

Teacher Education Qualifications Review Update Report

Final consultation rounds and current project status – July 2020

Overview

Following the second round of consultation, the Ako Aotearoa team worked on finalising a number of issues including those relating to the General Conditions across the suite and those specific to each of the qualifications.

While a number of changes were made, most of these related to the GPO statements and the related conditions.

Summaries of this information were sent to each of the four representative groups ahead of final consultation rounds:

- Language Teaching
- Adult and Tertiary Teaching
- Adult Literacy and Numeracy
- Assessment

Final consultation rounds provided the opportunity for fine-tuning of the qualifications prior to sending updated versions in the new NZQA template to all representative group members.

The remaining qualifications that have not been used, or have had very little uptake, are currently being reviewed in a separate process. These are:

- Pasifika Teaching
- Educational Technology
- Learning Design
- Quality Assurance

The changes to General Conditions will apply to any of these qualifications that are retained.

Summary of key changes

The following table shows the amendments made to the general conditions across the suite with minor variations in some qualifications as necessary.

Finalising General Conditions in Common Across the Suite of Qualifications

Te Tiriti and Cultural Competency

FROM THIS in the existing version	TO THIS in the updated version of the qualification
<p>Slight variations across qualifications. For example:</p> <p>Programmes must include a range of pedagogical principles. These principles include those informed by Te Tiriti o Waitangi, to ensure that the indigenous status of Tangata Whenua and the role of Tangata Tiriti are understood.</p> <p>The principles also include those informed by Aotearoa New Zealand's Pacific location and multicultural environment.</p> <p>Programmes delivered outside Aotearoa New Zealand must include cultural practices in relation to the given contexts in which graduates will practice.</p> <p>No glossary statements.</p>	<p>Programmes must include a range of pedagogical principles and cultural practices. These principles and practices are reflective of Te Tiriti o Waitangi, to ensure that the indigenous status of Tangata Whenua and the role of Tangata Tiriti are understood.</p> <p>Accordingly, programmes delivered within Aotearoa New Zealand must contribute to the development of Māori cultural competencies. These principles, practices and cultural competencies also include those reflecting Aotearoa New Zealand's Pacific location and diverse population.</p> <p>For the purposes of this qualification, the following definitions are provided:</p> <ul style="list-style-type: none"> • <i>Tangata whenua: A term that literally means 'people of the land' and is used to describe 'Māori' as the indigenous people of Aotearoa New Zealand.</i> • <i>Tangata Tiriti: A term that literally means "people of the treaty" and is used to describe people of non-Māori origin who have a right to live in Aotearoa New Zealand under the Treaty of Waitangi.</i> • <i>Māori cultural competencies refer to the practical steps for providing education and relating to Māori and other learners in a manner that recognises and respects Māori values</i>

	<p>and beliefs in order to achieve better teaching and learning outcomes.</p> <ul style="list-style-type: none"> • <i>Cultural competencies</i> refer to the knowledge, skills, and values required to achieve a better understanding of, and enhance relationships with learners of different cultures.
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Educational Technologies

FROM THIS in the existing version	TO THIS in the updated version of the qualification
No current consistent wording or no reference at all in most qualifications.	Programmes must include an underpinning base of evidence-based practice in the use of digital educational technologies.

Practical Experience

FROM THIS in the existing version	TO THIS in the updated version of the qualification
Various statements about authentic practice requirements but few references to specified hours of practice.	<p><i>For most but not all qualifications the statement below will be added. Qualifications such as Certificate in Assessment Practice do not require a specific practice component but have a practical assessment component.</i></p> <p><i>All assessment statements in general conditions will refer to 'suitably qualified assessors'.</i></p> <p>Practical experience is an essential component of programmes leading to the award of this qualification. Programmes must include candidates completing approximately x hours of work-based learning in an adult or tertiary teaching setting.</p>

	<p>For the purposes of this qualification, the following definitions are provided:</p> <p><i>Work-based learning</i> refers to opportunities for learning that are achieved through authentic activity in adult or tertiary teaching settings and which includes a specified element of supervised practice.</p>
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Graduate profile outcomes and conditions

Each representative group discussed final amendments to graduate profile outcome statements and associated conditions.

While, in general, wording changes to GPO statements are minimal, in a few cases significant changes were made to ensure the qualifications are current, accessible and more likely to be used.

In line with NZQA requirements, the majority of GPO conditions have been removed, leaving only those with very specific information critical to understanding the GPO statement.

The bulk of the conditions removed will be included in guidance documents that will be developed to support each qualification.

Horizontal and vertical alignment and coherence

One critical component of the review has been the desire to ensure that there is alignment, wherever possible and relevant, across the suite of qualifications. To achieve this, the review has focused on enhancing the following issues:

- Ensuring there is vertical alignment within suites such as Adult and Tertiary Teaching. This has involved realigning GPO statements; clarifying language; and reviewing the relationship between strategic purpose statements, employment pathways and entry recommendations.
- This vertical alignment also contributed to achieving horizontal alignment across the suite as appropriate. Pathways across sectors such as ALNE, ATT and Assessment were of key importance but other qualifications were equally implicated.

Guidance documents

Throughout the consultation process, stakeholders repeatedly called for the development of guidance documents to support qualifications.

This became a key discussion point particularly with relation to the removal of conditions as outlined above. However, stakeholders called for much more clarity and guidance on a range of issues related to the many aspects of the qualifications.

This has been discussed further by the Ako Aotearoa team and a decision made to progress basic guidelines for each qualification as part of this review process.

These will focus on the issues critical to providers developing or reviewing programmes of study. Links to these guidelines will be included in finalised qualifications.

In the longer term, there is potentially a need for guidance for those delivering qualifications which would be inclusive of further resources for teaching and learning. This will not be part of this review.

Qualifications recommended for removal

At the outset of the review process, there were six qualifications that had zero uptake since inception. These were:

- NZCALNE (Educator), L5
- NZDALNE, L6
- NZ Certificate in Pasifika Teaching (Advanced Practitioner), L6
- NZ Certificate in Adult Education and Training (Quality Assurance), L6
- NZ Certificate in Assessment (Advanced Practitioner), L6
- NZ Certificate in Learning Design, (Advanced Practitioner)

In addition, the NZ Certificate in Language Teaching, L4 had experienced minimal uptake, as had the NZ Certificate in Education Technology.

During the consultation process, these qualifications have been assessed to determine issues relating to promotion, currency, sector need and accessibility. As a result, several qualifications are being retained with some changes given they have currency and relevance in the sector.

However, after full consultation and analysis, two qualifications are being recommended for removal from the framework. These are:

- NZ Certificate in Language Teaching, L4
- NZ Certificate in Assessment Practice (Advanced Practitioner), L6

One further qualification remains under consideration:

- NZ Certificate in Adult Education and Training (Quality Assurance), L6

Review update panel discussion

As part of the review process, Ako Aotearoa is hosting an online panel discussion with associated Q&A on Thursday 30 July. While this event is now full, the discussion is being recorded and will be available on the webpage.