



New Zealand
Teachers Council

Te Pouherenga Kaiako o Aotearoa

Graduating Teacher Standards: Aotearoa New Zealand

April 2007

Ū ki te ako, tu tangata ai apōpō

Excel in teaching so our learners will excel in the future

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1. Introduction

The New Zealand Teachers Council / Te Pouherenga Kaiako o Aotearoa was established on 1 January 2002 under the Education Standards Act (2001). It is an autonomous crown entity funded by teachers to provide professional leadership in teaching, enhance the professional status of teachers in schools and early childhood education and to contribute to a safe and high quality teaching and learning environment for children and other learners.

The Council purpose is encapsulated in its mission statement which states:

Ū ki te ako, tu tangata ai apōpō
Excel in teaching so our learners will excel in the future.

2. Context for the new Graduating Teacher Standards

The Education Standards Act (2001) included three functions for the Council which required it:

- (a) *to provide professional leadership to teachers and others involved in schools and early childhood education:*
- (e) *to establish and maintain standards for qualifications that lead to teacher registration:*
- (f) *to conduct, in conjunction with quality assurance agencies, approvals of teacher education programmes on the basis of the standards referred to in paragraph (e):* (Section 139AE Functions of the Teachers Council)

3. The Council and its predecessor the Teacher Registration Board have been involved for many years in the approval, reapproval and monitoring of teacher education programmes that lead to teacher registration. In the New Zealand context these programmes are delivered by a variety of providers: universities, colleges of education, polytechnics/institutes of technology, wānanga and a variety of private training establishments (PTEs) and prepare teachers for the early childhood, primary and secondary sectors.

4. In this the Council works in conjunction with the quality assurance agencies:

- The New Zealand Qualifications Authority for programmes from wānanga and PTEs,
- The Institutes of Technology and Polytechnics Quality for programmes from institutes of technology and polytechnics, and
- The Committee on University Academic Programmes for programmes from the universities.

5. Teacher education qualifications fall into four broad categories:

- Three-year diplomas of teaching,
- Three-year bachelors of education (teaching) or similar,
- Four-year conjoint degrees, and
- One-year graduate diplomas of teaching.¹

The context therefore in which the Council works is complex with overlapping

¹ All approved teacher education programmes are described in a Ministry of Education website at www.teachNZ.govt.nz.

responsibilities and authorities.

It was into this environment that the Council began in 2005 to work with the education community to develop a set of standards for graduating teachers.

6. Overall Purpose

The Graduating Teacher Standards describe what a teacher at the point of graduation from an initial teacher education programme:

- will know,
- will understand,
- will be able to do, and
- the dispositions they will have that are likely to make them effective teachers

The Graduating Teacher Standards appropriately address issues of the Treaty of Waitangi and the bicultural nature of Aotearoa New Zealand. The Council works with teachers from the two mainstreams of education in Aotearoa New Zealand: that centred predominantly on the English language and that centred on te reo Māori and tikanga. As these Graduating Teacher Standards are applied, the partnership responsibilities inherent in the Treaty of Waitangi are to be recognised.

7. Implications of the Graduating Teacher Standards

The profession will expect that the Provisionally Registered Teachers entering their school or early childhood services will meet the Graduating Teacher Standards. It is the view of the Council that, as a profession, teachers have the right and the responsibility to determine who shall enter into and who shall remain in the profession.

It is expected that each teacher education provider will develop a graduate profile for each programme that will be aligned with the Graduating Teacher Standards. The Council will use the Graduating Teacher Standards to develop a set of guidelines that will describe its requirements of all teacher education programmes. These new guidelines will be in place by December 2007. From 2008, teacher education institutions will provide evidence to the Council, and to our partner quality assurance agency, that will give confidence and assurance that the Graduating Teacher Standards will be met by all graduates.

Therefore, no teacher should graduate from an approved teacher education programme without having shown the required competencies in practicum situations. In addition, a graduate should meet the requirements of being of "Good character and fit to be a teacher".

8. Links to future work

There are two major tasks that the Council will undertake in 2007 and 2008. The first major task is to put in place a project funded by the Council that will examine all aspects of the approval, reapproval and monitoring processes. It is likely that this will be a contracted evaluation that will include looking at the past approval and monitoring processes employed by the Council and the TRB, the approval process employed by other similar professional bodies in New Zealand and the processes employed in international jurisdictions.

The second major task for the Council will be the redevelopment of the *Guidelines for the approval of teacher education programmes*.

The Graduating Teacher Standards will also inform the review of the standards for

registration currently known as the Satisfactory Teacher Dimensions. The Council review of these is underway.

9. Sources

In the preparation of the Graduating Teacher Standards, the work of the Council has been informed from a variety of sources. These have included wide consultation within the education sector, especially with the Council's Māori Medium Advisory Group and the Early Childhood Advisory Group. Research and educational literature have also been important. Significant sources from the literature used in the development are acknowledged on the Council website at <http://www.teacherscouncil.govt.nz/education/gts/>