

Review of Initial Teacher Education Programme
Requirements

Engagement session



Agenda

1. Karakia and overview of session

2. Review context & trigger

3. Review principles

4. Opportunities for improvement

5. Next steps



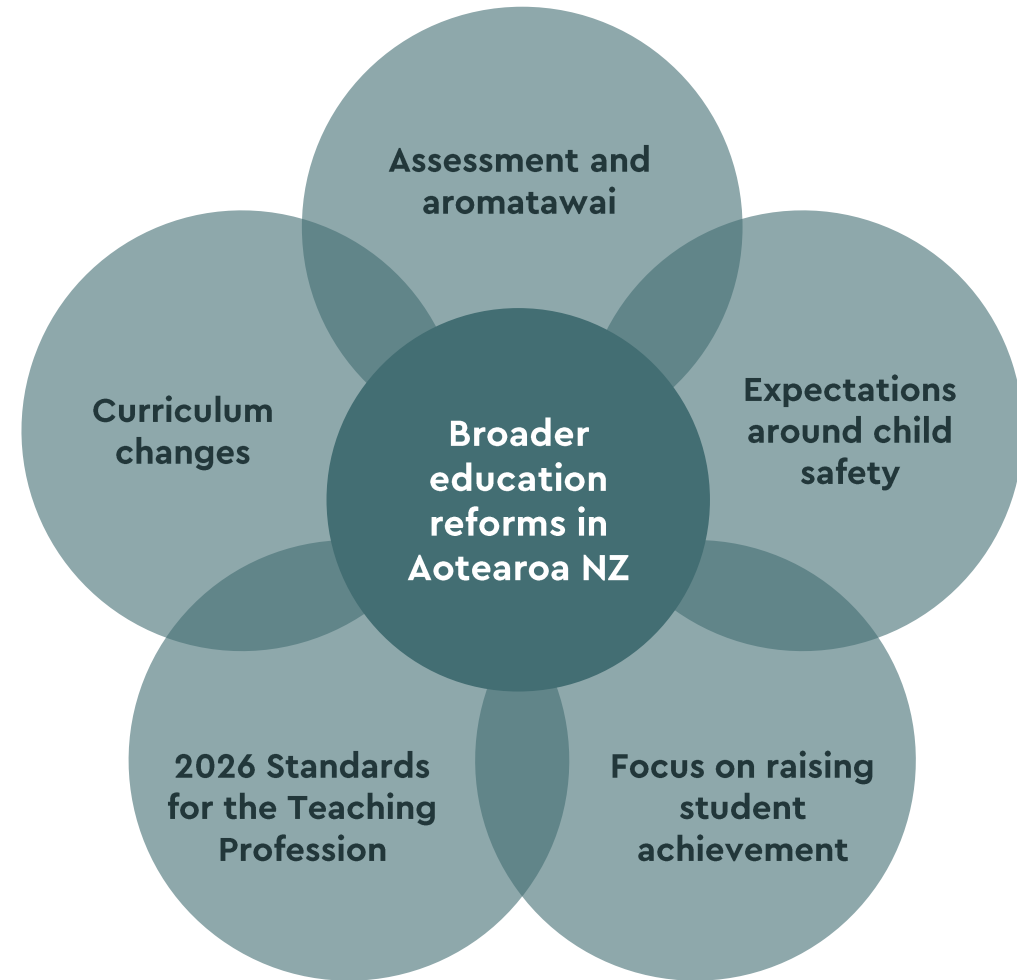
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Review context

The review of the Initial Teacher Education Requirements sits amongst a wider set of changes that are happening across the education system.



These reforms reflect a wider focus on ensuring that education settings are safe, effective and responsive to the needs of learners, whānau and communities.



Trigger for ITE Requirements review

The introduction of the 2026 Standards for the Teaching Profession represent a material shift in what is expected of teachers and the ITE Programme Requirements need to reflect this.

The ITE Programme Requirements are the primary mechanism for ensuring ITE courses equip student teachers with the necessary skills and knowledge before they enter the profession.

The current ITE Programme Requirements give providers substantial discretion in how they interpret and operationalise the Standards for the Teaching Profession.

This flexibility supports diversity in programme design and delivery yet doesn't provide a common expectation for what beginning teachers should develop during ITE.

Drivers for change

Student outcomes

Persistent challenges, including inequity and outcomes in literacy and numeracy, reinforce the importance of high-quality teaching.

Evidence on effective teaching

The evidence base has strengthened. All student teachers should benefit from robust knowledge about effective practice.

Graduate preparedness

Beginning teacher preparedness is inconsistent, and evidence suggests readiness varies across programmes.

System reform

Wider reforms, including to curriculum and child safety obligations are changing the expectations placed on beginning teachers and the environment graduates will enter.



Principles that informed the review



Aligning with contemporary evidence about effective teaching



Responding to the Aotearoa New Zealand context with a genuine commitment to te ao Māori



Ensuring ITE recognises the diversity of learners



Balancing programme consistency with contextualisation



Applying good regulatory practice

Purpose of engagement

The first phase of engagement will look to:

Test the paper's analysis, assumptions and opportunities

Understand whether or not stakeholder experiences align with the evidence and findings presented

Understand whether the opportunities will help to address the challenges across the sector

Understand the costs, risks, and unintended consequences of the proposed opportunities

Identify any alternative opportunities that should be considered



Opportunities for improvement

We have identified nine opportunities to improve the current ITE Programme Requirements. Together they are intended to strengthen the coherence, quality, consistency and assurance of ITE across Aotearoa New Zealand.

For each of these nine opportunities, we describe the **current settings** under the ITE Programme Requirements, the **opportunity to strengthen** them, and **what needs to change** in order to realise that opportunity.

Programme design	Programme content	Quality assurance mechanisms
Clarify what constitutes evidence, and how it should inform programme design	Retain current student entry requirements but improve consistency in how they are assessed	Strengthen the rigour and consistency of programme approvals, monitoring and moderation
Reframe staff capability away from research production	Introduce greater specificity regarding required content aligned with the 2026 Standards for the Teaching Profession	
Require programmes to articulate a coherent and complete model of progression	Embed clearer expectations for high-quality professional experience	
	Consider a national, standardised and externally moderated assessment framework	
	Establish clearer links between ITE preparation and supports for early career teachers	





01

Programme design opportunities



Opportunity 1:

Clarify what constitutes evidence, and how it should inform programme design.



Current state:

The current requirements expect programmes to be "evidence-informed", but there is no shared understanding of what this means, nor do they distinguish between evidence about effective teaching and the less settled evidence regarding specific ITE programme models.



Opportunity:

The paper proposes strengthening how 'evidence-informed' is defined and positioned in the ITE Programme Requirements, this would reflect the strength of the evidence base on effective teaching practice and include mātauranga Māori.



What would change:

Introduce a new definition of an "evidence-informed" programme that:

- Acknowledges there is a strong evidence base about effective teaching.
- Requires programmes to provide opportunities for students to engage with this research evidence.



Opportunity 2: Reframe staff capability away from research production.



Current state:

The current requirements expect programmes to demonstrate staff capability through a 'balance of research and practitioner expertise with research contributing to the body of knowledge about teachers and teaching, and learners and learning'.



Opportunity:

The requirements should retain the intent that ITE staff capability should be current, evidence-informed and supported by ongoing professional learning, while removing research production as the default way of demonstrating that capability.



What would change:

A more aligned approach would be to replace the expectation of research contribution with a clearer focus on professional currency and engagement with evidence.



Opportunity 3:

Require programmes to articulate a coherent and complete model of progression.



Current state:

The current requirements expect ITE providers to demonstrate how different parts of their programme connect, through a conceptual framework outlining the beliefs and values underpinning the programme, as well as its learning outcomes, programme structure and assessment framework.



Opportunity:

The requirements should make the student journey an explicit organising principle for programme design. This would require providers to demonstrate how the student journey is deliberately designed from entry to graduation.



What would change:

Providers would be required to articulate a coherent model of progression, complementing the existing conceptual framework and showing how curriculum, pedagogy, professional experience, partnerships and assessment work together.





02 Programme content opportunities





Opportunity 4: Retain current student entry requirements but improve consistency in how they are assessed.



Current state:

Recent changes have strengthened entry requirements, including the introduction of a common national numeracy assessment for English-medium primary programmes, however the literacy assessment remains largely provider led.



Opportunity:

The paper does not identify a need to change the current entry standards for ITE. Instead, it proposes making the way those standards are assessed more consistent across providers.



What would change:

The ITE Programme Requirements would retain the current entry standards while extending the use of the LNAAT, or another nationally agreed tool, as the national common assessment mechanism for literacy.

Opportunity 5: Introduce greater specificity regarding required content aligned with the 2026 Standards for the Teaching Profession.



Current state:

Under the current requirements, providers have considerable discretion in interpreting the Standards for the Teaching Profession and determining what student teachers must learn to meet them in a supported environment.



Opportunity:

One of the most significant proposals in the paper is the development of a "shared core" – this would provide a firmer foundation for defining what student teachers should be prepared to know and do at the point of entry to the profession.



What would change:

The shared core would set out the essential knowledge, practices and capabilities that all student teachers should learn before entering the profession. It would be aligned to the 2026 Standards for the Teaching Profession and draw on the strongest available evidence, mātauranga Māori and professional consensus.



Opportunity 6: Embed clearer expectations for high-quality professional experience.



Current state:

The current ITE Programme Requirements rely heavily on providers to interpret and implement the conditions that make professional experience high quality, which can contribute to variable placement experiences.



Opportunity:

The paper proposes clearer expectations for what high-quality professional experience looks like, including better preparation and support for associate teachers, more active teaching opportunities, stronger communication between providers and placement settings and a focus on quality over quantity.



What would change:

Providers would be expected to take a more deliberate approach to the conditions that make professional experience high quality, with clearer expectations about what providers, schools, kura, early learning services and associate teachers are each responsible for.





Opportunity 7: Consider a national, standardised and externally moderated assessment framework.



Current state:

The current assessment architecture outlined relies heavily on provider-led judgements and does not align these judgements to a sufficiently explicit external standard, limiting assurance for a common readiness to teach.



Opportunity:

There is an opportunity to strengthen the consistency and comparability of evidence about graduate readiness across providers, and to close the gap between what provider-led assessment is intended to assure and what it currently demonstrates at a system level.



What would change:

A national assessment framework would provide stronger external assurance of student teacher capability – establishing common expectations for the capabilities that must be demonstrated, the standards of those capabilities, and the level of external moderation.

Opportunity 8: Establish clearer links between ITE preparation and supports for early career teachers.



Current state:

The current requirements include a recommendation that graduates be provided with information to inform their induction and mentoring but stop short of establishing a formal connection between programme design and early career support.



Opportunity:

Strengthening the connection between ITE and early career support would better prepare student teachers for the move into beginning teacher roles and ensure that initial preparation is reinforced through the critical early years of practice.



What would change:

The ITE Programme Requirements would explicitly support the transition to practice by expecting programmes to prepare graduates with a clear understanding of expectations post graduation.





03 Quality assurance opportunities





Opportunity 9: Strengthen the rigour and consistency of programme approvals, monitoring and moderation.



Current state:

The current requirements result in variation in approval panel composition, monitor selection and moderation arrangements which can limit the rigour, consistency and transparency of quality-assurance judgements across programmes.



Opportunity:

The rigour and consistency of the existing approvals and monitoring processes can be strengthened by introducing standing national panels and the independent appointment of monitors and strengthening mandatory panellist training and guidance for monitoring.



What would change:

The strengthening of these components will result in a shared monitoring framework focused on programme delivery and the development of graduate capability. It also proposes clearer links between monitoring findings and required action, and a more coherent national moderation arrangement.

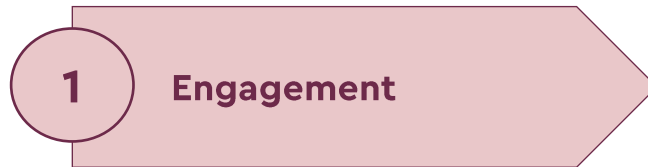


04 Next steps



How can I provide feedback?

In process



2 October to 13 November 2026

- Completing a short online survey
- Making a written submission of any length
- Emailing your feedback or submission to TeachingStandards@education.govt.nz
- Providing your feedback in an alternative format, by contacting TeachingStandards@education.govt.nz



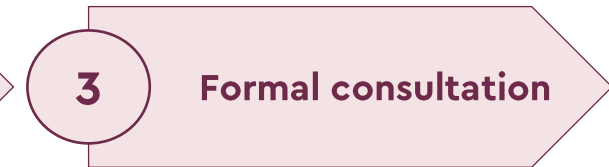
Scan QR code for access to the review website.

To be commenced



December 2026 and March 2027

- During this phase, we will:
- Review and analyse feedback during engagement
 - Identify key themes and insights
 - Develop draft consultation documents
 - Seek advice and feedback from the EAG



April to June 2027

Feedback gathered during Phase 1 and the proposal development phase will help refine proposal and inform consultation with the sector.