primary or secondary	-	Required
34	GDipTchg (Primary)	Teaching experiences and days in schools are spaced throughout the programme in such a way that students are able to see how theory and practice interlink in the development of quality teachers	N/A	N/A	N/A	13 weeks in 3 blocks, plus 20 days in schools	

Table 36: Practicum – Primary qualifications, page 2

	Qualification	Supervision	Responsibility for Assessment	Associate Teacher Selection and PD	Dealing with a Failed Practicum
Anamata Private Training Establishment					
1	DipTchg (Primary)	- AT - Min of 2 visits by lecturer	- Programme leader - Lecturer	- Use experience ATs	- Given extra time to pass or withdrawal
Auckland University of Technology					
2	BEd ([Specialty] Teaching)	- AT - One visit from an evaluative lecturer or two	- AT evaluation form - Evaluative lecturer report - Student portfolios - Final decision rests with the School of Education	- Teachers are invited to be associates and then screened - ATs must have a qualification acceptable to Teacher's Council - PD AUT offers a professional development programme for ATs	- Repeat practicum
Bethlehem Institute					
3	BEd (Tchg) Primary	- AT - Minimum of 3 visits by BI tutor	- AT report - BI tutor global report - Student folder - BI tutor has final decision	- Principals recommend AT - PD formal professional development offered annually	- Repeat practicum - May be counselled out of teaching
Christchurch College of Education					
4	BTchLn (Primary)	- AT - Min one visit by professional studies tutor	- AT report - Professional studies tutor report - Professional studies tutor makes final assessment decision	- AT must be a registered teacher - AT is recommended by principal - PD CCE provides ongoing PD for ATs	- Repeat practicum
5	GDipTchLn (Primary)				
Dunedin College of Education					
6	BEd (Tchg) Primary	- AT - Visits from College tutor	- AT report - Tutor report	- AT selected by the principal - PD AST paper C1855 Guiding Teacher Trainees and beginning Teachers free of fees - Informal courses offered each year - A wide range of PD courses are offered	- Repeat practicum
7	BEd (Tchg) Primary 2 year programme for graduates				
8	BEd (Tchg) Primary Te Pokai Maturanga o te Ao Rua				
9	BEd (Tchg) Primary to Year 10 two year programme for graduates				
10	DipTchg (Primary Bilingual) Te Pokai Maturanga o te Ao Rua				
11	DipTchg (Primary)	- AT - Visits from College tutor	- AT report - Tutor report	- AT selected by the principal - PD AST paper C1855 Guiding Teacher Trainees and beginning Teachers free of fees - Informal courses offered each year - A wide range of PD courses are offered	- Repeat practicum
12	DipTchg (Primary) 2 year programme				
13	GDipTchg (Primary)				

Table 36: Practicum – Primary qualifications, page 2 continued...

	Qualification	Supervision	Responsibility for Assessment	Associate Teacher Selection and PD	Dealing with a Failed Practicum
Massey University					
14	BEd (Tchg) Primary	- PIP lecturer (Min one visit, in 3 rd yr min 3 visits) - Placement co-ordinator - Ruawharo and EDO = visiting appraisers, PIP lecturers or school liaison	- College staff (based on evidence from AT, visiting staff and student)	- Principals nominate AT - PD briefing meetings and workshops provided - A university paper is offered to AT	- Repeat practicum
15	BEd (Tchg) Te Aho Tatai-Rangi	- AT - Lecturer	- College staff (based on evidence from AT, visiting staff fluent in Te Reo Māori and student)	- University contacts school, principal nominates AT - Only registered teachers are chosen	
16	GDipTchg (Primary)	- AT - Coordinator of Teaching experience - Min one visit by lecturer	- College staff (based on evidence from AT, visiting staff and student)	- Selected by course co-ordinator and principal - PD is provided so expectations are clear	
Masters Institute					
17	BTchg (Primary) and Worldview Studies	- AT - Min of 2 visits from lecturers	- Visiting lecturer in consultation with AT	- PD Placement books are sent out to AT	- Repeat practicum
New Zealand Graduate School of Education					
18	GDipTchg (Primary)	- The NZGSE tutors work alongside the students while they are at schools	- NZGSE tutors	-	-
Te Wānanga o Aotearoa					
19	BTchg Te Korowai Akonga	- AT - Three visits by lecturing staff	- Lecturing staff has responsibility for assessment in consultation with AT	-	- Repeat practicum
Te Wānanga o Raukawa					
20	DipTchg (Bilingual) Te Rangakura	-	-	-	-
21	Poumanawa Te Rangakura Kaiwhakaako				
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa					
22	DipTch Kura Kaupapa Māori, Te Tohu Paetahi (Primary)	- AT - Visited weekly by lecturing staff	- Lecturing staff has responsibility for assessment in consultation with AT	-	- Repeat practicum
Te Whare Wānanga o Awanuiarangi					
23	BMāoriEd (Primary) Te Tohu Paetahi Matauranga Māori	- AT - Lecturer visits 2-3 times per practicum	- AT report - Lecturer evaluation	- Schools nominate AT	- One reassessment granted

Table 36: Practicum – Primary qualifications, page 2 continued...

	Qualification	Supervision	Responsibility for Assessment	Associate Teacher Selection and PD	Dealing with a Failed Practicum
The University of Auckland					
24	BEd (Tchg) Huarahi Māori	- AT - Visits from University lecturers	- AT report - University lecturer assessment - Possible triadic meetings held between AT, lecturer and student - Student folder - The University lecturer has final decision	- Teachers apply to be ATs - PD workshops and practicum briefing sessions available - Practicum advisory groups	- Reviewed and a plan of action developed
25	BEd (Tchg) Primary				
26	GDipTchg (Primary)				
Unitec Institute of Technology					
27	GDipTchg (Primary)	- AT - Min 2 visits from lecturer	- AT report - Lecturer report	- PD Two PD sessions offered per year	- One reassessment granted
University of Otago					
28	BEd (Primary)	- AT - At least one visit by university lecturer	- AT report - University lecturer report - The University lecturer makes the final decision (based on AT, principal and review of reports)	- ATs are solicited by the University - PD AT invited to yearly meetings to discuss practicum and answer questions.	- Repeat practicum
29	BTeach (Primary)				
University of Waikato					
30	BTeach (Primary)	- AT - Evaluative lecturer visits	- AT - Evaluative lecturer	- Students choose AT and school - The final decision take by university - PD regular professional development sessions are organised by university	- Students are ineligible for re-entry into the programme. If student successfully appeals this decision, they must re-enrol and re-pay fees.
31	BTeach (Primary) Kakano Rua				
32	GDipTchg (Primary)				
Victoria University of Wellington					
33	BA/BSc/BCA/ Bachelor of Teaching	- AT - Visits from lecturer	- Shared between AT and lecturers - Final decisions made by college	- PD AT training courses held each year	- Repeat practicum
34	GDipTchg (Primary)				

PRACTICUM – SECONDARY INITIAL TEACHER EDUCATION

The table that follows (Table 37) provides an overview of the practicum requirements for each qualification separated by sector. The following is a summary of the practicum requirements for the secondary sector.

Length of practicum

All of the institutions meet the New Zealand Teachers Council Guidelines for Approval minimum practicum requirement of 14 weeks. Only two institutions, however, meet the preferred recommendation of 20 weeks over three years. Christchurch College of Education's Bachelor of Physical Education and Bachelor of Performing Arts qualifications have 26 weeks of practicum over four years, while the New Zealand Graduate School of Education Graduate Diploma of Teaching (Secondary) offers 28 weeks of practicum over one year. This is the only graduate diploma to offer more than 16 weeks of practicum. Although the New Zealand Teacher's Council Guidelines for Approval state that "blocks of at least three weeks are needed for each practicum" (2005, Section 3.9), the University of Otago and the University of Waikato offer two week long blocks.

Range of experience

All institutions provide a range of experiences for their students. The one-year graduate diploma qualifications which offer only two practicum experiences are limited to two different placements.

Supervision

All institutions state that student teachers are supervised by an associate teacher and are visited at least once by an institution lecturer or tutor. The New Zealand Graduate School of Education has a tutor who works alongside the student while they are on placement in order to provide immediate and relevant feedback. Christchurch College of Education offers weekly online supervision and support through their StudentNet.

Responsibility for assessment

Generally the responsibility for assessing the practicum is shared between the associate teacher and the visiting institution staff. Typically, the final evaluative decision rests with the institution. Some institutions, such as Auckland University of Technology, Bethlehem Institute, Massey University and The University of Auckland, take account of student input in the evaluation process, including consideration of student folders, portfolios or student self-evaluations. The New Zealand Graduate School of Education is the only institution to take the full responsibility of assessing their students, with no explicit references made to evaluative reports by associate teachers.

Associate teacher selection and professional development

There is great consistency among the qualifications in the selection of associate teachers. Most are selected by the placement school. One exception to this is the University of Waikato where teachers apply to work with the School of Education. Most schools offer professional development for teacher associates ranging from offering a paper as part of a qualification free of charge (Dunedin College of Education) to holding information meetings (Christchurch College

of Education, Massey University, The University of Auckland, University of Waikato and Victoria University of Wellington) and posting out information booklets (Christchurch College of Education and Massey University).

Dealing with failed practicum

Most institutions allow one repeat of a failed practicum. Students at the University of Waikato are ineligible for re-entry into the programme after a failed practicum. Bethlehem Institute mentions the possibility of counselling the student out of teaching after the experience of a failed practicum.

Other

Many institutions state that students will not be placed in a school where they have a relationship of some kind. This would include situations such as being employed at the school, being related to an employee of the school, having family members attending the school, being on the board of trustees or being the partner of a board of trustees member.

PRACTICUM – CONCLUDING STATEMENT

Professional practice experience is an essential component of ITE and is critical if student teachers are to have opportunities to make sense of how theory and practice are inter-dependent. Further comment on the challenges of securing practicum placements are reported in the following section on Constraints.

- All qualifications offer centre-based or school-based practicum experiences as an integral part of the ITE qualification.
- Early childhood centre-based qualifications require students to be employed or working voluntarily in an early childhood setting for a minimum number of hours per week. Practicums at other centres are a requirement of these qualifications.
- All institutions seek to offer their students a range of practicum experiences, though this is restricted in the one-year programmes, which typically have only two or three practicum blocks.
- All institutions require that student teachers are supervised during their centre- or school-based practicum by experienced, registered teachers.
- Although associate teachers and student teachers typically have input into the assessment of practicum, the final assessment is usually made by the lecturer/s or tutors from the institution, taking into account the feedback from the school or centre-based associate teachers.
- All institutions have processes in place for identifying and addressing students who are at risk of not meeting the practicum requirements.
- Most institutions offer one opportunity to repeat a practicum should the student teacher not reach an acceptable level of performance.
- The larger institutions often offer formal associate teacher professional development.

Table 37: Practicum – Secondary qualifications

	Qualification	Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
Auckland University of Technology							
1	GDipTchg (Secondary)	Four 4-week blocks	N/A	N/A	N/A	16 weeks	Four different schools – range of deciles and types
Bethlehem Institute							
2	GDipTchg (Secondary)	Total of 14 weeks across 2 practicum experiences	N/A	N/A	N/A	14 weeks across 2 practicum experiences	Two contrasting experiences usually one Christian, one State – different decile ranking, rural/urban
Christchurch College of Education							
3	BEd (PE)	One 4-week block	One 4 week block	One 5 week block	Three 4-5 week blocks	26 weeks	Range of teaching experience across a range of schools geographically, deciles, with at least one out of town placement. Year 1 students – intermediate or full primary Year 2 – area school. Year 3 and 4 secondary schools.
4	BEd (Performing Arts)						Range of teaching experience across a range of schools geographically, deciles, with at least one out of town placement
5	GDipTchLn (Secondary)	One 4-week block in Term 1; Two 5-week blocks in Terms 2 and 3	N/A	N/A	N/A	14 weeks	Different types of schools, different regions of the country. Range of decile levels.
Dunedin College of Education							
6	GDipTchg (Secondary)	Seven weeks teaching practicum, comprising one week of observation plus six week placement. AND Seven weeks teaching practicum.	N/A	N/A	N/A	14 weeks, including one week of observation	Variety of school experiences
Massey University							
7	BEd (Secondary Tchg)	3 weeks	6 weeks	4 weeks	5-6 weeks	18-19 weeks	Broad variety of schools, private, state and integrated urban and rural, decile variety.
8	GDipTchg (Secondary)	One three week block and two six week blocks. Part time students spend a total of nine weeks in schools in their first year and six weeks in their second year. In addition, students have two days of Orientation (a day each in two quite different schools) near the beginning of the programme.	N/A	N/A	N/A	15 weeks is spent in schools on practicum	Different and contrasting schools. Expected to teach all year levels, a range of classes in their subject specialist areas.

Table 37: Practicum – Secondary qualifications, page 1 continued...

	Qualification	Year 1	Year 2	Year 3	Year 4	Total Weeks	Range of Experience
New Zealand Graduate School of Education							
9	GDipTchg (Secondary)	Seven weeks practicum per term x 4 terms per year = 28 weeks.	N/A	N/A	N/A	28 weeks	Variety of settings – children with different learning needs and social backgrounds. Full range of socio-economic levels and ethnic groups.
The University of Auckland							
10	BPhysEd	3 weeks	8 weeks	8 weeks	8 weeks	A minimum of 18 weeks school-based teaching practicum and possibly a further eight weeks of non-school based practicum experience.	Range of schools - high/low decile - small/large - state/integrated/private - multi-ethnic - range of age levels
11	GDipTchg (Secondary)	-	N/A	N/A	N/A	14 weeks compulsory in-school practicum. The configuration of practicum over the one-year qualification is still under discussion	
University of Otago							
12	BTeach (Secondary)	A 2 week urban practicum and a 4 week rural practicum.	A 4 week practicum and a 6 week practicum in urban and rural schools.	N/A	N/A	16 full weeks	Range of schools and urban and rural
13	DipTchg (Secondary)						
University of Waikato							
14	BTeach (Secondary) Conjoint	No practicum in first year.	2 week block plus 1 placement day a week for the semester and another 10 day – 2 week block.	2 week block, 6 days observation followed by 3 weeks in mid semester break.	Professional Practice 7 week long (FT)	16 weeks plus about 2 weeks worth of one day a week visits.	1 in intermediate 2 in secondary
15	GDipTchg (Secondary)	There are two practical practice blocks one of 6 weeks plus one week observation and the second is seven weeks.	N/A	N/A	N/A	14 weeks	Two different secondary schools
Victoria University of Wellington							
16	GDipTchg (Secondary)	Teaching for Learning 1 includes a 4-week teaching experience, Teaching for Learning 2 includes a 5-week teaching experience and Teaching for Learning 3 includes a 5-week teaching experience.	N/A	N/A		14 weeks	Required

Table 37: Practicum – Secondary qualifications, page 2

	Qualification	Supervision	Responsibility for Assessment	Associate Teacher Selection and PD	Dealing with a Failed Practicum
Auckland University of Technology					
1	GDipTchg (Secondary)	- AT - One visit per practicum from lecturers	- AT report - Portfolio - Visiting lecturer's evaluative report - Student self-evaluation	- Schools select AT - AT must be fully registered	- Repeat practicum
Bethlehem Institute					
2	GDipTchg (Secondary)	- AT - Min of 3 visits each practicum from lecturer	- AT report - BI tutor global report - Student folder	- Schools to identify suitable associates	- Repeat practicum or counselled out of teaching
Christchurch College of Education					
3	BEd (PE)	- AT - Two visits from Professional Studies tutor per practicum - Online through StudentNet = weekly access to portfolio (tutor)	- AT report - Tutor report - Professional Studies tutor makes final assessment decision	- College provides detailed briefing notes on expectations and convenes 2 meetings per year with associate teachers	- Repeat practicum
4	BEd (Performing Arts)				
5	GDipTchLn (Secondary)				
Dunedin College of Education					
6	GDipTchg (Secondary)	- AT - Visits from lecturer	- AT and the visiting lecturer assess students' competencies during practicum	- School to determine suitable associate - PD: The AST paper C1855 – Guiding Teacher Trainees and Beginning Teachers (free of tuition fees)	- Repeat practicum (allowed two attempts to pass each practicum)
Massey University					
7	BEd (Secondary Tchg)	- AT - Visits by specialist lecturing staff every practicum	-The College of Ed staff assesses the student based on evidence supplied by: - AT - Visiting lecturer(s) - Students themselves	- AT is registered teachers with suitable qualifications nominated by school - PD Specific requirements and guidance for ATs are given in posting booklets sent in advance of posting to ST coordinator and AT	-
8	GDipTchg (Secondary)	- AT - One observation visit by College appraiser	- AT report - College appraisers report - The practicum co-ordinator reviews all reports	- School arranges for student placement with AT - PD Coordinators are invited to attend meetings where programme and concerns are discussed	- Repeat practicum - Student are likely to be excluded from the college if they fail a second time
New Zealand Graduate School of Education					
9	GDipTchg (Secondary)	- AT - The NZGSE tutors work alongside the students while they are at schools	- NZGSE tutors	-	-

Table 37: Practicum – Secondary qualifications, page 2 continued...

	Qualification	Supervision	Responsibility for Assessment	Associate Teacher Selection and PD	Dealing with a Failed Practicum
The University of Auckland					
10	BPhysEd	- AT - Visits by University lecturers visit	- AT report - Student teacher's folder - The University lecturer considers the determining final grade based on the above	- The school selects the AT - PD The university runs AT workshops and offer practicum briefing sessions for AT	- Students who fail practicum are reviewed and an action plan developed
11	GDipTchg (Secondary)				
University of Otago					
12	BTeach (Secondary)	- AT - At least one visit by university lecturer during practicum	- The final decision resides with the visiting University teacher and the Coordinator of Secondary Teacher Ed.	-	- Repeat the practicum at a later date
13	DipTchg (Secondary)				
University of Waikato					
14	BTeach (Secondary) Conjoint	- AT - Visit from an evaluative lecturer	- AT assesses - An evaluative lecturer comes to observe students and provides feedback	- The teacher applies to work with the School of Ed - Staff select the AT for suitability, quality of school and qualification - The final decision is taken by the university - PD Regular PD sessions are organised by the university	- Students are ineligible for re-entry into the programme - If student successfully appeals this decision, they must re-enrol and re-pay fees
15	GDipTchg (Secondary)			- Students work with the programme co-ordinator to choose their school and associate - PD Regular PD sessions are organised by the University for AT	
Victoria University of Wellington					
16	GDipTchg (Secondary)	- AT - Visits from lecturer	- AT - Lecturer - Final decisions are made by the college	- PD AT training courses are held each year	- Repeat practicum (once only)

Resources

Provision of resources and support services takes place on an institutional level. Tables 38 and 39, therefore, show the reported resources available at each institution for students and for staff. In general, more resources are provided for staff and students at the larger, more established institutions.

Table 38: Resources for students at each institution

	Library	ICT	Store	AV Support	Other	Disability	Counselling	Chaplaincy	Childcare	Māori	Learning Support	Recreation	Cafeteria	Pasifika	Scholarships	Accommodation	Other	Graduate Support	
Private training establishments																			
Anamata Private Training Establishment	✓	✓		✓							✓						✓	Informal	
Bethlehem Institute	✓	✓					✓	✓		✓	✓			✓				✓	
Masters Institute	✓	✓		✓			✓											✓	
New Zealand College of Early Childhood Education	✓	✓					✓		✓										
New Zealand Graduate School of Education	No information available																		
New Zealand Tertiary College	✓	✓																✓	
Rangi Ruru Early Childhood College	✓	✓		✓	✓		✓	✓	✓			✓						PD	
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association	No information available																		
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa	✓	✓		✓	✓		✓			✓								✓	
Universities																			
Auckland University of Technology	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	PD, some follow up
Massey University	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	PD
The University of Auckland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
University of Otago	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Careers advisory service
University of Waikato	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Online support – secondary only
Victoria University of Wellington	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	PD
Colleges of education																			
Christchurch College of Education	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Advisory services, GradNet
Dunedin College of Education	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			Graduate advisory service
Polytechnics																			
Eastern Institute of Technology	✓				✓	✓	✓		✓	✓	✓		✓	✓					Registration programme, whānau support
Manukau Institute of Technology	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
The Open Polytechnic of New Zealand	✓										✓								Informal
Unitec Institute of Technology	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Waiariki Institute of Technology	✓	✓	✓	✓			✓		✓	✓	✓			✓	✓			✓	Staff mentoring
Waikato Institute of Technology	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Whitireia Community Polytechnic	✓					✓	✓		✓	✓	✓			✓	✓			✓	Informal
Wānanga																			
Te Wānanga o Aotearoa	✓					✓	✓				✓		✓					✓	
Te Wānanga o Raukawa	✓	✓	✓						✓	✓	✓		✓						
Te Whare Wānanga o Awanuiarangi	✓	✓		✓			✓			✓	✓				✓			✓	Developing

Table 39: Resources for staff at each institution

	Library	ICT	Store	AV Support	Other	Disability	Counselling	Chaplaincy	Childcare	Māori	Scholarships	Recreation	Cafeteria	Pasifika	Administrative	Staff Development Centre	Other
Private training establishments																	
Anamata Private Training Establishment	✓	✓		✓													✓
Bethlehem Institute	✓	✓					✓	✓		✓				✓			✓
Masters Institute	✓	✓		✓			✓									✓	✓
New Zealand College of Early Childhood Education	✓	✓		✓			✓		✓						✓	✓	
New Zealand Graduate School of Education	No information available																
New Zealand Tertiary College	✓	✓															✓
Rangi Ruru Early Childhood College	✓	✓		✓	✓		✓	✓	✓			✓	✓		✓	✓	
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association	No information available																
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa	✓	✓		✓	✓		✓			✓							
Universities																	
Auckland University of Technology	✓	✓				✓	✓	✓	✓	✓		✓	✓	✓			✓
Massey University	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The University of Auckland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
University of Otago	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
University of Waikato	✓	✓				✓	✓	✓	✓	✓		✓	✓	✓			✓
Victoria University of Wellington	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Colleges of education																	
Christchurch College of Education	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Dunedin College of Education	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Polytechnics																	
Eastern Institute of Technology	✓				✓	✓	✓		✓	✓			✓	✓			✓
Manukau Institute of Technology	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
The Open Polytechnic of New Zealand	No information available																
Unitec Institute of Technology	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Waiariki Institute of Technology	✓	✓	✓	✓		✓	✓		✓	✓				✓	✓		
Waikato Institute of Technology	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓			
Whitireia Community Polytechnic	✓					✓	✓		✓	✓				✓			
Wānanga																	
Te Wānanga o Aotearoa	✓					✓	✓						✓				✓
Te Wānanga o Raukawa	✓	✓	✓						✓	✓			✓				
Te Whare Wānanga o Awanuiarangi	✓	✓		✓			✓			✓					✓		

Practical resources

Every institution provides library facilities for its staff and students. Nearly every institution also has some kind of ICT resource service, for example, computer labs or computers for staff. Roughly half of the institutions provide audio-visual support to staff or students, and a third report some kind of store on campus.

Support for students

The majority of institutions provide counselling and learning support services to their students. Many also have childcare facilities and provide support for Māori students. Only about half of the institutions report support services for Pasifika students. Between a third and a half of the institutions report the provision of support or services for disabled students, a chaplaincy service, recreation facilities, a cafeteria, scholarships for students, or student accommodation.

In addition, half the institutions report on their support provisions for graduate students. Services range from informal contact with lecturers and tutors, to professional development programmes run for beginning teachers, to formalised graduate advisory services.

Support for staff

Most institutions provide counselling services, childcare facilities, and support for Māori staff. About half the institutions report support for Pasifika staff, cafeteria facilities, or support and services for disabled staff. Around a third report a chaplaincy service, recreation facilities, a staff development centre, administrative support for staff, or scholarships for staff.

RESOURCES – CONCLUDING STATEMENT

Universities, colleges of education, and, to some extent, polytechnics are the institutions with the infrastructure, resources and staff and student numbers to provide comprehensive support for their students and staff. The emerging institutions, the private training establishments and the wānanga, provide less support overall for their staff and students.

Staffing

The 25 providers that participated in Phase Two were asked to report on the level of qualifications of their staff involved in the initial teacher education programmes. This area is challenging to quantify in terms of actual qualifications as many, if not most, staff within larger institutions teach across different ITE qualifications. As could be expected, in smaller institutions it is easier to identify and quantify staff numbers, qualifications and experience. In the larger institutions, however, we encouraged participants to make a judgement as to the percentage of staff in each category of qualification and experience. Data has been summarised in the following table (Table 40) and key themes presented below are organised predominantly according to type of institution.

Academic qualifications

Quality Assurance Bodies and the New Zealand Teachers Council have requirements related to the number, qualifications and role of staff. Guidelines for Approval of Teacher Education programmes (New Zealand Teachers Council, 2005) state: “A clear majority of lecturers will hold a relevant qualification in advance of that being aspired to by the student teachers. Staff who have yet to attain such a qualification will be actively engaged in doing so” (P. 13).

Universities

Universities, especially those that have a longer history of offering study in education (University of Waikato, Massey University and University of Otago) reflect a higher percentage of staff with a PhD qualification than do colleges of education, private training establishments, wānanga or polytechnics, or recently merged institutions. The Auckland University of Technology, the University of Waikato and Massey University each report at least 20% of staff with doctoral qualifications, while 40% (7 of 17) of staff at the University of Otago have PhDs. The University of Auckland report that 15% of staff hold doctorates and while Victoria University of Wellington report only a small number of doctorally qualified staff; 20% of their staff are enrolled in doctoral studies. Each of the universities report that approximately 80% of their staff hold masters degree or higher.

Colleges of education

The two remaining colleges of education have only small numbers of doctorally qualified staff and fewer with masters than are reported by the universities. There is evidence, however, of significant numbers of staff enrolled in higher degree studies. Some staff teaching in degree programmes do not hold higher qualifications but evidence suggests that they may be working towards them.

Private training establishments

The nine private training establishments reflect lower proportions of staff with higher qualifications. Six of the nine offer diploma qualifications and their staff are predominantly qualified at degree or masterate level. In few cases, staff are reported to be in the process of completing their degree qualification.

Polytechnics

The four polytechnics offer predominantly diploma qualifications with the exception of Unitec Institute of Technology, which also offers a graduate diploma. The majority of staff across these institutions hold either degree or masters qualifications. Both Unitec Institute of Technology and Whitireia Community Polytechnic have a total of ten staff, two of whom are doctorally qualified and others who are undertaking doctoral study.

Wānanga

Staff of the three wānanga hold either masters or degree qualifications with the exception of Te Wānanga o Aotearoa who have three staff with diploma qualifications. These staff may well have equivalent qualifications in te reo Māori and tikanga Māori. However, this is not reported.

All institutions report that the majority of their staff have a teaching qualification and that many of these are also registered teachers. Some institutions report that staff working within specific Māori-medium qualifications are fluent in te reo Māori.

Staff teaching experience

The majority of the institutions report that most or all of their staff have experience teaching in the sector of the qualification. Rangi Ruru Early Childhood College reports that over half of their 13 staff have had experience teaching in the early childhood education sector and New Zealand College of Early Childhood Education reports that nine of their 17 staff have had experience teaching in the early childhood education sector.

Staff tenure

Most institutions report at least 70% of staff to be tenured. A namata Private Training Establishment reports that two of six staff are tenured and Eastern Institute of Technology reports that four of ten staff are tenured. Interestingly, the University of Otago reports that “all staff with PhDs working in education studies papers are on confirmation path or are tenured” and yet, staff “working in the Teacher Education curriculum and professional practice papers are on short term contracts”. This raises questions as to the security of the staff teaching within this qualification.

Professional development

All institutions offer professional development for their staff.

Support for research

All institutions offer their staff support for research, with Te Wānanga o Aotearoa, Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa and Victoria University of Wellington reporting that they are in the developing stages of establishing formal research support policies and practices.

Community involvement

All institutions report that staff are involved in professional organisations, schools or centres and in the community.

STAFFING – CONCLUDING STATEMENT

- It is apparent that all institutions comprise teacher education staff with both advanced qualifications and teaching experience and many staff are registered teachers.
- As could be expected, the number of doctorally qualified staff is higher in the university sector where an advanced degree is typically the minimum qualification for appointment and there is a more established tradition of research and formal support for research.
- All institutions offer varying levels of professional development support for their staff.
- Some institutions are still in the process of establishing formal support for staff research.

Table 40: Staffing – All qualifications

	Academic Qualifications	Teaching Qualifications	Staff Teaching Experience	Staff Tenure	Professional Development	Support for Research	Community Involvement		
Anamata Private Training Establishment									
Te Pukenga/Diploma of Teaching (Primary)	Total = 6 2 enrolled Masters, 3 Bachelor	3 registered teachers, 3 have provisional registration	All	2 full-time, rest part-time	Yes	Yes	Yes		
Auckland University of Technology									
Bachelor of Education [Speciality] Early Childhood Education	Total = 27 19% PhD, 33% enrolled PhD, 93% Masters, 100% Bachelor	-	-	All. Small number specialist contract	Yes	Yes	-		
Bachelor of Education [Speciality] Primary Teaching	All have Masters	All have teaching qualification	All	All. One specialist contract			Yes	Yes	
Graduate Diploma of Secondary Teaching	Total = 4 1 enrolled PhD, 4 Masters	3 have teaching qualifications	-	All permanent					Yes
National Diploma of Teaching (Early Childhood Education Pasifika)	Total = 27, Key staff = 2 1 PhD, 1 Masters	Most have teaching qualifications	Over half						
Bethlehem Institute									
Bachelor of Education (Teaching) (Early Childhood Education)	Total = 11 2 PhD, 6 Masters, 3 Bachelor	All have teaching qualifications, 4 registered teachers	4	9 permanent, 2 contract	Yes	Yes	Yes		
Bachelor of Education (Teaching) (Primary)	Total = 12 2 PhD, 7 Masters, 4 Bachelor	All have teaching qualifications, 5 registered teachers	8	10 permanent, 2 contract					
Graduate Diploma of Teaching (Secondary)	Total = 11 2 PhD, 6 Masters, 3 Bachelor	All have teaching qualification, 2 registered teachers	All	10 permanent, 1 contract					
Christchurch College of Education									
Bachelor of Education (Performing Arts) (Secondary)	Total = 4 1 PhD, 3 Masters	All have teaching qualifications	All	3 tenured, 1 part-time contract	Yes	Yes	Yes		
Bachelor of Education (Physical Education) (Secondary)	Total = ? 2 PhD, 8 Masters, 7 Bachelor	14 have teaching qualifications	Some	Most tenured					
Bachelor of Teaching and Learning (Early Childhood)	-	-	-	-			Yes	Yes	-
Bachelor of Teaching and Learning (Primary)	Total = 70 10% enrolled PhD, 50% enrolled Masters	Majority have teaching qualifications	Most	70% tenured; rest contract, many part-time					
Diploma of Teaching and Learning (Early Childhood)	-	-	-	-					
Graduate Diploma of Teaching and Learning (Early Childhood)	-	-	-	-					
Graduate Diploma of Teaching and Learning (Primary)	Total = 70 10% enrolled PhD, 50% enrolled Masters	All but one have a teaching qualification	Most	70% tenured; rest contract, many part-time					
Graduate Diploma of Teaching and Learning (Secondary)	Total = 36 17% PhD, 39% Masters, 14% Honours, 31% Bachelor, 6% Diploma, 8% enrolled in PhDs	All have teaching qualifications	Most	80% tenured	Yes				

Table 40: Staffing – All qualifications continued...

	Academic Qualifications	Teaching Qualifications	Staff Teaching Experience	Staff Tenure	Professional Development	Support for Research	Community Involvement
Dunedin College of Education							
Bachelor of Education (Teaching) 0-8 years	-	All but one have a teaching qualification	All	All academic staff are permanent	Yes	Yes	Yes
Bachelor of Education (Teaching) Early Childhood Education	Total = 7 4 Masters, 2 Bachelor, 1 Diploma	All have teaching qualifications, all are registered teachers					
Bachelor of Education (Teaching) Primary	-						
Bachelor of Education (Teaching) Primary Education 2 year prog for Graduates	Most have Masters or are enrolled in Masters	All but one have a teaching qualification					
Bachelor of Education (Teaching) Primary to Year 10 two year prog for Graduates							
Bachelor of Education (Teaching)/Te Pokai Matauranga o te Ao Rua (Primary Education)	Total = 9 3 Masters, 4 Bachelor, 2 Diploma	All have teaching qualifications, all are registered teachers					
Diploma of Teaching (Early Childhood Education)	Total = 7 4 Masters, 2 Bachelor, 1 Diploma	All but one have a teaching qualification					
Diploma of Teaching (Early Childhood Education) two year programme		All have teaching qualifications					
Diploma of Teaching (Primary)	-						
Diploma of Teaching (Primary) two year programme							
Diploma of Teaching/Te Pokai Matauranga o te Ao Rua (Primary Bilingual)		Total = 9 3 Masters, 4 Bachelor, 2 Diploma					
Graduate Diploma of Teaching (Early Childhood Education)	Total = 7 4 Masters, 2 Bachelor, 1 Diploma						
Graduate Diploma of Teaching (Primary)	-	All but one have a teaching qualification	-	-			-
Graduate Diploma of Teaching (Secondary)	2 PhD, 9 Masters, 8 Bachelor, 2 Diploma	All have teaching qualifications, all are registered teachers	All	Most contract			Yes
Eastern Institute of Technology							
Diploma of Teaching (Early Childhood Education)	Total = 4.4 FTE 2 Masters, 2 Bachelor, 3 Certificate	All have teaching qualifications	5	3.6 FTE tenured, 6.8 FTE one year contract	Yes	Yes	Yes
Manukau Institute of Technology							
Diploma of Teaching (Early Childhood Education)	Total = 14 7 Postgraduate degree 7 Bachelor	12 have teaching qualifications, 10 are registered teachers, one has provisional registration	11	13 tenured, 1 casual	Yes	Yes	-

Table 40: Staffing – All qualifications continued...

	Academic Qualifications	Teaching Qualifications	Staff Teaching Experience	Staff Tenure	Professional Development	Support for Research	Community Involvement
Massey University							
Bachelor of Education (Secondary Teaching)	20% PhDs	Most have teaching qualifications	Most	Most tenured	Yes	Yes	Yes
Bachelor of Education (Teaching) Early Years (Birth to Eight Years)			Some				
Bachelor of Education (Teaching) Primary			Most				
Graduate Diploma of Teaching (Early Childhood Education)			Mix of primary and early childhood experience				
Graduate Diploma of Teaching (Primary)			All				
Graduate Diploma of Teaching (Secondary)			All				
Te Aho Tatai-Rangi			All fluent in Te Reo				
Masters Institute							
Bachelor of Teaching (Primary) & Worldview Studies	Total = ? 1 PhD, 2 enrolled PhD, 3 Masters, 2 enrolled Masters	All have teaching qualifications	All. All are fluent in Te Reo	-	Yes	Yes	Yes
New Zealand College of Early Childhood Education							
Diploma of Teaching (Early Childhood Education)	Total = 17 2 Masters, 4 enrolled Masters, 5 Bachelor	13 have teaching qualifications	9	All permanent	Yes	Yes	Yes
New Zealand Graduate School of Education							
Graduate Diploma of Teaching (Primary)	-	All have teaching qualifications	-	-	-	-	-
Graduate Diploma of Teaching (Secondary)							
New Zealand Tertiary College							
Diploma of Teaching (Early Childhood)	-	-	-	-	-	Yes	Yes
Rangi Ruru Early Childhood College							
Diploma of Teaching (Early Childhood Education)	Total = 13 Most Bachelor	11 have teaching qualifications	Over half	All tenured	Yes	Yes	Yes

Table 40: Staffing – All qualifications continued...

	Academic Qualifications	Teaching Qualifications	Staff Teaching Experience	Staff Tenure	Professional Development	Support for Research	Community Involvement
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association							
Diploma of Teaching (Early Childhood Education)	All staff have a minimum of Bachelor degree; half have Masters or above	All have teaching qualification, Majority are registered teachers	All	Most permanent	Yes	Yes	Yes
National Diploma of Teaching (Early Childhood Education Pasifika)	All staff have a minimum of a BEdTchg)	All have teaching qualification, All are registered teachers					
Te Wānanga o Aotearoa							
Te Korowai Akonga/Bachelor of Teaching	Total = 23 4% PhD, 43% Masters, 39% Bachelor, 13% Diploma; 78% currently studying for a higher degree	-	-	-	Yes	Developing	No
Te Wānanga o Raukawa							
Poumanawa Te Rangakura Kaiwhakaako Otaki	-	-	-	-	-	-	-
Te Rangakura/Diploma of Teaching (Bilingual)							
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa							
Diploma of Teaching Kura Kaupapa Māori, Te Tohu Paetahi	Total = ? 2 Masters, 1 Bachelor, 2 enrolled Bachelor	All have teaching qualifications	All. All fluent in Te Reo	-	Yes	Developing	Yes
Te Whare Wānanga o Awanuiarangi							
Te Tohu Paetahi Ako (Iti Rearea)/Bachelor of Teaching and Learning (Early Childhood Education)	Total = ? All enrolled Masters	All have teaching qualifications, All are registered teachers	All but one	2 tenured, 2 tenurable	Yes	Yes	Yes
Te Tohu Paetahi Matauranga Māori/ Bachelor of Māori Education (Primary)	Total = ? All have a minimum of a Masters degree		All	2 tenured, rest contract			
The Open Polytechnic of New Zealand							
Diploma of Teaching (Early Childhood Education)	Total = 18 1 enrolled PhD, 5 Masters, 3 enrolled Masters, 2 PGDip, 2 enrolled PGDip, 6 Bachelor	All have teaching qualifications, Most are registered teachers	All	All tenured	Yes	Yes	Yes

Table 40: Staffing – All qualifications continued...

	Academic Qualifications	Teaching Qualifications	Staff Teaching Experience	Staff Tenure	Professional Development	Support for Research	Community Involvement
The University of Auckland							
Bachelor of Education (Teaching) EC	15% PhD, 75% Masters, 10% Bachelor	95% have teaching qualifications	95%	75% tenured	Yes	Yes	Yes
Bachelor of Education (Teaching) Huarahi Māori							
Bachelor of Education (Teaching) Primary							
Bachelor of Physical Education							
Diploma of Teaching (Early Childhood Education)	-	Teaching qualification required	-	-	Yes	Yes	-
Diploma of Teaching (Pacific Island, Early Childhood Education)							
Graduate Diploma of Teaching (Early Childhood Education)							
Graduate Diploma of Teaching (Primary)	15% PhD, 75% Masters, 10% Bachelor	95% have teaching qualifications	95%	75% tenured	Yes	Yes	Yes
Graduate Diploma of Teaching (Secondary)							
Unitec Institute of Technology							
Diploma of Teaching (Early Childhood Education)	Total = 10 2 PhD, 4 Masters, 1 PGDip, 3 Bachelor	All have teaching qualifications, 6 are registered teachers	8	All tenured	Yes	Yes	-
Graduate Diploma of Teaching (Primary)	Total = 2	All have teaching qualifications	All				Yes
University of Otago							
Bachelor of Education	Total = 17 7 PhD, 7 enrolled PhD, 3 enrolled Masters	13 have teaching qualifications, 10 are registered teachers	13	All PhDs are tenured, 5 short-term contracts	Yes	Yes	Yes
Bachelor of Teaching (Primary)							
Bachelor of Teaching (Secondary)		Most have teaching qualifications Most are registered teachers	Most	All PhDs are tenured, rest short-term contracts			
Diploma of Teaching (Secondary)							
University of Waikato							
Bachelor of Teaching (Early Childhood)	Total = 70 19% PhD, 7% DPhil or DEd, 54% Masters, 16% Bachelor, 4% Diploma	All have teaching qualifications	All	5 tenured, 2 contract	Yes	Yes	Yes
Bachelor of Teaching (Primary)		Majority have teaching qualifications	Majority	Majority tenured			
Bachelor of Teaching (Primary) Kakano Rua		-		2 short-term contracts, rest tenured			
Bachelor of Teaching (Secondary) Conjoint		Majority have teaching qualifications		Majority tenured			
Graduate Diploma of Teaching (Primary)		-		2 short-term contracts, rest tenured			
Graduate Diploma of Teaching (Secondary)							

Table 40: Staffing – All qualifications continued...

	Academic Qualifications	Teaching Qualifications	Staff Teaching Experience	Staff Tenure	Professional Development	Support for Research	Community Involvement
Victoria University of Wellington							
BA/Bachelor of Teaching (Early Childhood Education)	20% enrolled PhD, 90% Masters, 10% enrolled Masters	Most are registered teachers	All	All tenured	Yes	Yes	Yes
BA/BSc/BCA/Bachelor of Teaching		95% have teaching qualifications, Most are registered teachers	Most			Developing	
Bachelor of Education (Teaching) Early Childhood		Most are registered teachers	All			Yes	
Diploma of Teaching (Early Childhood Education)			Most. All are fluent in Te Reo				
Diploma of Teaching (Early Childhood Education) Whāriki Papatipu		95% have teaching qualifications, Most are registered teachers	Most			Developing	
Graduate Diploma of Teaching (Primary)							
Graduate Diploma of Teaching (Secondary)							
Wairiki Institute of Technology							
Diploma of Teaching (Early Childhood Education)/He Tohu Matauranga mo te Whakaako Kohungahunga	Total = ? 1 enrolled PhD, All but one of the rest enrolled Masters	All have teaching qualifications, All are registered teachers	All	All permanent	Yes	Yes	Yes
Waikato Institute of Technology							
Diploma of Teaching (Early Childhood Education)	-	-	-	-	-	-	-
Whitireia Community Polytechnic							
Diploma of Teaching (Early Childhood Education)	Total = 10.5 FTE 2 PhD, 3 enrolled PhD, 3 Masters, 2 enrolled Masters, 0.5 Diploma	-	10	6.5 tenured, 4 contract	Yes	Yes	Yes

Quality Assurance Procedures

Approval of initial teacher education qualifications could be considered to be the critical first step in the quality assurance process. Nationally, several agencies share legislative responsibility for approval and accreditation of academic qualifications. The New Zealand Qualifications Authority (NZQA) has responsibility for approving qualifications and accrediting institutions for all tertiary education. NZQA has delegated responsibility for approval of programmes to the following Quality Assurance Bodies (QABs).

- *The Institutes of Technology and Polytechnics Quality (ITP Quality), for courses offered by polytechnics other than UNITEC*
- *The Colleges of Education Accreditation Committee (CEAC), for diploma courses offered by Colleges of Education*
- *The Committee on University Academic Programmes (CUAP), for courses offered by universities*
- *The Approvals, Accreditation and Audit (AAA) unit of the Qualifications Authority, for courses offered by wānanga, UNITEC and private training establishments, and for degree courses offered by Colleges of Education (New Zealand Qualifications Authority, 2004, p. 5).*

These approval bodies consider tertiary qualifications within the gazetted criteria. In addition to the academic approval requirements through the aforementioned agencies, all initial teacher education qualifications leading to registration as a teacher are subject also to approval of the New Zealand Teachers Council (NZTC). The New Zealand Teachers Council is a crown agency established under the Education Standards Act 2001. It replaced the Teacher Registration Board on the 1st February, 2002. The New Zealand Teachers Council is required, under section 139 AE (d), (e) and (f) of the Education Standards Act 2001:

- *to determine standards for teacher registration and the issue of practising certificates;*
- *to establish and maintain professional standards for qualifications that lead to teacher registration;*
- *to conduct, in conjunction with quality assurance agencies, approvals of teacher education qualifications on the basis of standards referred to above (Ministry of Education, 2001).*

From the mid-1990s, the New Zealand Qualifications Authority (NZQA), New Zealand Polytechnic Programmes Committee (NZPPC), and Colleges of Education Accreditation Committee (CEAC) worked with the then Teacher Registration Board under separate memorandums of understanding. In late 2003, a Memorandum of Understanding (MOU) was agreed across all these bodies, including the New Zealand Teachers Council (NZTC). This memorandum of understanding facilitates a collaborative approach to approval of initial teacher education qualifications and focuses on approval, monitoring, and review or re-approval of qualifications of initial teacher education, providing details of processes, sequencing and timing of procedures required by providers and approval agencies (New Zealand Qualifications Authority, 2004).

A similar memorandum of understanding exists between the New Zealand Teachers Council and the New Zealand Vice Chancellors' Committee, although joint approval panels are not used for the university sector. Approval panels include expert peers from other teacher education institutions. Regardless of the institution, where any qualification to be approved is

a degree qualification, at least two of the panel are appointed by the New Zealand Vice Chancellors' Committee.

These joint teacher education approval and accreditation processes are established to ensure that both academic and professional aspects of the qualification are given careful attention. All initial teacher education qualifications are therefore required to meet the gazetted criteria and requirements for approval and accreditation of courses as outlined by the New Zealand Qualifications Authority (2003) and the New Zealand Teachers Council Standards for Qualifications that Lead to Teacher Registration (2005). Guidelines for the approval of teacher education qualifications were originally developed by the Teacher Registration Board in consultation with the wider education community, including teacher education institutions, Post Primary Teachers' Association (PPTA), New Zealand Education Institution (NZEI) and the New Zealand School Trustees Association (NZSTA), and with reference to standards for teacher education in other countries, particularly the USA and Australia. The NZTC guidelines for approval of ITE programmes are currently being reviewed by the New Zealand Teachers Council in cooperation with the teacher education community, teacher unions and government agencies.

Teacher education qualifications prepare graduates for teaching in New Zealand schools and early childhood centres, where registration as a teacher will be a requirement of employment. The content of the qualification and the standards for graduating must therefore be related to the New Zealand Teachers Council Satisfactory Teacher Dimensions which currently serve as "standards" for registration of teachers. Each institution is responsible for its internal quality assurance procedures, which include various forms of academic boards, consultation with stakeholders, regular self-review, student evaluations. These processes are required to be reported to the relevant quality approval bodies.

During Phase Two providers were asked to provide information on their internal and external quality assurance procedures. As part of the approval and accreditation of initial teacher education qualifications, all providers are required to establish internal quality assurance procedures and to also participate in external monitoring and moderation of their qualification/s.

The summary below is supported by an overview in Table 41.

Internal review/audit

All institutions report regular and continuing, ongoing, annual or cyclical (3, 4, or 5 year) internal review/audit of their qualifications.

External review/audit

All institutions report regular and continuing, ongoing, annual or cyclical (3, 4, or 5 year) external review/audit of their qualifications as part of their institutional requirements.

Monitoring

All but one institution report being externally monitored. Christchurch College of Education reports having applied for self-managed monitoring of the Graduate Diploma of Teaching and Learning (Primary). Most institutions are monitored annually, while The University of

Auckland Diploma of Teaching (Pacific Island, Early Childhood Education) programme reports that they are monitored on a five year cycle.

Moderation process

NZQA and the NZTC require that qualifications be moderated externally by “an appointed teacher educator currently working in an equivalent teacher education programme” (New Zealand Teachers Council, 2005). All institutions meet this requirement. The variability in moderation processes are evident in how often they are scheduled. Typically institutions report that they have developed a moderation schedule that ensures all components are moderated externally over a three, four or five yearly cycle. A quarter of the qualifications report that they are moderated internally as well as externally.

Multi-site consistency

Most institutions report using their moderation activities and processes to ensure multi-site consistency where appropriate. Massey University uses their Equivalence Policy and internal moderation processes to ensure consistency, while Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association uses the same course materials across separate offerings of their qualification as part of their internal moderation process. Te Wānanga o Aotearoa reports using inter-campus staff meetings three times a year and Te Whare Wānanga o Awanuiarangi states that using the same material and rotating their staff roster ensures consistency among their sites. The Open Polytechnic of New Zealand uses regular staff meetings, email and teleconferences, and New Zealand Tertiary College Diploma of Teaching Early Childhood, The University of Auckland Diploma of Teaching (Pacific Island, Early Childhood Education), Victoria University of Wellington Diploma of Teaching, and Waiariki Institute of Technology Diploma of Teaching (Early Childhood Education)/He Tohu Matauranga o te Whakaako Kohungahunga ensure multi-site consistency by using the same staff to teach on all sites.

Student evaluation

Nearly all institutions report using student evaluations as part of their internal quality assurance procedures. Most of these are course evaluations conducted at the end of each course, on an annual basis or periodically for selected modules. The University of Auckland offers student evaluations through the Centre for Professional Development, the University of Waikato does so through their Teaching Learning Development Unit, the University of Otago student evaluations are administered by their Higher Education Development Centre and Massey University's student evaluation of courses and teaching is conducted by their Training and Development Unit.

Stakeholder input

Most institutions have a consultative programme or advisory group/committee/board which provides stakeholder input. Committees typically include representatives from the profession and the wider education community. Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa has a governing council and The University of Auckland Diploma of Teaching (Pacific Island, Early Childhood Education) has a Pacific Island group who provide stakeholder input. Data on the meeting schedule and composition of these committees are variable.

Staff appraisal

All institutions conduct staff appraisals. Most do so annually, while the New Zealand College of Early Childhood Education conducts appraisals twice a year. Manukau Institute of Technology appraises its staff by department and Unitec Institute of Technology uses external peer reviews as part of its appraisal process.

QUALITY ASSURANCE – CONCLUDING STATEMENT

As would be expected when reviewing qualifications that have been approved through the QABs and the NZTC, all institutions report that they have procedures for both internal and external quality assurance.

- All institutions report that they have active external monitoring and moderating as required.
- Most institutions also have institution-wide requirements for internal moderation.
- Institutions with qualifications offered on different sites and through different pathways report that internal processes ensure multi-site consistency
- All institutions report some form of student feedback and evaluation as part of their commitment to continually improving their programmes of study.
- All institutions report that they have systems for staff appraisal as required as an institution-wide policy.

Table 41: Quality assurance procedures – All qualifications

	Internal Review/Audit	External Review/Audit	Monitoring	Moderation Process	Multi-site Consistency	Student Evaluation	Stakeholder Input	Staff Appraisal
Anamata Private Training Establishment								
Te Pukenga/Diploma of Teaching (Primary)	Yes	5 year cycle	Yes	Internal: peer review External: twice a year	-	4 times a year	Advisory Group	Annual
Auckland University of Technology								
Bachelor of Education [Speciality] Early Childhood Education	5 year cycle	5 year cycle	Annual	External: 2 year cycle	N/A	Annual	Consultative Committee	Yes
Bachelor of Education [Speciality] Primary Teaching				Internal and external				
Graduate Diploma of Secondary Teaching				External: 2 year cycle				
National Diploma of Teaching (Early Childhood Education Pasifika)	-	3 year cycle		External: 3 year cycle			Pasifika and EC Consultative Committee	
Bethlehem Institute								
Bachelor of Education (Teaching) (Early Childhood Education)	5 year cycle	2 year cycle	Annual	Yes	N/A	End of each course	Programme Committee	Annual
Bachelor of Education (Teaching) (Primary)								
Graduate Diploma of Teaching (Secondary)								
Christchurch College of Education								
Bachelor of Education (Performing Arts) (Secondary)	Annual	Yes	Annual	Yes	N/A	Course evaluation	Advisory Committee	Annual
Bachelor of Education (Physical Education) (Secondary)		-						
Bachelor of Teaching and Learning (Early Childhood)		Ongoing	-					
Bachelor of Teaching and Learning (Primary)		Annual	Moderation process					
Diploma of Teaching and Learning (Early Childhood)		Yes	-					
Graduate Diploma of Teaching and Learning (Early Childhood)		Annual	Moderation Action Plan					
Graduate Diploma of Teaching and Learning (Primary)	Ongoing	Applied for self-managed monitoring			Moderation process		Ongoing consultation	

Table 41: Quality assurance procedures – All qualifications continued...

Christchurch College of Education continued...	Internal Review/Audit	External Review/Audit	Monitoring	Moderation Process	Multi-site Consistency	Student Evaluation	Stakeholder Input	Staff Appraisal
Graduate Diploma of Teaching and Learning (Secondary)	Annual	Yes	Annual	Between and within courses	Same course materials, moderation process	Course evaluation	Advisory Committee	Annual
Dunedin College of Education								
Bachelor of Education (Teaching) 0-8 years	3 year cycle	Yes	Yes	Internal and external	Moderation activities	Course evaluation	External Advisory Committee	Annual
Bachelor of Education (Teaching) Early Childhood Education					N/A			
Bachelor of Education (Teaching) Primary					Moderation activities			
Bachelor of Education (Teaching) Primary Education 2 year prog for Graduates					N/A			
Bachelor of Education (Teaching) Primary to Year 10 two year prog for Graduates								
Bachelor of Education (Teaching)/Te Pokai Maturanga o te Ao Rua (Primary Education)					Internal			
Diploma of Teaching (Early Childhood Education)								
Diploma of Teaching (Early Childhood Education) two year programme					Internal and external			
Diploma of Teaching (Primary)								
Diploma of Teaching (Primary) two year programme					N/A			
Diploma of Teaching/Te Pokai Maturanga o te Ao Rua (Primary Bilingual)								
Graduate Diploma of Teaching (Early Childhood Education)					5 year cycle			
Graduate Diploma of Teaching (Primary)					Yes			
Graduate Diploma of Teaching (Secondary)	5 year cycle	Yes	Yes	Internal and external	N/A	Course evaluation, 3 year cycle	External Advisory Committee	Annual

Table 41: Quality assurance procedures – All qualifications continued...

	Internal Review/Audit	External Review/Audit	Monitoring	Moderation Process	Multi-site Consistency	Student Evaluation	Stakeholder Input	Staff Appraisal	
Eastern Institute of Technology									
Diploma of Teaching (Early Childhood Education)	5 year cycle	Yes	Yes	Internal and external, 3 year cycle	-	Sample of courses evaluated	Advisory ECE Committee	Annual	
Manukau Institute of Technology									
Diploma of Teaching (Early Childhood Education)	Annual	Yes	Yes	4 year cycle	-	Course evaluation	ED Advisory Committee	Annual, department based	
Massey University									
Bachelor of Education (Secondary Teaching)	Ongoing	Yes	Yes	5 year cycle	N/A	Massey University Student Evaluation System	Community Advisory Group	Yes	
Bachelor of Education (Teaching) Early Years (Birth to Eight Years)					-				
Bachelor of Education (Teaching) Primary	Yes				Massey University Equivalence Policy, internal moderation				
Graduate Diploma of Teaching (Early Childhood Education)	-				External: 3 year cycle				N/A
Graduate Diploma of Teaching (Primary)	Ongoing				3 year cycle				Massey University Equivalence Policy, internal moderation
Graduate Diploma of Teaching (Secondary)	Yes				5 year cycle				
Te Aho Tatai-Rangi									
Masters Institute									
Bachelor of Teaching (Primary) & Worldview Studies	-	2 year cycle	Annual	Annual, internal and external	N/A	-	Advisory Group	Yes	
New Zealand College of Early Childhood Education									
Diploma of Teaching (Early Childhood Education)	-	3 year cycle	Annual	Annual, internal and external	N/A	Annual	Advisory Committee	Twice a year	
New Zealand Graduate School of Education									
Graduate Diploma of Teaching (Primary)	-	-	-	-	-	-	-	-	
Graduate Diploma of Teaching (Secondary)	-	-	-	-	-	-	-	-	
New Zealand Tertiary College									
Diploma of Teaching (Early Childhood)	Annual	Yes	Yes	3 year cycle	Same staff	Course evaluation	Advisory Group	Annual	
Rangi Ruru Early Childhood College									
Diploma of Teaching (Early Childhood Education)	Yes		Annual	Internal, External: 3 year cycle	N/A	Yes	Advisory committees	Annual	

Table 41: Quality assurance procedures – All qualifications continued...

	Internal Review/Audit	External Review/Audit	Monitoring	Moderation Process	Multi-site Consistency	Student Evaluation	Stakeholder Input	Staff Appraisal
Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association								
Diploma of Teaching (Early Childhood Education)	Annual	2 year cycle	Annual	External	Same course materials, internal moderation	Yes	Advisory Committee	Yes
National Diploma of Teaching (Early Childhood Education Pasifika)								
Te Wānanga o Aotearoa								
Te Korowai Akonga/ Bachelor of Teaching	-	-	Annual	Internal and external	Intercampus staff meetings 3 times a year	Yes, organised centrally	Programme Advisory Committee	Annual
Te Wānanga o Raukawa								
Poumanawa Te Rangakura Kaiwhakaako Otaki	-	-	-	-	-	-	-	-
Te Rangakura/Diploma of Teaching (Bilingual)	-	-	-	-	-	-	-	-
Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa								
Diploma of Teaching Kura Kaupapa Māori, Te Tohu Paetahi	-	Annual	Annual	Internal and external	N/A	-	Governing Council	Yes
Te Whare Wānanga o Awanuiarangi								
Te Tohu Paetahi Ako (Iti Rearea)/Bachelor of Teaching and Learning (Early Childhood Education)	Yes	NZQA on a 2-year cycle	Yes	Internal and external	Same material, rotating staff roster	Course evaluation	Advisory Board	Yes
Te Tohu Paetahi Matauranga Māori/ Bachelor of Māori Education (Primary)	Annual	NZTC Approval on a 5-year cycle	-		N/A			
The Open Polytechnic of New Zealand								
Diploma of Teaching (Early Childhood Education)	Yes	Yes	Continuous	External	Regular staff meetings, email, teleconferences	Course evaluation	ECE Advisory Committee	Yes
The University of Auckland								
Bachelor of Education (Teaching) EC	3 year cycle	5 year cycle	Annual	External: Annual	Moderation process	Through Centre for Professional Development	Advisory groups	Annual
Bachelor of Education (Teaching) Huarahi Māori								
Bachelor of Education (Teaching) Primary								
Bachelor of Physical Education	4 year cycle							

Table 41: Quality assurance procedures – All qualifications continued...

The University of Auckland continued...	Internal Review/Audit	External Review/Audit	Monitoring	Moderation Process	Multi-site Consistency	Student Evaluation	Stakeholder Input	Staff Appraisal
Diploma of Teaching (Early Childhood Education)	3 year cycle	5 year cycle	Annual	External: Annual	Moderation process	Through Centre for Professional Development	Advisory groups	Annual
Diploma of Teaching (Pacific Island, Early Childhood Education)	5 year cycle	-	5 year cycle	Internal: Annual External: 5 year cycle	Same staff	Selected modules	Pacific Islands groups	
Graduate Diploma of Teaching (Early Childhood Education)	Annual	5 year cycle	Annual	External: Annual	Moderation process	Through Centre for Professional Development	Advisory groups	
Graduate Diploma of Teaching (Primary)								
Graduate Diploma of Teaching (Secondary)								
Unitec Institute of Technology								
Diploma of Teaching (Early Childhood Education)	Annual	5 year cycle	Annual	Annual, internal and external	-	Standard Course Evaluation	School of Education Advisory Group	Annual
Graduate Diploma of Teaching (Primary)	Yes	Yes		Internal: Annual External: 3 year cycle	N/A		Programme Committee	External peer review
University of Otago								
Bachelor of Education	Annual	5 year cycle	Yes	Yes	N/A	Yes	Faculty of Education Advisory Board	Annual
Bachelor of Teaching (Primary)								
Bachelor of Teaching (Secondary)								
Diploma of Teaching (Secondary)								
University of Waikato								
Bachelor of Teaching (Early Childhood)	Annual	Yes	Yes	Internal and external, 5 year cycle	N/A	Teaching Learning Development Unit	EC Programmes Committee	Yes
Bachelor of Teaching (Primary)					Internal checks and external moderation		Primary Programmes Committee	
Bachelor of Teaching (Primary) Kakano Rua					N/A		Secondary Programmes Committee	
Bachelor of Teaching (Secondary) Conjoint							Primary Programmes Committee	
Graduate Diploma of Teaching (Primary)							Secondary Programmes Committee	
Graduate Diploma of Teaching (Secondary)								

Table 41: Quality assurance procedures – All qualifications continued...

	Internal Review/Audit	External Review/Audit	Monitoring	Moderation Process	Multi-site Consistency	Student Evaluation	Stakeholder Input	Staff Appraisal
Victoria University of Wellington								
BA/Bachelor of Teaching (Early Childhood Education)	Regular and continuing	Yes	Annual	Internal and external	N/A	Yes	Advisory Committee	Yes
BA/BSc/BCA/Bachelor of Teaching	Annual			In development	-			
Bachelor of Education (Teaching) Early Childhood	Regular and continuing			Internal and external	N/A			
Diploma of Teaching (Early Childhood Education)				Same staff				
Diploma of Teaching (Early Childhood Education) Whāriki Papatipu								
Graduate Diploma of Teaching (Primary)	Annual			In development	-			
Graduate Diploma of Teaching (Secondary)				-				
Wairiki Institute of Technology								
Diploma of Teaching (Early Childhood Education)/He Tohu Matauranga mo te Whakaako Kohungahunga	3 year cycle	3 year cycle	Yes	Internal and external, 3 year cycle	Same staff	Course evaluation	Advisory Committee	Annual
Waikato Institute of Technology								
Diploma of Teaching (Early Childhood Education)	5 year cycle	Yes	Yes	Internal, external and informal	-	Course evaluation	Advisory Committee	Annual
Whitireia Community Polytechnic								
Diploma of Teaching (Early Childhood Education)	Annual	5 year cycle	Yes	Internal and external	N/A	Yes	Programme Advisory Committee	Yes

Māori-Centred or Māori-Medium Qualifications

Māori-medium education emerges as a term in the wake of the Māori educational initiatives – Kohanga Reo, Kura Kaupapa Māori, Wharekura, whare wānanga – of the 1980's (Bishop, Berryman & Richardson, 2001). The initiatives emerging from within Māori communities focus on an education system where Māori culture is central (ibid; Bishop & Glynn, 1999). Today the Ministry of Education uses the term Kaupapa Mātauranga Māori to include those sites developed by Māori as described previously, as well as total immersion and bilingual units in mainstream schools. This project uses the terms Māori-medium and Māori-centred to describe those qualifications offered by Māori organisations such as: the three wānanga, Te Wānanga o Raukawa established in 1981, Te Wānanga o Aotearoa in 1983, and Te Whare Wānanga o Awanuiarangi in 1992; private training establishments such as Anamata Private Training Establishment and Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa; and Māori immersion and bilingual qualifications offered by mainstream institutions (The University of Auckland, Massey University, University of Waikato, Victoria University of Wellington, Dunedin College of Education, and Waiariki Institute of Technology).

The Education Act 1989 and the Education Amendment Act 1990 define a wānanga as one that is characterised by teaching and research that maintains, advances and assists the application of knowledge and develops intellectual independence of knowledge regarding ahuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom). Whilst clearly Māori-centred institutions such as wānanga have a strong commitment to and a basis in Māori ways of knowing and Māori custom, the three Māori immersion qualifications are offered by two mainstream institutions: The University of Auckland, Massey University and one wānanga (Te Wānanga o Raukawa).

As previous sections of this report attest, a number of institutions require student teachers to complete papers within their ITE qualifications that relate to the Treaty of Waitangi, issues of Māori education and/or te reo Māori. Those identified as Māori-medium or Māori-centred go beyond the compulsory individual papers to provide coherent programmes of study which are offered in Māori-centred contexts with the view to meeting particular needs of Māori tertiary students and, ultimately the needs of Māori children in schools. While it is not the sole responsibility of wānanga and other Māori-centred institutions and departments to ensure New Zealand has effective teachers able to teach within the medium of Māori for the future, it is important to note the challenges facing those responsible for these qualifications.

A report on good practice indicators in bilingual and immersion education acknowledged the need for teachers in such settings to be proficient in first and second languages, as well as to be knowledgeable in second language acquisition (Ministry of Education, 2005, p. 33). The implications of such goals have become both challenges and burdens in terms of workload for those working in initial teacher education.

A subgroup of Māori members of the research team reviewed all qualifications offered by wānanga and those that were identified as Māori-centred, Māori-medium or bilingual. There are 14 qualifications identified as such. These are offered by ten providers, including three wānanga, three universities, one college of education, two private training establishments and one polytechnic. The qualifications include three-year undergraduate degrees and diplomas for both early childhood and primary teachers. The following commentary focuses on features of initial teacher education that are particular to these qualifications and their programmes of study. In addition, we highlight the specific challenges faced by those providers offering Māori-medium and Māori-centred ITE qualifications.

SPECIAL FEATURES

Māori-centred or Māori-medium qualifications are more likely to have special characteristics that are additional to the more traditional teacher education qualifications. For example, a number of the providers are iwi-based (Anamata Private Training Establishment is based in Tuhoe, Te Whare Wānanga o Awanuiarangi is Mātaatua based), iwi-centred rather than Māori-centred (Anamata Private Training Establishment), and in the larger, mainstream institutions “Iwi and tangata Māori knowledges and pedagogies are recognised and validated in the first instance” (Massey University).

- Iwi and tangata Māori knowledge is recognised as integral to the programme of study (e.g. Massey University, Te Wānanga o Aotearoa, Anamata Private Training Establishment, Te Wānanga o Rukawa) and the “Programme begins with a strong knowledge base of Te Ao Māori” (Waiariki Institute of Technology) whereby “the content and pedagogy is underpinned by te reo Māori, tikanga Māori and matauranga Māori” (The University of Auckland).
- In addition to other entry requirements, about half the programmes expect or recommend iwi attestation for student entry for either te reo Māori competency, or suitability for teaching, or both.
- Two of the programmes reflect the philosophy of Te Aho Matua in the teaching and delivery of all papers (Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa and Massey University). Te Aho Matua is an aspect of their special character.
- As the pool of Māori speakers wishing to enter the teaching profession is relatively small, a number of the providers have a bridging or full time te reo Māori programme to grow their own applicants (Anamata Private Training Establishment, The University of Auckland, Te Whare Wānanga o Awanuiarangi, Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa)
- As well as covering the various levels and a range of decile schools in practicum, Māori-centred or Māori-medium programmes expect their students to cover a range of language levels from English medium (mainstream) through to bilingual and total immersion and, in many cases, kura kaupapa Māori schools.
- Māori-centred or Māori-medium programmes acknowledge that “culturally appropriate contexts” (Massey University) or a “culturally comfortable environment” (Anamata Private Training Establishment) are “more conducive to Māori students’ success” (Massey University).
- Māori values like whānaungatanga, manaakitanga, tautoko, ako and wairua feature strongly in most of the conceptual frameworks.
- In addition to teacher education, Bilingual or Māori-medium qualifications acknowledge the qualification as an opportunity or vehicle for the revitalisation of te reo Māori (The University of Auckland, Te Whare Wānanga o Awanuiarangi, Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa, Te Wānanga o Aotearoa).

Graduate profiles

- Māori-centred or Māori-medium qualifications expect their graduates to be bilingual and to teach in a range of language contexts from English medium through to bilingual and total immersion Māori.
- Two providers expect their graduates to demonstrate language acquisition methodologies and techniques (Massey University and The University of Auckland).
- Some of the providers articulate an expectation that their graduates will become a resource in the wider community for te reo and tikanga (Te Wānanga o Aotearoa) and contribute to the development of whānau, hapu, iwi (Anamata Private Training Establishment, Te Whare Wānanga o Awanuiarangi).
- Working in partnership with families and whānau to support their children's learning is an important feature of the graduate profiles of Massey University, Te Wānanga o Aotearoa, Te Whare Wānanga o Awanuiarangi, and The University of Auckland.
- Treaty policies are not always visible in qualifications offered by Māori providers (although for some they are). Māori providers tend to ensure the Treaty is integral to all/most of the programme of study and, as some state, “the treaty is what we do” (Wānanga).

CHALLENGES

- The qualifications tend to provide significant encouragement and opportunities to ensure students meet the learning objectives and progress through the programme of study. Academic regulations provide the opportunity for students to re-submit assessments. Some offer extra one-to-one tutor assistance as well as a Student Learning Unit or similar. There is a commitment by some providers to provide additional support, both peer and ka iako, to ensure students have every opportunity to complete their study satisfactorily. This added commitment (tautoko) places additional workload on Māori staff.
- In some cases, students have not previously had significant success in education and a commitment to a supportive academic and whānau environment is viewed as one means of addressing past inequities.
- All programmes have some expectation of bilingualism and expect a level of competency in te reo Māori for staff and students. There is also an expectation that upskilling in te reo Māori is on-going, even for Māori staff and students who have a native-like fluency in te reo Māori. This places an extra burden on Māori that mainstream teacher educators do not have. This is discussed in the constraints section, as it is perceived as a significant constraint on the quality of Māori-centred and Māori-medium qualifications when teacher education staff have the extra commitment to their own language development and resource development, in addition to an already demanding workload.
- It is not possible through the data collected to identify the qualification levels of Māori staff but it is noted by some providers that Māori-centred and Māori-medium programmes require staff with appropriate academic qualifications, teaching experience

and also expertise in te reo Māori and tikanga Māori. This increases the workload of such staff members, requiring of them to take on the added burden of ongoing increased Māori proficiency plus qualification upgrades and establishing and maintaining research activity. In addition to the formal (and informal) qualifications, staff are expected to have established community/iwi/hapu links.

- Most of the Māori programmes expect students to have an understanding of both Māori and English curriculum documents. This increases the workload and time factor considerably for staff and students. At least three of the providers indicate that students can submit their assignments in te reo Māori (Massey University, Te Wānanga Takiura o nga Kura Kaupapa Māori o Aotearoa, The University of Auckland) which is an added challenge for staff marking, especially if students write in a dialect different from their own.

MĀORI-CENTRED OR MĀORI-MEDIUM QUALIFICATIONS – CONCLUDING STATEMENT

The qualifications offered as Māori-medium and/or from Māori-centred providers are few in number and present both cause for celebration and concern. They are a cause for celebration because of their culturally-based approach to the preparation of teachers, their commitment to addressing the achievement of Māori students and the opportunities they offer to prospective teachers who do not wish to enrol in larger institutions. The challenges relate predominantly to the additional burden placed on students and staff of Māori-medium (bilingual and immersion) qualifications, in particular. Students and staff face multiple requirements for graduating with competency in both te reo Māori and English and with aligned competency in negotiating the two sets of curriculum documents. While the review of the Māori-centred and Māori-medium qualifications gives rise to a number of noteworthy features, questions remain as to the impact of extra language burdens on issues like staff burnout and student retention.

In addition to meeting the learning objectives of their mainstream colleagues, bilingual and immersion student teachers are expected to devote some of their study time to ongoing up-skilling in te reo Māori. Not only are they required to become familiar with the seven national curriculum documents or *Te Whāriki* for planning, but they are also required to learn all the new Māori language that has risen with the development of the seven Māori medium curricula. This applies to staff as well. Even native speakers have to learn this new language of curriculum. These challenges are detailed in a study reported by McMurchy-Pilkington, Tamati, Martin, Martin & Dale (2002) who report that one of the dilemmas that the students face when they go home and talk to their kaumatua is that at times they are ‘talking past’ each other. Their elders, who can be expected to support them in the learning of their te reo, are often not familiar with this language and thus are unable to support them in their learning, at times even telling them off for bringing home this language that is not that of the marae or their hapu. If we are to meet our goals of preparing effective teachers who will make a difference for Māori students in schools, these challenges need to be addressed by the whole ITE community.

Constraints and Challenges to Quality Initial Teacher Education

As part of the Phase Two interviews with Directors of Teacher Education and/or coordinators of qualifications, participants were asked two questions related to constraints impacting on the delivery of a quality ITE qualification. They were asked what constraints they perceived to be affecting the quality of the practicum experience, and what they perceived to be current constraints on ensuring the quality of ITE in New Zealand. At this point it must be acknowledged that these questions came at the end of lengthy interviews. Often participants reported that they could have provided a more detailed response to these key questions, had there been more time. In addition, analysis revealed that many institutions addressed these two questions as one, and aggregated their response.

In addition to the responses to the Phase Two interview questions, this section of the report is also informed by communications with providers during Phase One of the study, as such communications gave rise to additional data related to constraints and challenges. As reported in Milestone 1 of this report, it is important to note that the conducting of this national study originally met with a great deal of resistance from a number of providers. Many providers expressed frustration with being asked to provide data for a project funded by the Ministry of Education and the New Zealand Teachers Council (NZTC). They felt that the NZTC should already have the data on file as a consequence of the approval and re-approval process. Coupled with this frustration was a concern about the potential use to which the data would be put as a result of the research project. For some providers, the research study clearly represented a means for the Ministry of Education and NZTC to gather data which might be used at some future point in time against providers and lead to some being shut down. These concerns were reported to the Ministry of Education and the NZTC through Milestone 1, and through a presentation to the Reference Group on research into ITE. An excerpt from Milestone 1 is reported below.

Response to these initial letters was very disappointing and quite unexpected. While some providers were very happy to provide us with what documentation was readily available to students, and still others provided documentation from their course approval or re-approval processes, a significant number of providers raised questions as to the motive behind the request for involvement, the considerable time that preparing such documentation would take, and ethical matters concerned with divulging commercially sensitive information.

In response to concerns raised, Prof. Kane led a presentation at the NZARE conference that explained the goals of the projects and the level of commitment requested from providers. Team members and representatives from the Ministry of Education and the New Zealand Teachers Council attended the presentation and were available to talk with colleagues and address questions. This did serve to clarify some of the concerns raised. However, a number of the providers who were most vocal in their concerns were not present at the meeting (Kane, 2005, p. 4).

The research team applied considerable effort to assuring colleagues across New Zealand of the authenticity of this research project and its goal of providing a comprehensive account of ITE in Aotearoa New Zealand. The project leader (and individual team members) had numerous communications with colleagues from a number of providers. They stressed that all New Zealand programmes would be included on the database and that seeking provider input was a way of ensuring that all data were recorded correctly. Providers were assured that they would have two opportunities to check and amend data on their programme profiles; in early March when Phase One profiles would be distributed prior to Phase Two

interviews, and again at the conclusion of Phase Two. The outcome of the communications was that the majority of providers (25 of the 27) agreed to participate and provide data for this project. However, they expected it would be appropriately documented and filed electronically so that they would not be called upon in future years to provide such information again, except of course when data relating to their qualification changed. There was a general consensus among the ITE providers that they were already required to respond to a number of quality assurance protocols through joint approval and re-approval processes, external monitoring and external moderation, all of which were costly in terms of both time and resources.

A total of 22 of the 25 institutions that participated in Phase Two of the research project provided responses to one or both of the questions on constraints. The following table (Table 42) provides an overview of the constraints identified. However, the table should be interpreted as indicative only, as most participants reported that constraints on the provision of quality teacher education reflected a complex interdependence with each other. It would, therefore be misleading to present them as distinct constraints. Each of the categories identified below was closely inter-related and was reported to seldom operate in isolation. In keeping with our assurance to participants, institutions are not named within this section of the report and quotes are not referenced to individual providers.

Table 42: Constraints and challenges to quality ITE

Constraints Identified	Frequency
Highly competitive ITE environment	
Changing contexts of teachers work	6
Appropriately qualified and available associate teachers	23
Funding of ITE	
Cost of and issues related to practicum component	25
Appropriately qualified and experienced ITE staff	10
Increasing diversity of modes of delivery to ensure access	2
Reduced length of qualifications	3
Financial pressures on students	4
Accountability and compliance requirements	6
Issues for private training establishments	2

The section that follows clusters the constraints under broad headings and, where appropriate, sets them within a new explanation of current context. The responses to both sections of the interview have been aggregated in order to highlight the main constraints facing ITE. This section concludes with a summary of what are determined to be key challenges to quality teacher education within New Zealand and with some suggestions for a way forward.

HIGHLY COMPETITIVE ITE ENVIRONMENT

The five-fold increase in the number of teacher education institutions since the mid 1990s has resulted in prospective students having access to a choice of providers in all sectors and to a choice of mode and programme of study. This has resulted in institutions competing to attract student enrolments, to attract appropriately qualified and experienced staff and to

secure effective practicum placements for current and future student teachers. Each of these constraints is discussed separately below.

Securing adequate practicum placements

Providers report that the competitive context is most keenly felt in relation to securing adequate and appropriate practicum placements for students. This is seen to be especially problematic in the early childhood and secondary sectors, where competition for practicum placements is reported to be a significant constraint on ensuring the quality of the ITE experience. With over ten providers of ITE in the city of Auckland alone, providers state that competition for practicum placements in secondary and early childhood continues to be one of their greatest challenges.

Outside of Auckland, however, the pressure appears no less serious. Providers raise concerns about the increasing practice of institutions placing student teachers in regions well beyond the location of the programme of study and, as a result, overwhelming potential placements in rural and regional centres.

[There is a] problem with competition in our district for practicum sites. TE providers based in distant cities send students here, paying the students and the schools. We question the ethics of this practice of poaching schools outside their own region (University).

It is becoming increasingly difficult to place a greater number of students as all providers have increased the number of students and all require quality practicum placements. Students are increasingly being placed out of our region to alleviate the extreme pressure on town centres. This is becoming a nationwide problem (College of education).

The competitive environment has placed challenges on the need for providers to perhaps invest more time and energy in the development and maintenance of relationships with local schools to ensure that they are given preferential placements as the local provider. One relatively new provider reported that they are experiencing “difficulty to maintain relationships with schools (for practicum) because of highly competitive environment” (Wānanga). Providers new to ITE face the challenge of securing practicum placements for students in schools that often have longstanding established relationships with traditional providers. This challenge of gaining credibility with schools and teachers is a symptom of the increasing number of new providers in the past decade.

Appropriately qualified and registered associate teachers

Closely linked to securing practicum placements is the challenge of ensuring that the associate teachers working with student teachers in schools have appropriate experience and qualifications. This is the case especially in early childhood education (which is reported as a special contextual case below), but is also of concern within the other sectors because of the changing nature and context of teachers’ work in centres and schools.

The changing nature of teachers’ work in secondary schools, with the introduction of the National Certificate of Educational Achievement (NCEA), has resulted in a perception that increasing number of teachers are choosing not to volunteer to act as associates with students. In addition to secondary teachers facing the immediate priority of changing assessment procedures and the other curriculum innovations, the “expansion of knowledge,

social and cultural change, especially diversity, places huge demands on teachers who are general practitioners as well as specialists” (Polytechnic). This, in turn, is reported to be exacerbating pressure on teacher education.

Some providers report that the quality of the practicum experience is at risk because of the poor quality of teachers and teaching in secondary schools and the reluctance of some associate teachers to provide critical feedback to student teachers. As a consequence, these providers feel that more clarity as to the expectations of associate teachers’ role in ITE is called for. They report that good teachers are too busy to be associate teachers and so providers must look to intermediate schools as a viable practicum experience for their secondary students.

Our dilemma arises from a serious lack of quality teaching in some secondary schools and a lack of suitable teachers willing to be associates. There is a lack of current understanding by some secondary teachers of the teaching process. We have to place secondary students in intermediate schools for one of their practicums. However, they do see good teaching there (University).

Additional factors reported as decreasing the availability and quality of associate teachers include the trend for many primary (and early childhood) teachers to focus on up grading their qualifications to degree status. This thus limits their availability for the added responsibility involved in student teacher supervision. Those providers who position themselves within a particular philosophical perspective or worldview report challenges in securing practicum places with teachers who understand and are able to support and evaluate students operating within these particular domains. In general, the ongoing challenge of having access to appropriate associate teachers is evident through providers signalling that, due both to shortage and established practice, they do not have the liberty to choose which teachers are allocated to their student teachers.

Unable to have input into who[m] the associate teachers are – there is usually one person who is the liaison person at each school, and who finds the associate teachers for the students – [there is a need for] quality assurance for associate teachers (University).

Notwithstanding the above constraints, there are a number of participants who acknowledge that practicum is indeed a most critical element in the ITE and building sound relationships with schools is essential to ensuring positive practicum experiences. One provider has addressed initial constraints through “individually negotiating the timing of placements with each student” (Polytechnic). Another, a college of education, reports that they are benefiting from the emergence of past graduates who are now available for supervision in schools.

No issues or barriers with practicum placements. A whole new group of associates are coming through, many of whom are ex-students, so there is lots of good will, new blood (College of education).

Distinction between degree and diploma qualifications

A significant change in the past decade in primary teacher education has been the emergence of three-year degree programmes, as opposed to the three-year undergraduate diplomas or four-year Bachelor of Education degree qualifications. Currently only six of the 34 primary ITE qualifications are three-year undergraduate diplomas. Some teacher education institutions have at this time retained the diploma in the belief that prospective students may not feel confident to undertake a degree in the first instance. Two of the four providers offering diploma qualifications for primary teachers, also offer a three-year undergraduate

degree into which students can be credited part way through their programme of study. This appears to be the typical programme of study as there have been very few student teachers graduate from the institutions with a primary teaching diploma qualification in recent years.

For teachers in the early childhood sector, where the major change has been an advance from level three or level five certificates or even from no qualifications, there are still many students working towards level seven diploma qualifications as required by current government policy. Currently, 20 of the 35 qualifications for early childhood teachers are at diploma level.

As part of ITE approval process, the New Zealand Teachers Council currently requires that any diploma that leads to teacher registration must be equivalent to a bachelors degree across all areas, including level, credits, length, academic qualifications of lecturing staff and research base for the qualification. Recent changes in salary structure for early childhood and primary teachers mean that teachers with a diploma qualification are disadvantaged alongside their colleagues who hold three-year degree qualifications. It appears that there is a misalignment between the academic differentiation of the undergraduate degree and diploma (as defined by CUAP and NZQA), and the minimum requirement for teaching in early childhood as required by Ministry of Education and the New Zealand Teachers Council for registration as a teacher, which is also the benchmark qualification for salary purposes. This misalignment has implications in terms of staffing expectations. Institutions offering only ECE diploma qualifications together reflect a staffing profile where over half the staff hold a maximum of a Bachelors qualification. Yet while the Ministry and NZTC require the benchmark qualification for ECE to be a level seven diploma, within these institutions staff themselves may not hold a qualification in advance of that which they are teaching.

Providers acknowledge that the distinction between diploma and degree-qualified graduates is particularly important to those providers who are not yet accredited to offer degree qualifications in ITE.

We need to sort out the (salary) disadvantage experienced by people with diplomas in relation to those with degrees, when the diploma qualifications have met the same level, credits and standards as degree qualifications (Polytechnic).

Changing context of early childhood education

New Zealand policy initiatives to enhance the quality of early childhood education have had a major impact on growth of teacher education in that sector contributing no doubt to the increased competitions among providers. From the mid-1990s, the government indicated that early childhood teachers in all teacher-led services would be expected to hold at least a three-year level 7 early childhood diploma or degree approved for teacher registration. Until this time, although kindergarten teachers had these qualifications, many in childcare and education centres did not, and therefore many people already working in early childhood education and care needed to gain approved qualifications, typically while continuing to work in their centres. The introduction of *Te Whāriki: He Whāriki maatauranga mo nga mokopuna o Aotearoa, Early childhood curriculum* (Ministry of Education, 1996b), the first national curriculum for early childhood education in New Zealand, has also brought major changes to teachers and teacher education qualifications.

The government's 10 year Strategic Plan for Early Childhood Education, *Pathways to the Future: Nga Huarahi Arataki* (Ministry of Education, 2002a) contains an objective that all

people working in teacher-led early childhood services will be early childhood qualified, registered teachers by the year 2012. In order to meet this goal, the government's Teacher Supply Initiative offers a range of supports to the sector, including incentive grants to services to assist their staff to gain qualifications, special funding to increase the availability of distance-learning for student teachers, TeachNZ scholarships and other study grants for students, support for Kaupapa Māori and Pasifika ECE qualifications, funding to enable selected institutions to do free assessments for recognition of prior learning (RPL). All this means that a much greater range of students in many locations across New Zealand is now studying for approved teacher education qualifications (Ministry of Education, 2002a). Initiatives such as scholarships and improved salaries were commented on very positively by early childhood providers.

Positives to mention – the Early Childhood Strategy policy of the present government has brought advances, including helpful scholarships for gaining qualifications, and increases in salaries for ECE teachers (Polytechnic).

Competition in the early childhood sector is further highlighted by the high proportion of education and care services (not including free kindergartens) that are privately owned. Although the proportion of qualified and registered teachers in early childhood centres is increasing, many people working in centres are not yet qualified and so are considered unsuitable for the role of associate teacher.

Change (in ECE) is fast and huge. It's hard to keep up with real changes in practice. Some students ask why they need to do a qualification now, after 20 years of having no qualification. Until recently, ECE teachers have not needed to be qualified, they have low status, and that will take a long time to remedy. [There is] ongoing concern about consistency of graduates across the range of providers (College of education).

These recent developments in early childhood place considerable strain on ITE providers to find appropriate placements for their students. There is also a related concern, that of keeping colleagues in the early childhood sector committed to the training of new professionals, "when the sector is overloaded with changes, new regulations, assessment, and self-review guidelines" (College of education). The early childhood sector is currently positioned quite differently from the other sectors in relation to practitioners. For early childhood, practitioners in centres can be positioned simultaneously as potential or current students and as associate teacher partners in the qualification of teachers for centres. This challenge is over and above the necessity for colleagues in early childhood settings to adjust and respond to a rapidly changing policy context.

Issues around the huge workload for ECE people, with so many new regulations, always pushed with changes here... detract[s] from their willingness to carry out this aspect of their professional role (College of education).

INADEQUATE FUNDING FOR INITIAL TEACHER EDUCATION

There is a general sense from providers that funding for ITE is inadequate. This is primarily reported in relation to practicum, but is increasingly also a feature of concerns about staffing of ITE programmes, access for diverse students and freedom to deliver quality programmes.

The costs of practicum

While practicum is considered by all teacher educators as a crucial part of qualifications, and minimum levels of school or centre-based practicums are required for NZTC approval, many

consider that funding does not reflect or support this goal. Costs for practicum typically include payments for associate teachers, an administration fee for the school that hosts the practicum and time and travel costs for lecturing staff who visit student teachers on practicum to support and assess their practical learning. In addition, some providers have additional costs of subsidising student travel and accommodation when they are required to undertake practicum in a distant region. There is general acknowledgement by providers that the payments made to associate teachers for their work with student teachers does not reflect the time and commitment required by the task.

Funding levels for initial teacher education are too low, especially as there is no recognition of the costs of practicum. Practicum needs to be funded separately from the taught parts of the qualification. Funding levels should acknowledge the costs associated with visiting and with paying associate teachers, appropriate to the value of their role as mentors (University).

Challenges of staffing ITE qualifications

The effects of inadequate funding have repercussions also in the expected workload of the academic staff charged with the implementation of ITE programmes. Staff involved in ITE qualifications typically have a longer academic teaching year than colleagues in other disciplines and have the added requirement of practicum supervision often at considerable distance from the base campus, requiring them to be away for days at a time. In spite of this, most providers expect that staff will establish active research platforms, especially those staff involved in degree or graduate qualifications.

Since the mid 1990s, the growing emphasis on research as a basis for teacher education and as a requirement for academic staff, and the pressure on tertiary institutions to demonstrate research performance and quality as evaluated in the Performance Based Research Funding (PBRF) exercise, means that staff time is spread more thinly between teaching, visiting on practicum, administration and research.

All academic staff teaching who have sole responsibility for teaching the curriculum and professional practice components of the teacher education qualifications are on contracts due to expire at approximately the same time. Consequently, the qualification is left in a vulnerable state with the possibility of 100% of the professional teachers in the programme potentially leaving at the same time. Also, there is no appraisal for these staff and therefore little opportunity for promotion (University).

Teacher education institutions noted that constraints on staffing levels and the competing demands on staff, result in an increasing inability to employ sufficient staff and attract highly qualified staff from schools and centres. In addition, recent funding decisions related to fees have had implications for maintaining an adequate staffing base in some cases.

[We have] concerns about the impact of fee freezing and econom[ies] of scale and effects on staffing. [The institution] is not replacing staff, so have reached a critical point – [we] can't do anything more with staff we have, but [it is] hard to find good relieving staff when working under such constraints (College of education).

There is also an added pressure within ITE where traditionally staff were appointed from centres and schools as expert practitioners. Providers report that “the funding available for teacher educators’ salaries does not compete with increasing salaries in the field” (Polytechnic). With the increasing emphasis on staff engaging in research and higher degree

qualifications themselves, the challenge for many providers lies in “attracting high quality staff and mentoring them into qualifications” (University).

Providers of Māori-medium qualifications who are committed to appointing staff “who are both qualified, experienced teachers and fluent or native speakers of Te Reo Māori” (Wānanga) acknowledge another pressure. While Māori providers report that they are committed to ensuring that their qualifications are informed by research, they also note that there is limited research related to Māori-medium ITE.

Lack of quality research for Māori medium trained teachers and in Māori medium teacher education and in rumaki reo. We need this so we can get some quality feedback to see how we are doing, for example, in teaching of reading and science in Māori medium contexts. We could also do with taking existing staff out of Māori medium education and bringing them in full time for courses on teaching in curriculum areas (Wānanga).

Increased diversity of modes of delivery and special character ITE qualifications

Efforts to attract and maintain a critical mass of students, as well as to remove barriers to access for students who live outside main centres or who need to continue to earn an income while studying, have led to a much greater range of modes of delivery. Fifteen of the 27 institutions offering initial teacher education in New Zealand now offer their qualifications in a variety of small local sites and/or through online/distance modes. Students living in most parts of New Zealand have a choice of qualifications. Those who have family commitments and who previously could not access teacher education can now enrol in distance qualifications or attend courses in satellite centres. Many students are already working as unqualified teachers in early childhood centres, or with a Limited Authority to Teach (LAT) in schools. Providers have developed programmes of study that enable students to continue to work, offering courses in evenings and on weekends and/or in block modes. Such students are likely to need to complete their practicums near where they live, and thus institutions must compete for schools and centres for placements.

This increasing diversity of modes of delivery presents unique challenges to the providers as they seek to meet the particular needs of their student cohort. Most of the respondents with qualifications focusing on Māori or Pasifika education report a number of constraints on meeting their goals. Extra funding required to prepare te reo Māori resources is essential if these providers are to remain committed to immersion ITE. These providers also face considerable challenges in placing students for practicum as there are only a “limited number of registered teachers in kura kaupapa available as associate teachers” (University) (These and other challenges are reported in preceding section on Māori-medium and Māori-centred qualifications). The same challenge faces providers of Pasifika programmes. Similar concerns are raised by qualifications claiming a special character or founding philosophy (e.g. Montessori or Christian-based). They note that because places are limited across New Zealand, staff incur increased costs when they have to travel long distances to visit students on practicum.

While offering qualifications by distance, flexibly and/or through web-based delivery brings with it exciting opportunities for student teachers (and staff), it also brings some challenges with respect to quality. Distance programmes are reported to be highly expensive in terms of staff time for visiting (travel, accommodation, etc.) and providers report that some satellite campuses are constrained by the limited number of staff located at that centre. Some

providers also report that the increasing proliferation of distance delivery programmes increases the intensity of problems associated with competition between providers (as reported above). This project did not have the capacity to investigate the different modes of delivery to a critical depth and recommends that such research be undertaken in the future.

Reduced length of qualifications

Providers report that the move to one-year graduate diplomas for primary ITE and the shift from four-year to three-year degrees has compromised the quality of ITE. In 1996, at the time of a shortage of primary teachers, government funding policies saw the reduction of graduate diplomas for primary teachers from two years to a minimum of one year, with EFTS funding for somewhat more than one year so that institutions could design concentrated qualifications with longer hours, more teaching weeks in the year, or extend the qualification into part of a second year – all of which has implications for increased workload for ITE academic staff. The Ministry's decision to only fund three-year degree programmes for primary teaching caused teacher educators to raise significant concerns about the potential cost to/implications for the quality of ITE.

At the same time, rising student fees meant that many students sought qualifications that took as little time to complete as possible before they could be employed full time as teachers. These concerns continue to feature in current debate on ITE in New Zealand. A few teacher educators in early childhood and in primary sectors identify the shorter length of teacher education qualifications as a constraint on quality and some have taken measures to encourage students to complete a four-year study programme through engaging in honours programmes or study towards a double degree qualification:

The three year degree is a constraint – would like to see ITE across a four year time frame – we are encouraging our students to move on to honours (University).

FINANCIAL PRESSURES ON STUDENTS

Teacher educators are aware of the impact on students of rising student fees and, particularly for students who have families, their need to continue in paid employment while gaining their teaching qualification. Government has responded to this situation with TeachNZ scholarships and other study grants for students in areas where teacher supply is a concern. Some teacher educators note that, while appreciated, this support is not sufficient and is not equitably provided.

Providing and expanding this genuine university standard qualification is a challenge in terms of costs and workload on students. Supporting older students who have a lot of other commitments is demanding of staff pastoral care (University).

This pressure is particularly felt in early childhood, where students undertake field or centre-based programmes to gain qualifications. Such students are typically already working in an early childhood centre and both students and their employer feel the pressure to meet the demands of the qualification.

Pressure for centres having to release staff, who[m] are also student teachers, to participate in practicum and having difficulty finding relievers for them (Private training establishment).

ACCOUNTABILITY AND COMPLIANCE REQUIREMENTS

Until 1988, the Department of Education, advised by a committee of representatives of the teachers' colleges and teacher unions, oversaw the quality of teacher education qualifications (Ministry of Education, 1988a). Since then, a number of new approval bodies were set up, including: the New Zealand Qualifications Authority (NZQA) which was authorised to approve non-university degree and diploma qualifications; the Tertiary Education Commission (TEC) authorised to administer funding for tertiary education; and the Teacher Registration Board (TRB) established in 1990 with its legislative responsibility to ensure that only those teachers who were "satisfactorily trained to teach" were registered. Alcorn reports that the TRB was "emasculated almost immediately when a new government elected at the end of that year made registration optional for teachers" (Alcorn, 2000, p. 12).

As explained elsewhere in this report, there are four quality assurance bodies (QABs) charged with the approval and quality assurance of qualifications, including those in ITE. In addition, all ITE qualifications must be approved by the NZTC. The quality assurance processes required for ITE begin with approval criteria established by NZTC and the QABs in consultation with the teacher education and teaching communities, and continue with panels of expert peers from other teacher education institutions, and with requirements for external monitoring and moderating by peer teacher educators. During the period from the mid 1990s, when the number of institutions offering teacher education grew from six to a peak of 33, most of which had no experience of teacher education, and many with no experience offering level 7 professional qualifications, the processes developed by the QABs and the NZTC provided the only external control over quality.

The desire of many teacher education institutions to offer a number of different specialties, pathways, or distance or multi-site options towards a teaching qualification provides the challenge of ensuring quality across diversity. As was reported at the commencement of this section, across all types of providers the accountability requirements associated with approval, accreditation, monitoring, moderation and re-approval are seen as demanding of time and resources. Providers perceive that these compliance requirements for approval, re-approval, monitoring and moderation are "excessive and extensive" and involve "huge expense in meeting accountability with the same questions asked from several organisations" (University).

Providers also report that a perceived lack of coordination between bodies results in frustration, especially for the smaller providers who lack the infrastructure to respond effectively to demands from multiple agencies such as NZQA, TEC and NZTC.

Growth in bureaucracy is a problem for small providers who have to complete all the tasks that larger institutions have to do in terms of compliance. Smaller providers do not have the same infrastructure (Private training establishment).

There is a perception that the burdens and demands on providers in the name of quality assurance threaten to undermine the special character of smaller providers, as they experience pressure to standardise programmes of study and language. In an effort to ensure everyone is meeting government outcomes, they believe that "the social aspect is lost" in a paper exercise and "at times it is a struggle to keep the distinctiveness and the ethos" (Private training establishment) of the qualification.

While quality assurance procedures exist as a means to monitor quality of ITE, they are simultaneously perceived as acting as a barrier to quality as they take resources and commitment away from the core business of preparing teachers.

Accountability procedures are a barrier. There is a sense that reports are filed and are only for procedural and compliance purposes. Over-met and overcommitted and this takes away from genuine professional curriculum leadership role in the institution. The multiplicity of providers which has been allowed to happen for political expediency reasons. All these things are costly, time-wasting bureaucratic, compliance dictated and undermining of the opportunity to spend time on what matters (College of education).

While providers do not advocate for the removal of quality assurance, since they value the collegial critique offered through the peer review of their qualifications, there is concern with the lack of trust reflected in the requirements for annual external monitoring and moderation and the replication of processes and documentation required for re-approval of qualifications.

PRIVATE TRAINING ESTABLISHMENT ISSUES

Of the 27 teacher education institutions, nine are private training establishments who report particular constraints. One of these reports inequities for this group.

PTEs have a definite ceiling on enrolments, are funded differently, and their students are ineligible for TeachNZ scholarships. The inequity of this is highlighted when another provider teaches Te Reo Māori for less than 10 hours per week and receives a full EFT for the certificate course, the same funding we receive for full-time teaching (Private training establishment).

CONSTRAINTS AND CHALLENGES – CONCLUDING STATEMENT

In making concluding statements about the key constraints on quality ITE, it is important to note that these data were provided at the end of long and involved interviews and that they had been already signposted through communications in initial phase of the project. Data should be viewed as indicators of constraints that would benefit from more detailed explication. There are four main areas that providers foreground as impacting on the quality of ITE in New Zealand.

- The first, and most influential, is the competitive environment within which ITE prepares teachers and within which teacher educators work. The increase in the number of providers and qualifications over the past decade raises questions regarding the capacity of such a system to be able to consistently provide quality programmes in the face of competition for students, for appropriately qualified and experienced staff and for effective centre and school-based practicum placements for student teachers.
- Funding of ITE is viewed as a constraint on the effective delivery of quality programmes of study and particularly on the effective operation of the practicum. Funding of ITE has considerable influence on the quality of ITE in terms of securing highly qualified teacher education staff, providing effective practicum opportunities for students, supporting a diverse range of students and restricting the length of ITE qualifications in a way that is atypical internationally.

- While there is a willingness among teacher educators to engage in quality assurance processes, both internal and external, the current requirements of approval, monitoring, moderating and re-approval are interpreted as unnecessarily prescriptive, expensive and resource intensive.

A fourth area of constraint identified through consideration of the data reported is, in some ways, a consequence of the preceding three and can be interpreted as both a constraint and an opportunity.

- Meeting the wide range of needs of potential students (cultural, isolation, family commitments, resources) and thereby providing diversity of qualification and mode of study within ITE, whilst still maintaining quality of the qualifications, presents a challenge. How do we ensure a diverse range of qualifications that will prepare quality teachers for our early childhood centres and schools?

These four areas present fertile ground for continued investigation at a deeper level to explore strategies and identify indicators of quality ITE. Any such investigations would need to examine carefully the ways in which perceived constraints on quality are experienced operationally and strategies that could be employed to effectively overcome constraints without compromising quality.

DISCUSSION

This project set out to generate a systematic description of initial teacher education, using documentary analysis and discussion with providers, to answer the following key research question: *What are the comparative characteristics of particular approaches in initial teacher education in New Zealand?*

Specifically, this research was concerned with synthesising data that address the following three research questions:

RQ 1. What are the distinguishing characteristics of the qualifications?

RQ 2. What are the particular features of the modes of delivery of the different qualifications?

RQ 3. What processes are in place to ensure quality implementation of the qualifications?

The findings of this project provide a comprehensive picture of initial teacher education qualifications within New Zealand. In this project we have used documentation and discussions with programme coordinators as key data sources. We are very much aware that there are many colleagues throughout New Zealand who contribute to ITE, each of whom brings personal and professional knowledge, experience and interpretations to their work of preparing teachers. This project is not informed by detailed examination of paper/module outlines, nor by observation of ITE classes. We did not meet with and interview teacher educators (other than coordinators), nor did we conduct focus groups with student teachers. The report is based solely on consideration of documentation and meetings with coordinators and/or directors of ITE as nominated by the participating institutions. We cannot, with any certainty, claim to have determined whether a actual practice of initial teacher education is consistently coherent with the intentions included in the documentation and reported through discussions, although we have no reason to suspect that it is not.

We give prominence in this discussion to addressing the first broad research question (RQ 1). The second research question (RQ 2) is not adequately addressed by the data of this research project due to the decision taken to report on qualifications rather than the separate programmes of study leading to the one qualification (see Results section, *The Shape of ITE*, p. 12). We recommend that there is a need for a further systematic examination of ways in which different programmes of study leading to the one qualification are delivered to ensure students on all campuses, and from all modes of delivery, experience consistent quality of ITE.

This section of the report brings together the key findings related to RQ 1 and RQ 3 reported in the preceding sections and examines these within a framework of relevant national and international literature in an effort to identify ways in which the distinguishing characteristics of initial teacher education across New Zealand are consistent with or at odds with what is advanced about initial teacher education in the international literature.

RQ 1. DISTINGUISHING CHARACTERISTICS OF ITE QUALIFICATIONS

Initial teacher education in Aotearoa New Zealand is enormously complex. It is conducted in a range of different institutions including universities, colleges of education, private training establishments, polytechnics and wānanga. It is influenced by political and policy contexts that bring with them certain accountability requirements which operate as quality assurance to providers and the wider community. Student teachers and teacher educators also bring

their own perspectives to ITE and the outcomes of ITE are dependent on their interactions and the ways in which they make sense of their experiences during ITE (Cochran-Smith & Fries, 2005). This research project focuses on initial teacher education only, with full awareness that graduates of ITE will continually construct new knowledge and skills and practice throughout their professional careers (Bransford, Darling-Hammond, & LePage, 2005).

In seeking to provide a description of initial teacher education qualifications we focus first on the structure or organisation of ITE qualifications, followed by discussion of what could be broadly considered to be the curriculum of ITE through exploring the components of ITE qualifications and considering the degree to which, together, they present a coherent programme of study.

Structure and organisation of initial teacher education

The preparation of teachers in New Zealand continues to be dominated by three-year undergraduate diploma and degree qualifications for early childhood teachers, three-year undergraduate degree qualifications for primary teachers and one-year graduate diplomas for secondary teachers. Recent years have seen the introduction of one-year graduate diplomas for early childhood and primary teachers and a very small number of three-year degree qualifications that prepare beginning teachers to teach across early childhood, early years and primary, or across primary and secondary sectors. There are also a small number of specialist four-year degree qualifications for secondary teachers and structured double-degree qualifications.

In the past decade, New Zealand has developed an initial teacher education sector that is characterised by an increased number of providers (in comparison to the traditional six colleges of education in operation up until 1990s), especially in primary and early childhood sectors, though this is less pronounced within the secondary sector. The data reported for this study demonstrate that the number of providers has increased by a factor of 4.5 since 1990. In spite of this apparent proliferation, universities and colleges of education dominate primary and secondary ITE and are together responsible for over 90% of primary student teachers and 96% of secondary student teachers. Responsibility for early childhood ITE is more shared among the different types of providers. The universities together have the largest proportion of students (32% of the intake in 2005). However, private training establishments and polytechnics together account for over half the ECE students. Just under half of the providers of ITE offer only one qualification (typically ECE). Early childhood ITE is characterised by a range of different qualifications (including those for preparing teachers for early years) offered across all types of providers.

The three wānanga make their contribution mainly in the area of Māori-centred and/or Māori-medium primary teaching, although the number of student teachers amounts to a very small proportion of total ITE students. Bearing in mind that student intake numbers were not available for one of the wānanga, it remains the case that providers from the University sector are responsible for preparation of the majority of immersion and bilingual teachers. The more recently established providers of ITE (post 1990) contribute only minimally to primary and secondary ITE in terms of student numbers, although they do account for over half the ECE student teacher intake, offering qualifications through distance, flexible and centre-based programmes of study. In general, the more recently established primary and secondary ITE providers offer qualifications with particular commitments, whether it be to Māori-centred, Pasifika, Christian, practice-based or integrated programmes of study.

The high number of providers of ITE and their differentiated nature is a typical internationally as indicated, for example, by comparison with our closest neighbour, Australia. The state of Queensland has a population similar in size to New Zealand (four million) yet prepares teachers a cross only through eight universities and has a minimum requirement for primary and early-childhood teachers to complete four-year initial teacher education. Teachers in Queensland are required to complete either a four-year education degree, or a three-year bachelor degree qualification and a diploma of teaching. The latter must include the equivalent of two years' initial teacher education study (Board of Teacher Registration Queensland). The three-year bachelor's qualification is a point of difference in ITE, as most other countries with whom New Zealand is often compared, require at least four years of university study. One-year graduate entry qualifications are not unusual internationally as preparation for both primary and/or secondary teaching. However, they are typically preceded by at least a four-year bachelors degree or a longer masters qualification. In North America, the most common route to teacher certification is through a one or two-year post-baccalaureate qualification leading to a masters degree undertaken in a university faculty of education. Students undertaking such qualifications in North America would complete a minimum of four years university study and more typically five years. New Zealand ITE is also unique in its range of types of providers including universities, colleges of education, polytechnics, wānanga and private providers. Across Australia, all teachers are prepared in university faculties of education since the federal government required colleges of education to merge with universities in the 1980s as part of a commitment to a two-level tertiary education system, comprising universities and institutions for technical and further education (TAFEs). In other countries with whom we are often compared, Canada and the United States, teachers typically graduate from state or private universities. New Zealand's integrated (care and education) approach to early childhood teacher education differs significantly from common approaches in countries such as the United Kingdom and North America, where preschool/kindergarten teacher education may be incorporated within primary teacher education programmes and childcare may be catered for by a variety of post-secondary courses in child development, children's studies or early childhood education at degree and sub-degree levels. Arguably, New Zealand's integrated approach has been strengthened by the integrated ECE curriculum, and its subsequent influence on early childhood teacher education programmes.

A feature of initial teacher education within New Zealand is the number of sites and modes of study available to students wishing to prepare as teachers. Typically each new offering of a qualification, either through an alternative site (a satellite campus) or through an alternative mode of delivery (distance, web-based, centre-based etc.), is referred to for approval procedures as distinct programmes. While there are 35 approved early childhood qualifications, these are available through 56 programmes, including through distance, flexible, web-based and field or centre-based programmes of study. Similarly, the 34 primary ITE qualifications are offered through 51 programmes (including by distance, flexible or web-based study and internally at satellite campuses) and the 16 secondary qualifications can be undertaken through 24 programmes of study. The multiple pathways to teaching qualifications, especially in the ECE and primary sectors have ensured access to tertiary study for many potential students. Distance, web-based and flexible delivery options have reached out to isolated and rural communities and to those potential students for whom travel to the nearest tertiary campus is not an option. They also serve students who are unable to relinquish their current employment and associated income during their study period. Centre-based (field-based) ECE qualifications have afforded those already working within ECE settings the opportunity to progress towards qualified status within the context of their employment.

In spite of this wide range of programmes available to those wishing to become teachers, the following sections will attest that the nature of the programmes of study (in terms of entry criteria, goals, content and structure) undertaken by the majority of primary and secondary student teachers reflects more evidence of similarity through custom and practice, than it does diversity. This can be explained by reference to a number of factors: historical structures of ITE in the original six colleges of education; organisational constraints within established academic institutions; consistency of application of the “standards” for ITE approval as applied by QABs and NZTC; and, the highly competitive climate over recent decades that stimulates risk-taking and innovation. The similarity of programmes of study within primary and secondary ITE is not reflected as strongly in the ECE sector, where programmes of study can reflect quite diverse characteristics. The ECE qualifications are more recent in development and have been established by a range of providers in response to changing policy and funding opportunities. While ECE qualifications have been subject to the same approval processes of QABs and NZTC, they may not have been shaped by established institutional organisational structures, a long history of allegiance to content and pedagogy, or adherence to strongly held discourses of teacher education as is the case for primary and secondary.

‘Curriculum’ of initial teacher education in Aotearoa New Zealand

Research and scholarship in teacher education both nationally and internationally has contributed to current debate on teacher quality. In New Zealand, Best Evidence Synthesis Iterations have contributed to an advancing knowledge about quality teaching for diverse learners (Alton-Lee, 2003), and about professional development linked to enhanced pedagogy and learning in early childhood settings (Mitchell & Cubey, 2003), both of which have the potential to inform initial teacher education. A literature review on research in initial teacher education (Cameron & Baker, 2004) has provided a comprehensive review of research in ITE in New Zealand since 1993. Internationally, we have recently witnessed the release of two comprehensive edited scholarly volumes on teacher education: *Studying Teacher Education: The report of the AERA panel on research and teacher education* (Cochran-Smith & Zeichner, 2005) and *Preparing Teachers for Changing World: What teachers should learn and be able to do* (Darling-Hammond & Bransford, 2005)⁴. The first provides “an evenhanded analysis of the weight of the empirical evidence relevant to key practices and policies in preservice teacher education in the United States” (Cochran-Smith & Zeichner, 2005, p. x). The second, “examines the core concepts and central pedagogies that should be at the heart of any teacher education program” (Darling-Hammond & Bransford, 2005, p. i). Both national and international publications signal that teacher educators are purposefully responding to the escalating importance of “issues related to teacher quality and quality teacher education” (Cochran-Smith & Zeichner, 2005, p. vii), and Gore (2001) reminds us that the primary purpose of teacher education is “the preparation of teachers who can help their own students achieve high-quality learning outcomes” both academic and social (p. 127). Teacher education is typically positioned in the research as enormously complex with the graduation of quality beginning teachers as its fundamental goal. Cochran-Smith and Zeichner (2005) remind us however, that in spite of the growing consensus that teachers matter, there is continued uncertainty as to “how and why they matter or how they should be recruited, prepared, and retained in teaching” (p.1).

⁴ An abridged version of this publication, edited by Linda Darling-Hammond and Joan Baratz-Snowden can be found in *A Good teacher in Every Classroom: Preparing the highly qualified teachers our children deserve*. San Francisco: Jossey-Bass.

This research project sheds light on how early childhood, primary and secondary teachers are prepared within Aotearoa, New Zealand. In general, students who gain admission to ITE qualifications of similar types (i.e. undergraduate degrees, or diplomas, or graduate diplomas) within each sector, face similar programmes of study in terms of the shape, content and organisation of the qualifications. That is to say, most undergraduate and graduate qualifications (diploma, degree and graduate diploma) are organised into distinct papers, most have some form of conceptual framework, philosophy and/or statement of goals, and most articulate graduate profiles or outcome statements. These consistencies are not surprising given that the requirements for approval of ITE qualifications as outlined by the QABs and the NZTC, include the articulation of such critical components. Where variation is apparent across qualifications, is in the breadth, depth, and length of each of the components that go to make up the qualifications and how these components are brought together as a coherent programme of study.

The data on the nature of ITE qualifications demonstrate clearly that ITE in Aotearoa New Zealand is indeed a most complex and multi-layered endeavour. The complexity lies not only in addressing questions of *what to teach and how to teach it*, but also in the conundrum that what we do as teacher educators (teach) is the same as what we teach as teacher educators (teaching), and for some of us, it is also what we research (Ham & Kane, 2004). This presents a considerable challenge to those responsible for developing and implementing effective ITE programmes. What is evident from the data is that providers have endeavoured, through various means, to negotiate some simplicity within the complexity, and in some cases this is reflected in initial teacher education qualifications being reminiscent of custom and practice, rather than coherent programmes with clear theoretical and conceptual informants united by a particular vision of teaching and learning. From the data available in this study it was not clear, except in a few notable cases, how teacher education qualifications ensure coherence across components.

Lack of conceptual and structural coherence has been a frustrating feature of ITE and the focus of considerable research since the 1980s. Zeichner and Gore (1990) reported that ITE programmes that lacked a common conception of teaching and learning were relatively weak at affecting the teaching practice of beginning teachers. ITE programmes have been reported as comprising a series of unrelated courses lacking any underlying vision of teaching and learning and absent of any explicit links between on-campus largely theoretical courses and the school-based practicum (Ethell, 1997; Goodlad, 1990). Subsequent research has clearly identified the attributes of strong programmes of ITE. One of the critical features of strong programmes is that they are “particularly well integrated and coherent: they have integrated clinical work with coursework so that it reinforces and reflects key ideas and both aspects of the program build towards a deeper understanding of teaching and learning” (Darling-Hammond, Hammerness, Grossman, Rust & Shulman, 2005, p. 390). Coherent programmes of ITE are grounded in a set of big ideas that are continually revised as both faculty and school-based teacher educators work towards a shared vision of good teaching practice. Components of the programme are connected through underlying conceptual and theoretical understandings about the role of the teacher, the nature of teaching and the mission of schooling (Howey & Zimpher, 1989). The commitment to a shared vision of teaching and learning contributes also to a common practice of pedagogy and assessment across on-campus and school-based elements of the programme of study.

The conceptual framework of a qualification of initial teacher education articulates clearly and coherently the assumptions, beliefs, values, ethics and understandings that are of particular importance to the teacher education provider. Bransford, Darling-Hammond and

LePage (2005) propose a conceptual framework model that identifies key areas that teacher educators would be expected to address and articulate positions on, through the process of developing a conceptual framework.

- *Knowledge of learners and how they learn and develop within social contexts*
- *Conceptions of curriculum content and goals: an understanding of the subject matter and skills to be taught in light of the social purposes of education,*
- *An understanding of teaching in light of the content and learners to be taught, as informed by assessment and supported by classroom environments (p.10. original emphasis).*

Further models of conceptual frameworks have been proposed also by Hoban (2005) and by Gore (2001) who both argue for a reconceptualisation of teacher education programmes to ensure that they are guided by a coherent, well articulated conceptual framework that serves to unite the all to often disparate components of current programmes. It would be reasonable to expect that conceptual frameworks are a medium through which institutions foreground those ideas, theories and understandings that they view as most important in the preparation of beginning teachers. The core content of a qualification would be expected to develop out of the conceptual framework and provide opportunities for students to engage with theory and practice in such a way that the principles articulated in the conceptual framework are operationalised and activated within the teacher education experience. The graduate profiles provide an opportunity for providers to articulate clearly those attributes they seek to develop and foster in their graduates – it enables them to define characteristics of beginning teachers who graduate from their institutions. Each of these components; conceptual framework, core content and graduate profiles, should be coherent and reinforce each other.

In this study there is considerable variation in the ways in which conceptual frameworks are both understood and presented by the providers. It is clear from the data that there is a lack of clarity as to the nature and purpose of conceptual frameworks and the ways in which they underpin initial teacher education programmes of study. With not able exceptions the conceptual frameworks are presented as outcome statements which would be more appropriately located in graduate profiles. There is, in the majority of cases, a lost opportunity to present what and how theoretical and conceptual informants are being used to inform the design, curriculum, and pedagogy of the qualifications. This is not to say that qualifications lack acknowledgement or indeed evidence of how ITE is research-informed. There is, rather, there is a sense that not all providers have engaged critically with the competing discourses around ITE currently evident in the national and international literature⁵ and positioned themselves and their programmes of study within those discourses.

Early childhood qualifications in general, present more coherent conceptual frameworks that reflect careful consideration of the theoretical informants underpinning the programme of study. This may be explained by the relatively recent development of many of the early childhood qualifications in comparison to the other sectors and the insistence from the Teachers Council that all programmes present a conceptual framework based on the theoretical underpinnings of ECE and ITE. The widespread commitment to *Te Whāriki* as an underlying theoretical perspective also serves to ensure that ECE qualifications have an underlying shared understanding of teaching and learning in ECE settings. A common

⁵ For example: Cochran-Smith, 2003; Cochran-Smith & Zeichner, 2005, Darling-Hammond & Bransford, 2005; Darling Hammond, Chung, & Frelow, 2002; Darling Hammond, 2004; Feiman-Nemser, 1990; Hoban, 2004, 2005; Korthagen, 2004; Loughran, Hamilton, La Boskey & Russell 2004; Tillema, 2004; Zeichner, 2003.

commitment to *Te Whāriki* is reflected not only in the conceptual frameworks of different ECE qualifications but also in the ways in which their qualifications are structured and the beliefs, understandings and practices which are prioritised through the content and which are evident also in the graduate profiles. In many cases where ECE qualifications adopt a field or centre-based approach to the programme of study the structural arrangements of these qualifications lend themselves to the capacity for more shared understandings across centre-based supervisors, student teachers and teacher educators. Where qualifications require the student to be employed in an accredited centre, they could lend themselves more easily to the explicit integration of the theoretical and practical components of the qualification. In general, the ECE qualifications appear to be drawing on a common discourse of ITE that is predominantly informed by discourses of early childhood care and education, and advocacy for children and parents.

Attempting to classify core content in terms of the four categories: education studies, subject studies, curriculum studies and professional practice, does, in a number of itself, shape the findings. Clearly these categories were insufficient in early childhood where a more integrated approach to content is grounded in and informed by *Te Whāriki* in most cases. The four categories also did not fit well with some of the qualifications in the other sectors, in particular, the one-year graduate entry qualifications where at times distinctions between papers were unclear from the evidence provided. With that said, the four categories did afford us a tool for examining the limited data available. Limited not in volume, but in depth, as we had access only to paper titles or brief paper descriptions and were not able to examine documents such as course outlines, which would have provided us with more confidence in our interpretations.

There is variation in the ways in which content is organised within qualifications, with a wide range of numbers of papers comprising a three-year or a one-year qualification. This raises questions with respect to the number and possible depth of assessment. A large number of papers within a qualification suggests fragmentation within programmes of study and warrants closer attention in specific cases, where the multiplicity of papers/modules potentially have student teachers lurching from one assessment task to another and opportunities for deep understanding, synthesis and reflection is limited. Fragmentation of ITE qualifications is an issue that has been the focus of research over recent decades (see earlier references in this section). Research has demonstrated that such fragmentation results in coursework being separated from practicum, curriculum studies being taught distinct from studies of educational contexts, goals and purposes, professional skills being taught in isolation, and student teachers are left to make sense of the connections that teacher educators fail to make explicit (Darling-Hammond, Pacheco, Michelli, LePage, Hammerness & Youngs, 2005). Gore (2001) suggests that at times teacher educators “turn a blind eye to aspects of our programs with which we disagree as long as our colleagues leave us alone to get on with our own parts of the program” (p. 126). There appears to be an ‘immaculate assumption’ that they will make some coherent sense of their inconsistent and often contradictory learning experiences when they find themselves facing the reality of their own classroom (Ethell, 1997).

Primary and secondary qualifications in this study focus on curriculum and pedagogy for the most part and, less on educational studies and subject studies. The lack of attention to the study of education, its broader goals and purposes and the foundational disciplines of psychology, history and sociology in many of the ITE qualifications is of concern. These concerns have been voiced in the writings of Ivan Snook (1998, 2000) who views teaching as a learned profession, argues that student teachers need a broad grasp of schooling in its

social, historical and political context, and suggests that the practice of shorter ITE programmes will lead to sacrifice of the secritical areas of study and, ultimately, to less critical and more technicist approaches to teacher preparation. In our struggles to compete within the market economy, teacher education in New Zealand has been challenged by pressures to discard depth of subject matter knowledge, analysis of educational purposes and goals, critical theory and critical reflection on the nature and role of education. Snook's warnings appear to be confirmed, at least on paper, in many of the qualifications reviewed in this report where we identify significant silences surrounding critical study of social, historical and political contexts of education and schooling.

We note that subject knowledge is assumed in the students' initial discipline-based degrees in the one-year graduate diploma qualifications, which are the dominant form of secondary ITE. This appears to also be the case in one-year graduate primary programmes, something which is potentially problematic as primary teachers are expected to be competent in teaching across all seven essential learning areas. The assumption of subject knowledge is also evident in the one-year graduate entry ECE qualifications. Concerns about the subject knowledge competence of student teachers have been the focus of research in New Zealand and internationally and findings suggest that further attention does need to be given to ways in which we can assure that beginning teachers graduate with adequate and appropriate subject knowledge in their chosen curriculum areas. Cameron and Baker (2004) review New Zealand research that investigates the subject matter knowledge of teachers. Their conclusions raise questions both about selection of students into ITE and the degree to which we can be confident that graduates from ITE have adequate and appropriate subject matter knowledge (see following section).

The Education and Science Committee recommends "that primary teachers be required to be capable of teaching the core curriculum subjects to a competent level" and further, "that primary teachers be provided with the opportunity to specialise in at least one other subject area beyond the core curriculum" (2004, p. 3). Consideration of the content of the primary programmes across New Zealand suggests that this latter recommendation is not an achievable goal in the one-year graduate diplomas and may be unlikely also in some three-year qualifications where there is often limited scope for students to pursue elective study in specific curriculum areas.

Determining appropriate and relevant content of ITE and organising this into meaningful learning experiences for student teachers is a challenging and complex endeavour, especially within the time constraints imposed by the length of current diploma and degree qualifications. The issue of inadequate time within ITE qualifications has been identified also in American research where the confines of four-year qualifications are reported as restricting learning of adequate subject matter, child development, learning theory and effective teaching strategies (Darling-Hammond et al., 2005). The same review concludes that elementary (primary) ITE is "considered weak in subject matter, and secondary preparation, in knowledge of learning and learners" (ibid, p. 447). With this in mind, it could be suggested that the New Zealand three-year degree qualifications may be ambitious in their goals of preparing quality teachers in what is a significantly shorter length of programme compared with teacher education qualifications elsewhere in the world.

The limited time available in the three-year degree and one-year graduate entry programmes result in teacher educators making choices as to what content is to be included and to what depth. In some cases, this is addressed by providers stating that content is integrated across papers. However, there is limited evidence, except in the case of early childhood and one or

two other qualifications that such integration is informed by any theory of integration or whether it is rather a series of modules gathered together under one paper title. From the data provided, it appears that, in many cases, the latter is more common. While acknowledging that the data consulted in this study was limited to paper titles and/or prescriptions, there remain areas of content that appear to be given only minimal attention in many of the qualifications reviewed. These are considered below with reference to both international literature and contextual priorities within education and schooling in New Zealand. Uneven attention to subject content in ECE teacher education programmes suggests there is a need for further examination of this aspect of early childhood teacher education, in view of the strong integrated philosophy that guides *Te Whāriki*.

The findings of this study provide indicators of the ways in which the responsibilities and practices related to the Treaty of Waitangi are construed and positioned within ITE programmes of study. This aspect of teacher education is unique to the New Zealand context and, in the current political climate of Aotearoa New Zealand, continues to be the focus of significant attention. Teacher educators' responsibilities under the Treaty of Waitangi are inextricably entwined with the preparation of beginning teachers whose future practices work towards removing barriers to educational achievement for Māori children and young people. Evidence from international (e.g. OECD, 2000; OECD, 2002) and national sources (e.g. Alton-Lee, 2003; Biddulph, Biddulph & Biddulph, 2003; Bishop et al., 2003; Education Review Office, 1995; Te Puni Kōkiri, 2001) leave us in little doubt that we could do better in order to enhance the achievement of Māori and Pasifika children and young people. This evidence, coupled with the knowledge that the quality teachers can and do make a difference (Alton-Lee, 2003; Bishop et al., 2003), compels those responsible for teacher education to give serious attention to such issues in our ITE programmes of study. The data collected for this study did not include details of paper outlines and specific assessment tasks which may, in some cases, reflect a stronger level of commitment to this area than was evident in the reported policy and practice.

The demographics of our nation's schools are changing, and, by the year 2040 over half the students in our schools will be Māori and Pasifika (Alton-Lee, 2003, p. 5). Projected population figures suggest that in 20 years time, 40% of primary and 35% of all secondary students will be of Māori and/or Pacific Island descent (Ministry of Education, 2002; p.11). These projections present a particular context for which we are currently preparing teachers and we need to ask in what ways have and do programmes of ITE take this impending reality into account? The student teachers studying towards initial teacher education qualifications today, will have an influence on the lives of children and young people for the next twenty to forty years. Unless we are already engaging our ITE students in developing critical understandings, personal, professional and pedagogical skills that enable them to respond effectively to the cultural and curricular needs of Māori and Pasifika children and young people, we are not preparing quality teachers. This same argument, can be stated in relation to all minority groups and thus reinforces the critical need for a commitment to inclusive teacher education practices.

The evidence from this research project suggests that while most ITE qualifications include reference to the Treaty of Waitangi, working within bi-cultural contexts, and meeting the needs of all children in graduate profiles, there is insufficient evidence in the other data collected to determine how ITE programmes of study will meet these outcomes. In calling for explicit attention to diversity, we are aware that discourses of diversity and equity have themselves become contentious and, some argue, appropriated in a watered down fashion with the result that they have almost become meaningless (Gore, 2001; Zeichner, 1993). The

weakening of such discourses enable those responsible for education policy and practice to be complicit (albeit at times unknowingly) in the avoidance of dealing specifically with the achievement of Māori children and young people in schools through including all forms of difference under the umbrella of ‘diversity’. It is not our intention to advocate for such policy or practice, where Māori, Pasifika, children and young people with special needs, or with first languages other than English are conveniently gathered together within the generic, ‘inclusive’ construct of diversity. Within New Zealand, we face a unique and critical context related to the participation and achievement of Māori children and young people in our schools. This is the context for which we are currently preparing beginning teachers. Failure to explore fully how to meet the curricular needs of Māori and Pasifika children and young people can only contribute to their continued disadvantage in an educational world that is facing increasing diversity, while struggling to be inclusive in practice.

There is limited evidence of explicit attention across ITE programmes of study (except for the few cases noted), to developing knowledge, understanding or practical application of information and communication technologies to support children and young people’s learning. There is almost no evidence of attention given to study of issues and approaches of working with students whose first language is not English or with those identified as gifted or talented. While each of these areas of understanding may well be incorporated across papers, or embedded within the study of curriculum and/or pedagogy, the silences noted signal a general absence of focused attention to ensuring student teachers develop understandings and pedagogical practices related to these important areas.

Practicum, field experience, teaching experience are all terms used simultaneously to identify the supervised centre or school-based professional experience component of ITE qualifications, which is often considered to be the most powerful element of ITE (Wilson et al., 2002). The effectiveness of the practicum and its contribution to the development of student teachers has been the focus of numerous studies internationally and within New Zealand. Examples of reviews of the international research are provided by Wilson et al. (2001), Allen (2003), Cochran-Smith and Zeichner (2005) and a review of 27 empirical studies within New Zealand is provided by Cameron and Baker (2004). There is a general consensus that the practicum can provide an opportunity for learning about teaching and being a teacher which is situated and authentic. However, exactly how one learns from the authority of experience remains somewhat unclear (Ethell & McMeniman, 2000; Loughran & Russell, 1997; Russell, 1993; Russell & McPherson, 2001)

Darling-Hammond, Hammerness, Grossman, Rust and Shulman (2005) provide a detailed analysis of the research related to practicum experience and its role as a component of ITE programmes of study. They reinforce the importance of practicums being aligned “in significant ways with the philosophy and practice of teacher education program[s]” (p. 413). Cameron and Baker, with reference to New Zealand research on the practicum conclude:

that there is often a lack of alignment between the goals of the practicum (as espoused by teacher educators or in programme documents) and the actual experience of the practicum. In some cases this lack of alignment is evident in the practice of the student teachers but it is evident also in the ways in which the associate teachers or teacher educators undertake their roles as mentors (2004, p. 50).

The data on practicum collected for this study does not provide us with enough detail to illuminate the complex triadic relationships of student teacher, teacher educator and associate teacher. There is evidence of teacher educators and associate teachers engaging in varying

degrees of partnership in the supervision, guidance and assessment of student teachers during practicum. A critical interrogation of the triadic relationship between student teachers, associate teachers and teacher educators in the New Zealand context is provided in a recent doctoral study (Lind, 2004).

The graduate profiles of the qualifications reviewed in most cases are presented as detailed outcome statements. Many include specific details of what graduates will be expected to know and understand, be able to demonstrate in classrooms and what dispositions they will display. What is of interest is that in many cases, qualification graduate profiles do include many of these elements that are missing from both conceptual frameworks and the core content data available to us, although specific references to ICT, assessment, and to working with students of non-English speaking background, or with those who are gifted or talented, remain absent from many providers' documents. In some cases, the graduate profiles have adopted or been heavily based on the New Zealand Teachers Council Satisfactory Teacher Dimensions although it is not always clear how these are developed through the content as specified. The Satisfactory Teacher Dimensions (STDs) are the current "standards"⁶ against which ITE qualifications are approved and, as such, it is not unexpected that they feature prominently. Indeed, the guidelines for approval of ITE programmes state that "a graduate profile that reflects the conceptual framework and the aims of the programme will be prepared based on the *Satisfactory Teacher Dimensions*" (New Zealand Teachers Council, 2005, p. 7).

What is problematic is that in following the aforementioned approval guidelines, some providers have adopted the STDs as their qualification outcomes with limited articulation of theoretical and conceptual informants underpinning the design of the programme of study and little evidence of synergy between components of the qualification. This is not to say that these standards have always been accepted without critique. For example, within the early childhood context Kessing-Styles (2003) questions how the STDs do (or even have to potential to) appropriately define the notion of a qualified early childhood teacher. (The STDs were developed through wide consultation with the teaching and teacher education sector but are not themselves explicitly referenced to research and scholarship. While such "standards" can provide a level of quality assurance (see following section), it is important to consider the tension inherent in requiring that ITE qualifications are simultaneously research-informed and "standards"-driven. If "standards" are to be used to define the curriculum of ITE, then there needs to be clear evidence of how such "standards" are themselves derived from and informed by critical research and scholarship on both theory and practice of teaching and teacher education. The lack of coherence evident between conceptual frameworks, content and graduate profiles in ITE qualifications across New Zealand is something that should be the focus of ongoing discussion both within and between institutions.

In seeking to report the nature of ITE qualifications in Aotearoa New Zealand we are in point of fact trying to identify and articulate a *curriculum* of initial teacher education and, in hindsight, broader questions on curriculum, rather than content may have been more appropriate. The construct of curriculum is itself problematic as it has many meanings and has been interpreted in many ways (McGee, 1997). Darling-Hammond et al. (2005) suggest that curriculum constitutes the set of learning experiences encountered by the students (student teachers), thus it comprises what is taught in ITE programmes, how it is taught and

⁶ STDs are included in the Teachers Council document entitled "Standards for Qualifications that lead to Teacher Registration" (2005) however the STDs themselves are not articulated as standards and as such are referred to in this report with qualification of "...".

how it is experienced by student teachers. It is clear from the data that those responsible for ITE have to make significant decisions in determining the curriculum of their qualifications and that these decisions are necessarily influenced by policy, structural and contextual factors, including funding, qualification length, institutional structures to name but a few. In addition, the outcome of initial teacher education, that is, the quality of the graduates, “always depends in part on candidates’ interactions with one another and how they make sense of their experiences” (Cochran-Smith & Zeichner, 2005, p. 3).

Synthesising the considerable data collected in this study that advances our understanding of the distinguishing characteristics of ITE qualifications in Aotearoa New Zealand is itself a challenging task. Seeking to examine these within a framework on national and international literature is somewhat ambitious. Each component of a teacher education qualification (e.g. subject knowledge, educational foundations, pedagogy, curriculum and practicum) has been the focus of considerable research and scholarship, some of which is contradictory. In addition, the three sectors of early childhood education, primary and secondary bring with them distinct bodies of research and scholarship and yet the scope of this project does not allow us to examine the comprehensive literatures and contributing discourses in detail. Teacher education qualifications from the three sectors reflect features particular to the shape of education within the sectors which cannot always be captured in such a broad study. In particular, the data for this study does demonstrate that early childhood ITE reflects characteristics of curriculum (used in a broad inclusive sense as the total experience of ITE from the perspective of the student teacher) that set it apart from primary and secondary. This is not so much in the content (although this definitely has particular features) but more through the ECE qualifications commitment to integrated curriculum grounded in a well-articulated theoretical perspective, especially that of sociocultural theory with its principles of collaboration and advocacy for children. The critical coherence across conceptual frameworks, core content, and graduate profiles was more strongly evident in many of the early childhood ITE programmes than in the programmes from other sectors. It may well be timely as providers prepare for cyclical reviews and re-approvals of their ITE qualifications to establish intellectual dialogue between those working in early childhood, primary and secondary qualifications so that sectors can work towards understanding and benefit from cross sector discourses.

RQ 3. WHAT PROCESSES ARE IN PLACE TO ENSURE QUALITY IMPLEMENTATION OF THE QUALIFICATIONS?

[T]eacher preparation in the United States is enormously complex. It is conducted in local communities and institutions where program components and structures interact with one another as well as with the different experiences and abilities prospective teachers bring with them. Teacher preparation is also affected by local and state political conditions, which create their own accountability demands and other constraints and possibilities (Cochran-Smith & Zeichner, 2005).

The above quotation, while referring to the American context, speaks to the complexity of ITE and gives some indication of the multiplicity of forces impacting upon ITE within Aotearoa New Zealand. Teacher education is charged with the responsibility of preparing quality teachers for children and young people within New Zealand at a time when education is increasingly important to the success of individuals and nations and when teachers’ abilities are recognised as especially crucial contributors to students’ learning (Bransford, Darling-Hammond & Le Page, 2005, p. 1). The preparation of quality teachers is supported

by an extensive research literature that examines perspectives on how children, young people and adults learn, how to teach effectively and how one learns about teaching. ITE, like other areas of education, is funded through public monies and therefore is accountable to the wider society, including schools, parents, families and whānau and ultimately, the children and young people who will be taught by ITE graduates. All of these conditions (and others not mentioned) emphasise the need for explicit quality assurance processes that provide confidence in the quality of initial teacher education.

Data were collected and reported in the previous section across the many practices that can be considered to contribute to the internal and external quality assurance processes active in ITE. This section synthesises this data under two main headings that together constitute the key processes of quality assurance of ITE in New Zealand: external quality assurance provided through approval, monitoring, moderation and re-approval processes; and, internal quality assurance provided through entry criteria and selection processes and assessment policies and practice.

External quality assurance

The initial phase of quality assurance is vested in the approval and accreditation processes which are explained in the earlier section on quality assurance. The QABs together with the Teachers Council have developed a joint approach to approval of ITE qualifications and alternative programmes offered through different modes of delivery or on additional sites. These processes provide confidence that all ITE qualifications are subject to identical approval processes as outlined in the *Guidelines for Providers of Teacher Education Courses and Qualifications that lead to Teacher Registration* (New Zealand Qualifications Authority, 2004) and meet minimum quality standards as detailed in the *Standards for Qualifications that lead to Teacher Registration* (New Zealand Teachers Council, 2005). The NZTC satisfactory teacher dimensions (STDs) comprise twenty-nine dimensions organised under the headings of professional knowledge, professional practice, professional relationships and professional leadership (New Zealand Teachers Council, 2005). Providers of ITE are required to provide evidence of how their graduates would demonstrate satisfactory performance across all dimensions, and, in addition, they must attest to each graduate's fitness to be a teacher according to the Teachers Council "Fit to be a Teacher" criteria (New Zealand Teachers Council, 2005, p. 25). It is intended that a set of graduating standards, currently being developed by the New Zealand Teachers Council in consultation with stakeholders, including teacher educators, will replace the current satisfactory teacher dimensions as the main benchmark for approval of ITE qualifications. The New Zealand Teachers Council will be initiating a review of the satisfactory teacher dimensions in 2006 and these will remain as the standards for full registration. As noted in the previous section, it is critical that graduating standards and standards for full registration are developed not only through wide consultation, but that they also take account of the extensive research and scholarship on initial teacher education in the international arena as well as reflect particular sector needs e.g. EC teaching needs for professional skills to work collaboratively with parents and adults in other community agencies. Attention should be paid to the discourses informing such decisions and the degree to which graduating standards have the potential to either encourage reproduction of the status quo through moving towards a regulatory agenda, or to challenge and address issues of equity and access through adopting a social justice agenda.

American researchers Wilson and Youngs (2005) report that whether teachers actually need to be certified to teach, and if so, how should this be best achieved, is a "politicized, often

contentious matter of debate” (p. 591). In New Zealand, all teachers in compulsory education are required to be provisionally or fully registered with the New Zealand Teachers Council. Kindergarten teachers are also required to be registered by their associations and an increasing number of education and care teachers are also registered in response to the government’s goal of increasing qualified teachers in this sector as outlined in the Strategic Plan (Ministry of Education, 2002a). All New Zealand ITE qualifications that lead to teacher registration have been subject to the aforementioned approval processes which require comprehensive documentation including, for example, the presentation of conceptual framework, graduate profile, evidence of coherence between components of the programme, assurance of minimum qualifications of teaching staff, adequate access to resources etc. Each provider’s submission for approval is evaluated by a panel that includes a teacher educator from another institution. Panel evaluations are conducted at the site of the proposed qualification and are reported to be rigorous and comprehensive.

There is limited evidence from the literature on quality assurance processes employed in ITE. A recent review of research on accountability processes in teacher education in the United States (Wilson & Youngs, 2005) reports that, in spite of continual impassioned debate around accountability in ITE, there is relatively little relevant empirical research in this area. Much of the recent research in this area has focused on the effectiveness of teacher testing – a widespread process in America whereby graduate teachers must undertake a written test upon graduation and prior to be awarded certification. Wilson and Youngs (2005, p. 618) propose that three key issues need to be considered in determining a regulatory system. The three issues can be re-framed as questions that we now use to comment on the current system within Aotearoa New Zealand: What are qualified teachers expected to know and be able to do? Who ought to be making these decisions? What are the purposes of accountability?

In New Zealand, the question of what teachers are expected to know and be able to do has to date been defined in a de facto way by the satisfactory teacher dimensions used by the Teachers Council and QABs in the approval process. Teacher educators develop programmes of ITE that are research-informed and thus, the extensive research on teaching and teacher education should contribute to addressing this fundamental question. The present task, led by the Teachers Council (in consultation with others) to establish a set of graduating standards for ITE will, if mandated, define what New Zealand teachers would be expected to know and be able to do. It is critical that this process is informed both by the relevant ‘stakeholders’ (teachers, teacher educators, teacher associations, parent associations, school trustees etc.) and by the extensive research and scholarship that has advanced understanding of this critical question over recent years.

The question of who ought to be making decisions about what teachers should know and be able to do is the focus of some disagreement in New Zealand. Clearly teacher educators continually engage with this question in the process of their daily work of developing, refining and implementing programmes of ITE. Many also have the question at the focus of their research and scholarship. The Teachers Council, however, has a clear mandate from the government that requires it to establish graduating standards for ITE. One of the concerns raised by teacher education groups such as Teacher Education Forum of Aotearoa New Zealand (TEFANZ) and Association of Colleges of Education of New Zealand (ACENZ) and others (Kane, 2003), is that teacher education has no representation on the Teachers Council, a flaw in the council’s composition that is atypical internationally. Thus, while the Teachers Council has clear responsibility for deciding the critical question of what teachers should know and be able to do, those involved in the preparation of teachers and in research

and scholarship on teaching and the preparation of teachers, have only a marginal voice in these decisions at the invitation of the Teachers Council.

The purposes of accountability within ITE in New Zealand as elsewhere are largely normative (Wilson & Youngs, 2005). Accountability through quality assurance procedures ensures that qualifications offered by providers of ITE are professionally acceptable (that is that they do prepare teachers capable of entering the profession) and publicly credible. There is a responsibility on teacher educators to ensure that their work stands up to the scrutiny of peers and of the wider society. In New Zealand this is achieved initially through approval of qualifications and programmes of study, and thence through annual external monitoring and moderation by teacher education peers. External monitors for each ITE programme in New Zealand are appointed by NZQA in consultation with the New Zealand Teachers Council. A set of guidelines for monitoring and moderation serve as an assurance of a level of consistency. Further to the annual monitoring, ITE programmes are required to undergo re-approval at least every five years. Re-approval mirrors the original approval process, including the establishment of a panel, submission of extensive documentation and organisation of interviews with staff, students, graduates and members of the wider profession. The purpose of and necessity for such a non-expensive (in terms of time, staff resources and actual costs) re-approval process when programmes have been the subject of annual external monitoring reports and external moderation since their inception is unclear and goes beyond that which is typical of regulatory systems elsewhere which are typically centred around a self-review and evaluation (e.g. Canada).

Internal quality assurance

In addition to the external quality assurance procedures required of ITE, each provider has internal procedures to monitor and ensure quality of qualifications, including entry criteria and selection procedures, a cycle of internal and external reviews of qualifications, advisory committees that include members of the profession and, in some cases, local iwi, assessment policies, procedures for student evaluation of papers and programmes, support for staff research and professional development, and systems of staff appraisal. We give predominant attention below to examining the entry and selection processes as these are often the focus of attention both nationally and internationally with respect to ITE.

There appears to be a generally held belief in both national and international literature that the quality of applicants selected for ITE is a significant factor in determining the quality of teachers graduating. Vavrus (2002) suggests that “we should focus more on picking the right people rather than changing the wrong ones” (p. 27) as one means of improving initial teacher education. On the face of it, this appears a most reasonable recommendation yet just how to identify the “right people” for teaching has proved difficult to define. International research on entry and selection into ITE has examined the different dimensions considered important to teaching including personal qualities, such as love for children and ability to communicate and connect with them (e.g. Labaree, 2000; Darling-Hammond, 1997), interpersonal skills (Darling-Hammond & Youngs, 2002), and organisational skills, enthusiasm, humour and life experience (Caskey, Peterson & Temple, 2001). In addition, strong subject matter knowledge is generally thought to be essential as student teachers need “to understand subject matter thoroughly enough to organize it so students can create useful cognitive maps of the terrain they are studying” (Darling-Hammond, 1997, p. 294). In addition to seeking to define entry criteria, research has sought to examine the effectiveness of selection processes.

Selection into ITE variously involves some combination of the assessment of the applicant's academic record, individual or group interviews, literacy or numeracy tests, biographical data and evaluation of a written statement. For some Māori-centred programmes, iwi attestation is required or requested. Kosnik, Brown and Beck (2005) report on a number of studies that have sought to determine which of these individually, or in combination serve as predictors of success in teaching practice. Studies demonstrate that interviews, while widely encouraged, do not have empirical support in the literature as predictors of successful teaching, and further, there is a strong argument for the use of essays as a critical part of the admissions process (Caskey, Peterson & Temple, 2001).

The standards of entry into ITE within New Zealand is an area of continued debate both in academic and community contexts. As demonstrated through submissions to the Education and Science Committee's investigation of ITE (Education & Science Committee, 2004), there is a widely held perception that entry criteria of ITE qualifications have declined and that processes for selection are less than rigorous – there is a sense that whoever applies to ITE will be accepted. Education Review Office reports (1996, 1999) have raised questions about the rigour of entry and selection into ITE and the degree to which quality is consistently applied.

Contrary to the widely held perceptions, data from this national study demonstrates clearly that all degree and graduate entry programmes adhere to academic entry criteria equal to, or greater than, similar qualifications in other disciplines. In addition to academic entry criteria, ITE applicants must provide evidence of meeting additional criteria related to their personal suitability for the profession and participate in interviews as part of the selection process. Evidence suggests that entry into ITE is in fact more demanding than entry into similar qualifications in other disciplines, such as a bachelor of arts or sciences. As with other disciplines, applicants over 20 years of age can enter tertiary qualifications without achieving university entrance. Consequently, there is more variability and potentially less rigour in selection of applicants over twenty years of ages.

The Education and Science Committee's (2004) call for the development of minimum standards for entry into ITE would seem be redundant in light of these results, as clearly minimum standards already operate across all providers. Further, the committee's recommendation for greater recognition of prior learning (RPL) in ITE could in some ways serve to weaken the current entry standards. While RPL is used by many providers, NZTC guidelines on the degree to which RPL can apply to each type of qualification are adhered to, thus ensuring some consistency of procedures across providers.

There is variation in the ways in which institutions ensure applicants' standards of literacy and numeracy. For some this was evident in the application documentation through secondary school or other formal study, for others an internal programme of competencies ensured adequate standards of literacy and numeracy were met prior to graduation. It was not evident in the data what levels of competency were required, or if these were based on any standardised tests/programmes. One area that requires further investigation is the nature of numeracy and literacy requirements and how they are applied to ensure that student teachers have adequate knowledge and skills in these critical areas. While a number of providers use tests to assess applicants' numeracy and literacy skills, the tests are not standardised in any way and allow for significant variation across providers.

Processes for ensuring students enter ITE with appropriate subject matter knowledge are another area that would benefit from further investigation, especially in the case of primary

graduate qualifications. There was limited evidence from this national study that assessment was made of the subject knowledge of applicants for the primary graduate entry qualifications. Primary teachers are required to teach across all essential learning areas and it is generally agreed that strong subject knowledge is essential, especially in areas of mathematics and science. Applicants to secondary graduate qualifications were generally required to have completed advanced study in at least two teaching subjects, as the one-year secondary qualifications rely on the students entering with strong subject knowledge in the curriculum areas for which they are preparing to teach.

The ITE literature abounds with debate on the relative importance of the different knowledge bases for teachers, and subject or content knowledge is consistently heralded as critical to quality teaching. There are numerous studies in the international literature that examine the link between teachers' subject matter knowledge and effectiveness as teachers (sometimes determined through student achievement). Reviews by Allen (2003), Wilson, Floden and Ferrini-Mundy (2001) and more recently, by Floden and Meniketti (2005) demonstrate the importance of elementary (primary) teachers having strong subject knowledge especially in the areas of mathematics and science. New Zealand research on early childhood and primary student teachers concurs with the international studies in concluding that many lack adequate backgrounds to teach mathematics and science (Garbett, 2003; Thomas, 1998; Hipkins, 1998; Lewthwaite, 2000; Salter, 2000). It is typically assumed that secondary student teachers undertaking one-year qualifications bring with them subject knowledge from their undergraduate degree studies. Baker and McNeight (2000) explored the alignment between students' undergraduate courses and secondary curriculum, concluding that the coherence between courses taken and effective teaching is not clear. Cameron and Baker (2004) provide a review of the New Zealand research over the past decade and, although they acknowledge that the research is limited in scope, the implication that can be drawn is "that many student teachers in the research studies reviewed did not enter into initial teacher education with the kinds of subject knowledge that would support effective teaching" (2004, p. 29). Findings such as these, when considered in light of the data in this research project, point to the need for a reconsideration of the selection processes for ITE in New Zealand to identify and articulate the critical dimensions of selecting promising student teachers.

The recent study by Kosnik et al. (2005) found that even though their institution (Ontario Institute for Studies in Education/University of Toronto: OISE/UT) has a multi-levelled admissions process, they continue to admit (and graduate) student teachers clearly unsuited to teaching as a career. In addition to requiring an A or B grade point average across an undergraduate degree, applicants submit a written profile detailing three sustained cases of teaching they have experienced and their reflections on and reactions to these cases. The profiles are each assessed by two assessors including an experienced teacher and a teacher educator. Kosnik et al. recommend that in addition to academic criteria, "the process could be improved substantially by making the criteria more explicit and working closely with the assessors to help them understand the criteria and their importance" (p. 119). This supports prior studies that demonstrate that admission to ITE on academic criteria alone has been shown to be a relatively poor indicator of success as a teacher (Byrnes, Kiger & Shechtmand, 2003). As a consequence of their research, Kosnik et al. propose the following personal and professional characteristics are normally required of strong teaching and a useful in assessing applications to ITE:

characteristics such as understanding the complexity of teaching, being observant, being flexible, being responsible and caring, having interpersonal skills, being sensitive to diversity, being interested in learning, and having communication skills (2005, p. 120).

It seems that New Zealand ITE selection could be informed by the work of Kosnik et al. (2005), and the New Zealand research cited above, in an effort to identify and make explicit the criteria used for selection over and above the academic requirements of university entrance or entry to degree level qualifications. While the data presented in this study demonstrate that entry into ITE qualifications is relatively consistent with entry into other similar level qualifications, the limited New Zealand research on student teachers' subject matter knowledge and reviews focused on beginning teachers (ERO, 2004, 2005) do raise some questions that deserve further focused attention.

In suggesting this, we are mindful of the differences between ITE applications and selection in North America and New Zealand. Each year OISE/UT receive 6,000 applications for 1,200 student teacher places in a range of one-year elementary (primary) and secondary cohort ITE programmes. All applicants are graduates and so there are no provisions for applicants without substantive academic records such as may be the case in New Zealand when applicants over twenty years apply for entry into undergraduate qualifications. It is also very important to recognise that reconceptualising entry and selection processes for ITE in New Zealand with the view to raising entry criteria is likely to prioritise one agenda of teacher education reform as proposed by Cochran-Smith and Fries (2005), the regulatory agenda, over another, the social justice agenda (see Entry and Selection section of this report, p. 24). That is to say, a focus on raising entry standards, for example, in terms of academic entry criteria would impose additional barriers to entry for mature applicants and Māori and Pasifika. Thus there is a need, in any reconsideration of entry criteria and selection processes, to consider the complex and multiple goals of initial teacher education within the cultural context which is Aotearoa New Zealand.

All providers of ITE also employ a range of additional quality assurance processes some of which are embedded in institutional policy and practice. Assessment policies and practices within ITE qualifications were not able to be explored in any great depth by this research project. However, it was apparent that assessment of student teachers' work serves as a quality assurance process. Student evaluation of papers is a widely used mechanism to evaluate teaching and content of papers/courses.

Before 1990, teacher education was predominantly the responsibility of teachers' colleges and staff were not generally expected to participate in research (Ministry of Education, 2004). The Hawke Report (Department of Education, 1988a) resulted in universities losing their monopoly as degree granting institutions, and thus led to colleges of education, polytechnics, wānanga and private training establishments developing degree and for some, postgraduate studies. This changing teacher education landscape brought with it associated requirements related to research activity by both teacher educators and student teachers. ITE qualifications are required to be research-informed and "to promote research as an important component of student teachers' developing professional skills" (New Zealand Teachers Council, 2005, p. 8). Yet, "many teacher education staff have high levels of practical expertise but have little, if any, research experience" (Alcorn, Bishop, Cardno, Crooks, Fairbairn-Dunlop, Hattie, Jones, Kane, O'Brien & Stevenson, 2005, p. 282) and it takes considerable time to effect a culture change of sufficient magnitude so that all staff are potentially research active.

Providers of teacher education qualifications have had to establish systems to ensure staff are supported in research training and for many this is an ongoing and challenging process. It is generally thought that the preferred 'training' for research is completion of postgraduate and

ultimately doctoral studies. Findsen (2002), in a review of tertiary institutions offering postgraduate qualifications was less than congratulatory about the capacity of postgraduate study to effectively prepare students for research. He concluded that most postgraduate students achieve only a “modicum of research capability and the ability to critique research rather than...substantive research competency” (Findsen, 2002, p. 7). This emphasises the complexity, the support, and the time it will take for teacher education to effect the required change to research-embedded practice.

All providers report that they do support staff in updating qualifications and engaging in research. However, the initial performance-based research funding round in 2003 demonstrated that staff engaged in teacher education barely rated as research active, with the exception of staff from the four university providers of the time (The University of Auckland, the University of Otago, the University of Waikato and Massey University). While this is not unexpected given teacher education’s relatively recent entry to research-based teaching, it does raise serious questions as to the degree to which teacher education is able to build research capacity and capability, the increased pressure on staff to achieve higher qualifications and how this will impact on the implementation of teacher education qualifications.

Teacher educators are themselves subject to increasing complex pressures in the current climate of amalgamations and mergers of colleges of education with neighbouring universities. This move to academise ITE follows international practice where initial teacher education is typically located in the university sector. Within New Zealand there have been two recent mergers (Auckland College of Education with The University of Auckland and Wellington College of Education with Victoria University of Wellington) and two are on the immediate horizon (Dunedin College of Education with the University of Otago and Christchurch College of Education with the University of Canterbury). Such major structural upheaval has real professional and personal consequences for teacher educators working within the contributing organisations. A myriad of complex decisions need to be made on individual and group levels regarding positions of power and responsibility within the newly constituted organisations. Restructuring does not occur without a human cost and we wish to acknowledge the significant pressures that current restructuring is exerting on individual teacher educators across New Zealand. In the face of the mounting pressures, however, a real positive outcome of such restructuring is the opportunity for teacher educators to examine and reconceptualise their teacher education qualifications in the light of emerging national and international research. Such necessary and careful interrogation of qualifications is itself an added workload for those involved and must be adequately resourced if it is to result in enhanced programmes of ITE.

IMPLICATIONS

This project set out to describe the distinguishing characteristics of initial teacher education in Aotearoa New Zealand and to identify processes in place to ensure quality of implementation of the qualifications leading to teacher registration. While always professing to be descriptive in its focus, the preceding discussion of New Zealand initial teacher education within a framework of contemporary research and literature does enable us to identify key areas and questions for further and ongoing attention both by individual providers of initial teacher education and, more importantly, by the professional community of teacher education in collaboration with the Ministry of Education, the New Zealand Teachers Council and others. These areas are proposed not to highlight weaknesses in any specific qualification or sector of initial teacher education, but to encourage critical examination of ways in which we can continually enhance initial teacher education and prepare beginning teachers more effectively for their work with children and young people in New Zealand centres and schools. Most importantly, there is the need for those of us engaged in the work of initial teacher education to rise above the immediate forces of the competitive environment, our apparent confidence in custom and practice, and the drive towards performativity, to critically examine important aspects of initial teacher education in Aotearoa New Zealand.

This project confirms that initial teacher education is incredibly complex and multi-faceted and that qualifications reflect many of the challenges of implementing quality teacher education that are experienced internationally. We should embrace this complexity and seek to better understand and convey the critical responsibility that teacher educators have in the preparation of teachers for New Zealand centres and schools. We should be mindful always that the student teachers we are preparing today will work with, and have an influence on, the educational experiences of children and young people over the next twenty to forty years.

The official documentation reveals that there is a general lack of explicit coherence among components of many qualifications, that in some cases there is no clearly articulated conceptual or theoretical base underpinning qualifications, and, that, in the documentation of many qualifications, there are conspicuous silences surrounding aspects of initial teacher education critical to the New Zealand context. There is also evidence that the regulatory and compliance environment within which providers operate is sometimes perceived as distracting, rather than ensuring quality. It is timely then, for us to examine the degree to which knowledge and practice of initial teacher education within Aotearoa New Zealand has been derived and reinforced through custom and practice and in response to the increasingly regulatory environment. We need to determine, and then articulate more clearly, the fundamental goals of initial teacher education and to demonstrate how programmes of ITE are coherent in their underlying values, goals, design, curriculum, pedagogy and implementation. That is, we need to assure that there is symmetry between the goals of teacher education and how we seek to achieve them. We are not advocating for an absence of quality assurance, rather, we suggest that there is a need to consider how current external quality assurance processes can be made more coherent with fundamental goals of initial teacher education and the research on theory and practice that underpins these goals.

Initial teacher education has a fundamental goal to graduate teachers who are able to ensure high quality learning outcomes for all children and young people with whom they work. Those responsible for initial teacher education policy and practice have a responsibility to examine the ways in which we are today, preparing student teachers to teach in the classrooms and schools of the future. There is a need for continued systematic investigation

through well supported research into a number of areas to inform policy and enhance practice in initial teacher education.

On the nature of initial teacher education in Aotearoa New Zealand:

- Initial teacher education in Aotearoa New Zealand is clearly a complex and multi-faceted endeavour with the underlying goal of preparing quality beginning teachers in specific areas of education and, in secondary, in specialised subjects. Associated with this complexity is a need for teacher education providers to respond to the demands and expectations from a number of quarters.
- During ITE, student teachers are expected to develop a repertoire of knowledge, understandings, dispositions and skills to enable them to operate effectively in a classroom or centre. The challenge for ITE is to determine what to include in the programme of study and what can more sensibly be left for the beginning teacher to develop in situ, during induction.
- The particular features of the different modes of delivery of initial teacher education need to be explored to shed light on both the benefits and challenges of different modes of delivery and to provide evidence of processes that ensure quality of student teacher experience.⁷
- The Ministry of Education and Teachers Council need to acknowledge the atypical nature of provision of ITE within New Zealand in terms of number and types of providers and duration of qualifications and to examine the nature of the unique contribution made by the niche providers.
- Providers of initial teacher education should be encouraged to engage in critical examination of the conceptual coherence and curricular integration of each of their ITE qualifications to ensure that all qualifications are built upon a strong, shared vision of good teaching practice that is itself supported by sound theoretical informants and relevant research on curriculum development within teacher education, the design of teacher education programmes, quality teaching, how people learn and, equally important, how people learn to teach.
- In the ongoing examination of their qualifications, providers of ITE should be encouraged to give particular attention to the ways in which student teachers in their programmes are required to demonstrate understandings and practices related to working effectively with and supporting the achievement of Māori and Pasifika children and young people. This is especially serious in light of the projected enrolments in centres and schools coupled with the realisation that the student teachers enrolled in today's ITE qualifications will be working in centres and schools that may well reflect quite different cultural characteristics than those they themselves have experienced.
- Providers need to consider how their commitment under the Treaty of Waitangi is operationalised in their work with student teachers and how this directly results in graduates who have the understanding and capability to work within bi-cultural contexts including proficiency in the use of te reo Māori.
- Consideration has to be given to the provision of additional support for Māori total immersion qualifications in light of the workload implications for students and teacher educators.

⁷ This is the second research question that is not adequately addressed in this project: RQ. 2. What are the particular features of the modes of delivery of the different qualifications?

- Providers also need to give attention to identify ways in which their student teachers are gaining understanding and demonstrating abilities to meet the educational needs of children and young people with special needs and of children and young people for whom English is a second or other language, and to promote inclusion and social justice as educational goals.
- The curriculum of initial teacher education qualifications needs to reflect the ways in which prospective teachers are prepared to meet the future needs of children and young people in terms of understanding and using information and communications technologies to support learning.
- Attention needs to be given to examining the curriculum of teacher education as one that incorporates both initial teacher education and the two years of beginning teacher induction with a view to ensuring that both components are informed by a shared vision and commitment to quality teaching and a realistic assessment of how both contexts contribute to the preparation of teachers.

On the quality assurance of initial teacher education in Aotearoa New Zealand:

- The approval of initial teacher education qualifications needs to be based on criteria that are derived from relevant research on theory and practice related to the preparation of quality teachers and on broad consultation with teacher educators and the wider educational community. Approval processes need to be rigorous, professionally acceptable and publicly credible. It is timely that the current “standards” used in the approval process (the Satisfactory Teacher Dimensions) are currently under review, however, it is critical that this review takes account of the aforementioned national and international research in addition to wide consultation.
- Criteria for entry into ITE qualifications and processes of selection require further investigation in light of the concerns expressed in New Zealand-based research and issues emerging from recent international research. In particular, there is a need for further research on procedures to ensure the appropriateness applicants’ subject matter knowledge and on the ways in which applications from prospective students over the age of twenty are considered.
- Establishing a research culture within departments, schools, faculties, and/or colleges responsible for initial teacher education will require ongoing commitment of institutional management in terms of targeted strategies and significant resourcing over a number of years. Teacher educators require support in terms of structured leave, mentoring and supervision as they shift into research embedded practice, achieve higher degree qualifications and establish platforms of research within their areas of expertise and interest.

Issues for early childhood teacher education

There is a need for further research into several challenges that reflect the unique aspects of early childhood teacher education and the nature of the early childhood curriculum. Growth within the sector has been so rapid within the past decade that philosophies and policies can be ahead of an empirical research base to inform decision-making. For example, a research base is needed to allow further debate and policy development to occur with regard to the following.

- The specific contributions and issues surrounding field-based teacher education programmes.

- The nature of and distinction between early childhood diploma and degree qualifications.
- The place of subject content and pedagogical content knowledge in teacher education programmes that prepare early childhood teachers to work with an holistic integrated curriculum.
- The extent to which early childhood teacher education should share the wider disciplinary bases of education (e.g. primary teacher education) and related disciplines in the community (e.g. health professionals).

Critical Conversations

Teacher educators across all sectors, policy makers and others need to engage in critical conversations both within and across institutions around key questions including:

- What are the most useful theoretical informants for initial teacher education?
- What are the most appropriate curricular arrangements based on curriculum theory?
- How do we achieve a genuine synthesis of the curriculum of initial teacher education, the role of the teacher educator, the structural arrangements of initial teacher education and the policy milieu, to ensure graduation of quality teachers?

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APPENDIX A1: EXAMPLE OF DATABASE PAGES

Institution: **Example**
Programme: **Example**

INITIAL TEACHER EDUCATION: POLICIES AND PROCEDURES

Programme Information Template

Name of Institution:

Example

Name of Programme:

Example

Name of Qualification:

EFT Value of Qualification :

Student Intake 2005 :

Quality Approval Body:

NZQA CEAC ITP CUAP

Sector:

Early Childhood Primary
 Secondary Combined

Location:

Language of Delivery:

English Maori immersion
 Bilingual Other:

Mode of Delivery:

Centre/Field based Multi-site

- Face to face
- Distance
- Web based

- Flexible
- Part-time
- Other:

Special Characteristics of delivery:

Length of Course (full-time equivalent):

- 1 year
- 2 years
- 3 years
- 4 years
- Other:

Fees for domestic students (for one year):

- < \$1000
- \$1000-1499
- \$1500-1999
- \$2000-2499
- \$2500-2999
- \$3000-3499
- \$3500-3999
- \$4000+

[View / Search other programmes](#) // [Add New Programme](#) // [Choose another programme to edit / update](#) //
[Reports](#)
Page - [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#)

Institution: **Example**
Programme: **Example**

ENTRY POLICIES AND PROCEDURES

Academic Entry Criteria under 20:

Academic Entry Criteria over 20:

Language:

Minimum Age:

Personal and Professional Qualities:

Recognition of Prior Learning:

Procedures for Selection:

Interviews:

[Empty rectangular box]

Confidential Referee Reports :

[Empty rectangular box]

Personal statement:

[Empty rectangular box]

Good health:

[Empty rectangular box]

Declaration of Criminal Convictions:

[Empty rectangular box]

Observations of applicants working with children:

[Empty rectangular box]

Iwi-Hapu attestation:

[Empty rectangular box]

Literacy test:

[Empty rectangular box]

Numeracy test:

Other (eg. group interview process, addressing barriers):

Update

[View / Search other programmes](#) // [Add New Programme](#) // [Choose another programme to edit / update](#) //
Reports
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Institution: **Example**
Programme: **Example**

CONCEPTUAL FRAMEWORK

CONCEPTUAL FRAMEWORK (Including rationale, aims and underpinning research)

Special Character (Te Aho Matua, Christian, Steiner or Montessori etc):

Graduate Profile:

Other:

Institution: **Example**
Programme: **Example**

CONTENT OVERVIEW

Compulsory Content:

--

Optional Content:

--

Parallel Programme for Immersion/Bilingual:

--

Institution: **Example**
Programme: **Example**

ASSESSMENT

Policy (key points):

Practice (key points):

Requirements for graduation:

Procedures for non achieving students:

 Update

Institution: **Example**
Programme: **Example**

TREATY OF WAITANGI

Policy:

Practice (including content and assessment):

Institution: **Example**
Programme: **Example**

PREPARATION FOR INCLUSIVE TEACHING PRACTICES

Policy:

Practice (including content and assessment):

Institution: **Example**
Programme: **Example**

PRACTICUM REQUIREMENTS

Practicum:

Year 1:

Year 2:

Year 3:

Year 4:

Total Weeks:

Range of experience (types of centre/school, levels, deciles etc):

Supervision:

Responsibility for Assessment :

Support by provider institution :

Relationship of practicum with employment in centre or school:

Associate Teacher selection and professional development:

Process for dealing with failed practicum:

Perceived constraints/pressures affecting quality of practicum:

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[Reports](#)
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Institution: **Example**
Programme: **Example**

RESOURCES

For Students:

- | | | |
|-------------------------------------|--|--------------------------------|
| <input type="checkbox"/> Library | <input type="checkbox"/> ICT | <input type="checkbox"/> Store |
| <input type="checkbox"/> AV Support | <input type="checkbox"/> Other: <input type="text"/> | |

Support:

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> Disability | <input type="checkbox"/> Maori | <input type="checkbox"/> Pasifika |
| <input type="checkbox"/> Counselling | <input type="checkbox"/> Learning support | <input type="checkbox"/> Scholarships |
| <input type="checkbox"/> Chaplaincy | <input type="checkbox"/> Recreation | <input type="checkbox"/> Accommodation |
| <input type="checkbox"/> Childcare | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Other: <input type="text"/> |

Graduate Support:

For Staff:

- | | | |
|-------------------------------------|--|--------------------------------|
| <input type="checkbox"/> Library | <input type="checkbox"/> ICT | <input type="checkbox"/> Store |
| <input type="checkbox"/> AV Support | <input type="checkbox"/> Other: <input type="text"/> | |

Support:

- | | | |
|--------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Disability | <input type="checkbox"/> Maori | <input type="checkbox"/> Pasifika |
| <input type="checkbox"/> Counselling | <input type="checkbox"/> Scholarships | <input type="checkbox"/> Administrative |
| <input type="checkbox"/> Chaplaincy | <input type="checkbox"/> Recreation | <input type="checkbox"/> Staff Development Centre |
| <input type="checkbox"/> Childcare | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Other: <input type="text"/> |



Institution: **Example**
Programme: **Example**

STAFFING

Academic Qualifications:

--

Teaching Qualifications/Registration:

--

Staff experience in teaching in that sector:

--

Staff Tenure: -comment on proportion tenured/on contract

--

Professional Development requirements/opportunities for staff:

--

Support for staff research activity (given release time for research, Ministry Contracts etc.):

--

Professional/ Community/ Centre/ School Involvement:

Update

View / Search other programmes // Add New Programme // Choose another programme to edit / update //
Reports
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Institution: **Example**
Programme: **Example**

QUALITY ASSURANCE PROCEDURES

Internal Review/Audit:

External Review/Audit:

Monitoring: (Name and date of last visit)

Moderation processes:

Processes for ensuring multi-site consistency:

Constraints on ensuring multi-site consistency

A system for student evaluation:

A system for community and stakeholder input/consultation:

A system of staff appraisal:

Perceived constraints/pressures affecting quality of programme:

 Update

[View / Search other programmes](#) // [Add New Programme](#) // [Choose another programme to edit / update](#) //
Reports
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Institution: **Example**
Programme: **Example**

OTHER

Other:

**APPENDIX A2: PHASE TWO LETTERS TO PARTICIPATING
INSTITUTIONS**

Dear < >

Re: Initial Teacher Education Policy & Practice

Further to my letter of December 2004 I would like to take this opportunity to inform you of progress on the *Initial Teacher Education Policy & Practice* research project and invite you and your staff to participate in Phase II (interviews with programme coordinators).

Phase I

During Phase I of the project (Nov. 2004 – Feb. 2005) the research team has been busy reviewing the documentation provided by providers of ITE and available on related web sites, and entering initial programme information on the ITE data-base. This has enabled us to compile Phase I profiles of your ITE programme/s. These profiles are necessarily incomplete as much information is not readily accessible from documentary or web-based materials consulted in Phase I. Where possible, we have used direct quotations from your documentation or web site and referenced the source to ensure accuracy. As promised in our previous correspondence, please find attached copies of the Phase I profile/s for your ITE programme/s. While every effort has been made to interpret information correctly, please accept apologies for any misinterpretation, and be assured that it will be corrected on the data-base when brought to our attention. This leads us to Phase II of the ITEP & P project.

Phase II

The goal of the project is not to establish a standardised, 'one-size-fits-all' model of teacher education. Rather, we seek to make explicit the specific characteristics of the present diversity and provide a systematic description of each of the 154 programmes of initial teacher education currently offered by the 30 different institutions within New Zealand. To ensure that each programme is described as accurately and effectively as possible we would welcome the opportunity to meet with yourself and your programme coordinators to discuss those areas of the programme profiles that are as yet incomplete. We invite your programme coordinators to participate in interviews to discuss their particular programmes at a time to be arranged over the next two months.

To this end, please find enclosed a copy of the ITEP & P Phase II Information Sheet. In addition, please find enclosed an Information Sheet, Consent Form and Programme Profile/s for each of your programme coordinators. We would appreciate it if you could distribute these to the relevant personnel (those whom we know to the research team have named copies) and discuss with them the invitation to participate in Phase II interviews with a member of the research team.

It may well be helpful at this time, to clarify the intended output of this research project. The research team will present the Ministry of Education and the Teachers Council with a report that identifies characteristics of Initial Teacher Education programmes across NZ. We anticipate that that this report will be overwhelmingly descriptive including identification and interpretation of trends within and across ECE, primary and secondary. The report will be supported by 154 programme profiles. The programmes will all be identified so we are very committed to ensuring they are described as accurately as possible. Programme directors will have the opportunity to verify and propose changes to profiles of their programme/s in late May, prior to submission of the report to Ministry due at the end of June. Should you be unable to participate in Phase Two interviews, your Phase One programme profiles will be included on the data-base with a comment noting that there is no further information available at this time.

A member of the research team < > will contact you and programme coordinators within the next 10 days to discuss your participation in Phase II and to arrange a time suitable for interviews to take place. The research team member will make every effort to accommodate your preferred time and will be available to come to your campus for the interview/s.

We do hope you are able to participate in this project and we look forward to working with you and your coordinators so that we are able to present your programmes as accurately as possible in this national project. Should you have any questions or require further information about the research project please do not hesitate to contact Ruth Kane directly.

Yours sincerely

Ruth G Kane

ITEP&P Project Leader

Professor of Secondary Education

Massey University College of Education

Email: r.kane@massey.ac.nz

Phone: (06) 356 9099 Ext. 8766

Cell: 021 55 2097

This project has been reviewed and approved by the Massey University Human Ethics Committee, Palmerston North Application 05/04. If you have any concerns about the ethics of this research, please contact Dr John G O'Neill, Chair, Massey University Campus Human Ethics Committee: PN telephone 06 350 5799 x 8635, email humanethicspn@massey.ac.nz.

10 June 2005

Dear < > ,

Re: Initial Teacher Education Policy & Practice

I would like to take this opportunity to offer my sincere thanks for the time and attention you and your colleagues have given to the *Initial Teacher Education Policy & Practice* research project. We do appreciate that participation in this project has come on top of an already demanding workload and we acknowledge the time you have given to both providing us with information and meeting with research team members over past months.

In response to providers' suggestions we have made some changes to the data-base. Qualifications that are replicated on alternative campus sites or by alternative modes of delivery, (for example, a Bachelor of Teaching (Primary) offered on the principle campus, on a satellite campus and by distance delivery), have been collapsed into ONE qualification profile. We have included on page one the locations and modes of delivery and under "Characteristics" a descriptor that indicates the different pathways and made references to any other data specific to forms of delivery in relevant fields of the data-base or in the final page under "Other".

We now seek your assistance one last time with the verification of the information we have compiled on the data-base related to the qualification/s offered by your institution.

Could you please:

- Take a moment to check the information included in your qualification/s profile/s.
- Make any editing or information changes clearly in red pen on the actual hard-copy provided
- In particular, for qualifications offered through multiple pathways as noted above, please check the details on page 1 and descriptors and amend as required.
- If there is significant data missing (e.g. graduate profile), can you please attach a hard copy of information to the profile AND send an electronic copy through to both l.godin@massey.ac.nz and r.kane@massey.ac.nz.
- Return documents in the enclosed envelope/courier bag by Wednesday 22nd June

This project seeks to make explicit how people are currently prepared to teach in New Zealand through careful examination and analysis of documentation and published descriptions of the approaches, design, course content, and standards underpinning programmes of teacher education and critical discussions with those responsible for implementation of Initial Teacher Education (ITE). The research team is currently immersed in the analysis of the amazing amount of data provided by colleagues across New Zealand. Our initial sense is that the findings of this project will demonstrate the very high standard of initial teacher education across New Zealand.

The research team will present the Ministry of Education and the Teachers Council with a report that will be supported by three appendices containing qualification profiles arranged by sector and institution. The report is due to be submitted on June 30th.

In addition, we are submitting a joint proposal with the Ministry and Teachers Council for a symposium session at the annual NZARE conference in Dunedin in December. This will comprise presentation of an overview of the findings and a response from the Ministry and Teachers Council. At that time I hope to provide further information regarding plans for maintenance of the electronic data-base.

Once again, my sincere thanks for the time and commitment given to assisting us with this ambitious national project. It is indeed a privilege to be able to provide evidence of the rigour and diversity of Initial Teacher Education both within and across sectors and this would not have been possible without your assistance and support.

Should you have any questions or require further information about the research project please do not hesitate to contact me directly by phone (06) 356 9099, Ext. 8766 or email: r.kane@massey.ac.nz.

Yours sincerely

Ruth G Kane
ITEP&P Project Leader
Professor of Secondary Education
Massey University College of Education
Email: r.kane@massey.ac.nz
Phone: (06) 356 9099 Ext. 8766
Cell: 021 55 2097

This project has been reviewed and approved by the Massey University Human Ethics Committee, Palmerston North Application 05/04. If you have any concerns about the ethics of this research, please contact Dr John G O'Neill, Chair, Massey University Campus Human Ethics Committee: PN telephone 06 350 5799 x 8635, email humanethicspn@massey.ac.nz.

**APPENDIX A3: TABLE OF QUALIFICATIONS VERSUS SECTOR
AND LENGTH**

Institution	Qualification	Sector	Length
Anamata Private Training Establishment	Te Pukenga/Diploma of Teaching (Primary)	Primary	3 years
Auckland University of Technology	Bachelor of Education [Speciality] Early Childhood Teaching	Early Childhood	3 years
	National Diploma of Teaching (Early Childhood Education Pasifika)	Early Childhood	3 years
	Bachelor of Education [Speciality] Primary Teaching	Primary	3 years
	Graduate Diploma of Secondary Teaching	Secondary	1 year
Bethlehem Institute	Bachelor of Education (Teaching) (Early Childhood Education)	Early Childhood	3 years
	Bachelor of Education (Teaching) (Primary)	Primary	3 years
	Graduate Diploma of Teaching (Secondary)	Secondary	1 year
Christchurch College of Education	Bachelor of Teaching and Learning (Early Childhood)	Early Childhood	3 years
	Diploma of Teaching and Learning (Early Childhood)	Early Childhood	3 years
	Graduate Diploma of Teaching and Learning (Early Childhood)	Early Childhood	2 years
	Bachelor of Teaching and Learning (Primary)	Primary	3 years
	Graduate Diploma of Teaching and Learning (Primary)	Primary	1.3 years
	Bachelor of Education (Performing Arts) (Secondary)	Secondary	4 years
	Bachelor of Education (Physical Education) (Secondary)	Secondary	4 years
	Graduate Diploma of Teaching and Learning (Secondary)	Secondary	1 year
Dunedin College of Education	Bachelor of Education (Teaching) 0-8 years	Early Childhood, Primary	3 years
	Bachelor of Education (Teaching) Early Childhood Education	Early Childhood	3 years
	Diploma of Teaching (Early Childhood Education)	Early Childhood	3 years
	Diploma of Teaching (Early Childhood Education) two year programme	Early Childhood	2 years
	Graduate Diploma of Teaching (Early Childhood Education)	Early Childhood	1 year
	Bachelor of Education (Teaching) Primary	Primary	3 years
	Bachelor of Education (Teaching) Primary Education 2 year prog. for Grads	Primary	2 years
	Bachelor of Education (Teaching)/Te P okai M atauranga o te Ao Rua	Primary	3 years
	Diploma of Teaching (Primary)	Primary	3 years
	Diploma of Teaching (Primary) two year programme	Primary	2 years
	Diploma of Teaching/Te P okai M atauranga o te A o R ua (Primary Bilingual)	Primary	3 years
	Graduate Diploma of Teaching (Primary)	Primary	1 year
	Bachelor of Education (Teaching) Primary to Year 10 2 year prog. for Grads	Primary, Secondary	2 years
Graduate Diploma of Teaching (Secondary)	Secondary	1 year	
Eastern Institute of Technology	Diploma of Teaching (Early Childhood Education)	Early Childhood	3 years
Manukau Institute of Technology	Diploma of Teaching (Early Childhood Education)	Early Childhood	3 years
Massey University College of Education	Bachelor of Education (Teaching) Early Years (Birth to Eight Years)	Early Childhood, Primary	3 years
	Graduate Diploma of Teaching (Early Childhood Education)	Early Childhood	1 year
	Bachelor of Education (Teaching) Primary	Primary	3 years
	Graduate Diploma of Teaching (Primary)	Primary	1.3 years
	Te Aho Tatai-Rangi	Primary	3 years
	Bachelor of Education (Secondary Teaching)	Secondary	4 years
	Graduate Diploma of Teaching (Secondary)	Secondary	1 year
MASTERS Institute	Bachelor of Teaching (Primary) & Worldview Studies	Primary	3 years
NZ College of Early Childhood Education	Diploma of Teaching (Early Childhood Education)	Early Childhood	3 years
NZ Graduate School of Education	Graduate Diploma of Teaching (Primary)	Primary	1 year
	Graduate Diploma of Teaching (Secondary)	Secondary	1 year
NZ Tertiary College	Diploma of Teaching (Early Childhood)	Early Childhood	3 years
Rangi Ru ru Early Childhood College	Diploma of Teaching (Early Childhood Education)	Early Childhood	3 years

Institution	Qualification	Sector	Length
Te Tari Puna Ora o Aotearoa/NZ Childcare Association	Diploma of Teaching (Early Childhood Education)	Early Childhood	3 years
	National Diploma of Teaching (Early Childhood Education Pasifika)	Early Childhood	3 years
Te Wānanga o Aotearoa	Te Korowai Akonga/Bachelor of Teaching	Primary	3 years
Te Wānanga o Raukawa	Poumanawa Te Rangakura Kaiwhakaako Otaki	Primary	3 years
	Te Rangakura/Diploma of Teaching (Bilingual)	Primary	3 years
Te Wānanga Takiura o nga KKM o Aotearoa	Diploma of Teaching Kura Kaupapa Maori, Te Tohu Paetahi (Primary)	Primary	3 years
Te Whare Wānanga o Awanuiarangi	Te Tohu Paetahi Ako (Iti Rearea)/Bachelor of Teaching and Learning	Early Childhood	3 years
	Te Tohu Paetahi Mātauranga Māori/Bachelor of Māori Education (Primary)	Primary	3 years
The Open Polytechnic of NZ	Diploma of Teaching (Early Childhood Education)	Early Childhood	3 years
The University of Auckland	Bachelor of Education (Teaching) Early Childhood	Early Childhood	3 years
	Diploma of Teaching (Early Childhood Education)	Early Childhood	3 years
	Diploma of Teaching (Pacific Island, ECE)	Early Childhood	3 years
	Graduate Diploma of Teaching (Early Childhood Education)	Early Childhood	1 year
	Bachelor of Education (Teaching) Primary	Primary	3 years
	Bachelor of Education (Teaching) Huarahi Maori	Primary	3 years
	Graduate Diploma of Teaching (Primary)	Primary	1 year
	Bachelor of Physical Education	Secondary	4 years
Unitec New Zealand	Graduate Diploma of Teaching (Secondary)	Secondary	1 year
	Diploma of Teaching (Early Childhood Education)	Early Childhood	3 years
University of Otago	Graduate Diploma of Teaching (Primary)	Primary	1 year
	Bachelor of Education	Primary	4 years
	Bachelor of Teaching (Primary)	Primary	3 years
	Bachelor of Teaching (Secondary)	Secondary	3 years
University of Waikato	Diploma of Teaching (Secondary)	Secondary	2 years
	Bachelor of Teaching (Early Childhood)	Early Childhood	3 years
	Bachelor of Teaching (Primary)	Primary	3 years
	Bachelor of Teaching (Primary) Kakano Rua	Primary	3 years
	Graduate Diploma of Teaching (Primary)	Primary	1.3 years
	Bachelor of Teaching (Secondary) Conjoint	Secondary	4 years
Victoria University of Wellington College of Education	Graduate Diploma of Teaching (Secondary)	Secondary	1 year
	BA/Bachelor of Teaching (ECE)	Early Childhood	4 years
	Bachelor of Education (Teaching) EC	Early Childhood	3 years
	Diploma of Teaching (ECE)	Early Childhood	3 years
	Diploma of Teaching (ECE) Whariki Papatipu	Early Childhood	3 years
	BA/BSc/BCA/Bachelor of Teaching	Primary, Secondary	4 years
	Graduate Diploma of Teaching (Primary)	Primary	1 year
Graduate Diploma of Teaching (Secondary)	Secondary	1 year	
Waiariki Institute of Technology	Diploma of Teaching/He Tohu Matauranga Mo Te Whakaako Kohungahunga	Early Childhood	3 years
Waikato Institute of Technology	Diploma of Teaching (Early Childhood Education)	Early Childhood	3.5 years
Whitireia Community Polytechnic	Diploma of Teaching (ECE)	Early Childhood	3 years