



Initial Teacher Education 2040



Discussion Paper | November 2021

NZEI
TE RIU ROA

0800 693 443
nzei@nzei.org.nz
nzei.org.nz

Table of Contents

- Introduction: A Time to be Bold.....2
- Background: Education at a Crossroads.....4
- What if?: Imagining ITE in 20406
 - A genuine Te Tiriti relationships-based approach6
 - Capability and capacity9
 - Collaboration.....11
- What Next?.....14
- Appendix:15

Introduction: A Time to be Bold

Initial Teacher Education (ITE) plays a vital role in our education system. It prepares future teachers with the knowledge and skills they need to begin teaching. It also feeds the latest developments in pedagogy and teacher practice back into the sector, as a crucial interface between pedagogical theory, research, and classroom practice.

A well-functioning ITE system is led by the profession, replenishes and refreshes the teaching workforce, and sustains the overall sector, allowing for constant improvement and responsiveness to the needs of tamariki.

Therefore, it's important we get it right.

While there have been positive developments within ITE over the past decades, there is a growing recognition that only system level change can prepare ITE to deliver on the challenges faced by education in Aotearoa as we head toward the middle of the twenty-first century. This will require ITE that is responsive to increasing diversity. It will also require reimagining the fragmented and competitive ITE model that we currently have.¹

This need for system change is most apparent when it comes to honouring Te Tiriti o Waitangi.

The Education and Training Act 2020 sets out bold expectations for the sector to honour Te Tiriti o Waitangi, from high-level policy to the everyday operation and planning of Early Childhood Education (ECE) services/centres and schools. ITE needs to respond to these obligations and take an active role in embedding and extending this change.

While there are examples of excellence throughout ITE in Aotearoa, there are also areas where the current model has clearly failed. This is most apparent in ECE. A proliferation of private provision in ECE ITE has meant that programme quality and graduate outcomes haven't kept pace with the compulsory sector. Stark inequities exist in the supports beginning teachers in ECE receive compared with the compulsory sector. First year teachers in ECE are given full workloads and mentorship is not supported with release time. Beginning teachers often must organise their own mentorship and induction process and are expected to collaborate with Mentors outside normal contact hours. The level of support given to them is usually dependent on the goodwill of their employer, which is often found lacking.

Competition between providers has been unhelpful for the needs of beginning teachers, and for the consistency of ITE outcomes overall. Principals and leaders need to have confidence that those entering the profession are equipped to deal with the challenges of day-to-day teaching and the knowledge required to provide quality programmes across all areas of the curriculum, regardless of where, and who, they are teaching.

ITE needs to be transformed to ensure consistent graduate outcomes, and to promote a unified teaching profession.

¹ Pūaotanga Independent Review Panel (2021) *Pūaotanga: Realising the potential of every child*. Wellington: NZEI Te Riu Roa.

Preparing ITE for the future will depend on the drawing together of hapū, iwi and rūnanga to hear their vision, acknowledge their priorities and support their engagement for a redesign of ITE on a genuinely bicultural basis. It will involve drawing on the breadth and depth of local knowledge and expertise within the education system and sharing the exemplary practices that already exist.

This paper intends to act as a catalyst to these discussions. Developed in conversation with leaders in education and Te Tiriti justice, it considers what the short, medium, and long-term steps might be to establish a truly bicultural ITE system in Aotearoa by 2040, the bicentennial of the signing of Te Tiriti o Waitangi.

This is only a sketch of the shape this change could take. The real work begins as the sector joins in action to transform ITE over the coming decades. It won't happen overnight and will require the coordination and collaboration of many stakeholders. That's why we must start now! We encourage you to be bold in imagining what the future of ITE in Aotearoa might look like. It's what the sector, and our tamariki, deserve.

We invite you to organise conversations in your local areas, and to share your thoughts with us.

Background: Education at a Crossroads

Schools and ECE services/centres today look very different than they did ten or twenty years ago. They are more culturally diverse than they have ever been, and this trend is set to continue. There has also been an increase in tamariki presenting with additional and complex learning needs as our understanding of these needs has itself expanded.²

Many of the problems faced by education in Aotearoa today are the result of reforms that placed emphasis on establishing market models for the provision of public services such as ITE. Often referred to as ‘neoliberalism’, these changes were based on an ideology that competition bred excellence and that benefits would accrue to all if the competitive environments found in private business were extended into the public sector. Time has proven this approach wrong. It has left us with a fragmented ITE system that is under resourced because of the constant ‘race to the bottom’ competitive models encourage.

Right now, the sector is moving through some of the most far-reaching reforms since Tomorrow’s Schools in the late 1980s. These reforms take an explicitly different approach to that described above, recognising the importance of quality public education, culturally responsive systems and practice, and recognising that Aotearoa’s unique history offers a glimpse of a better way forward.

Education in Aotearoa is now at a crossroads. To take only a few examples, we have:

- The review of the Tomorrow’s Schools system in 2018-2019, and the imminent establishment of Te Mahau within Te Tāhuhu o te Mātauranga - The Ministry of Education³
- The passing of the Education and Training Act 2020 placing enhanced emphasis on an education system underpinned by Te Tiriti o Waitangi, and legislating the responsibility to give effect to this at every level of the education system
- The Teaching Council’s new Programme Approval, Monitoring and Review Requirements for ITE that take effect from 1 January 2022⁴
- *He taonga te tamaiti – Every child a taonga*, the Ministry of Education’s Early Learning Action Plan 2019-2029 that placed refreshed emphasis on the provision of world-class inclusive public early childhood education⁵
- The 2021 *Pūaotanga* independent review of staffing in primary schools.⁶

² Bourke, Roseanna, Philippa Butler, John O’Neill (2020) *Children with additional needs, Final Report*. Palmerston North: Massey University, Institute of Education.

³ Tomorrow’s Schools Independent Taskforce (2019) *Our Schooling Futures: Stronger Together Whiria Ngā Kura Tūātitini Final Report*. Wellington: Ministry of Education; Ministry of Education (2021) *Establishing Te Mahau within Te Tāhuhu o te Mātauranga*. Wellington: Ministry of Education.

⁴ Teaching Council New Zealand Matatū Aotearoa (2019) *ITE Programme Approval, Monitoring and Review Requirements*. Wellington: Teaching Council New Zealand Matatū Aotearoa.

⁵ Ministry of Education (2019) *He taonga te tamaiti Every child a taonga: Early Learning Action Plan 2019-2019*. Wellington: Ministry of Education.

⁶ Pūaotanga Independent Review Panel (2021) *Pūaotanga: Realising the potential of every child*. Wellington: NZEI Te Riu Roa

Beyond these major developments, educators across the sector continue to strive for world-class inclusive public education, recognising the forms of pedagogy and practice that stand in the way of this such as ability grouping, and organising for change in areas such as curriculum, learning support, resourcing and, of course, ITE.⁷

Being so vital to the future of the system, ITE sits at the centre of this process of change. While there are many important and necessary steps being taken across the ITE system, it is also clear that bold and coordinated system level change needs to accompany them to truly give effect to Te Tiriti o Waitangi.

What, then, might this look like?

⁷ Tokona Te Raki: Māori Futures Collective (2021) *Ending Streaming in Aotearoa*. Ōtautahi: Tokona Te Raki.

What if?: Imagining ITE in 2040

What if, by 2040, ITE had been transformed? What if, years earlier, Te Tiriti o Waitangi relationships had been built with hapū, iwi and rūnanga to hear and enact their vision, acknowledge their priorities, and support their engagement for a redesign of ITE on a genuinely bicultural basis?

What if ECE teacher training had long ago achieved the same status as all others, and all ITE providers, ECE services/centres and schools now had the time, resources, and relationships to support teacher training in equity in education, diverse practicum experiences, quality in-depth pedagogy, mentorship, and teaching as lifelong learning?

What if beginning teachers were given wrap around support in their first years of teaching from Mentors and the ongoing involvement of ITE providers, nurturing them as lifelong learners and offering them opportunities to develop and specialise in their craft?

In our consultation for this paper, three key overlapping themes, and a few new ideas came through about how this might look. Though these certainly are not exhaustive, we share them with you here to kickstart the conversation.

Key themes:

1. A genuine Te Tiriti relationships-based approach
2. Capability and capacity
3. Collaboration

New ideas:

1. Profession led support agency
2. Host schools and ECE services/centres
3. Two-year post graduate qualifications for beginning teachers

A genuine Te Tiriti relationships-based approach

Whatever a new ITE system in Aotearoa might look like, it needs to be designed on a genuinely bicultural basis. Te Tiriti o Waitangi is about recognising indigenous authority in Aotearoa, and about collaborative relationships which respect the autonomy and 'spheres of influence' of the Crown and tangata whenua (non-Māori being part of the Crown sphere).⁸

We can apply this to ITE if we start a new conversation.

⁸ Matike Mai Aotearoa The Independent Working Group on Constitutional Transformation (2016) *He Whakaaro Here Whakaumu Mō Aotearoa: The Report of Matike Mai Aotearoa, The Independent Working Group on Constitutional Transformation.*

A process should be designed that involves extensive engagement, consultation, wānanga and hui to consider the overall governance of the ITE system and the many 'spheres of influence' within it. It would consider what shape a genuinely bicultural ITE system would take to support both 'by Māori for Māori' approaches, as well as enabling mainstream settings to honour Te Tiriti o Waitangi and develop culturally responsive teaching practices that meet the needs of Māori students and celebrate their culture, language, and world views. This means providing modes of learning and PLD that meet these needs.

Toward this, a range of ITE options need to be developed including a Māori accreditation process where Māori medium, kōhanga, puna reo and kura – kaiako have separate accreditation options designed by properly resourced hapū and iwi. Such an accreditation process might allow iwi nomination to be the sole pre-requisite for someone starting teacher training, while meeting general prerequisites would be supported during training.

Grounding ITE in local aspirations and experiences would reflect a core recognition by all providers that hapū, iwi and rūnanga across the country have different and specific aspirations for the education of tamariki and mokopuna.

This reflects NZEI Te Riu Roa's Mōku te Ao approach. It affirms that ITE must be based on training all teachers to support what works for tamariki and mokopuna.

Profession-led support agency (See 'Model One' page 8)

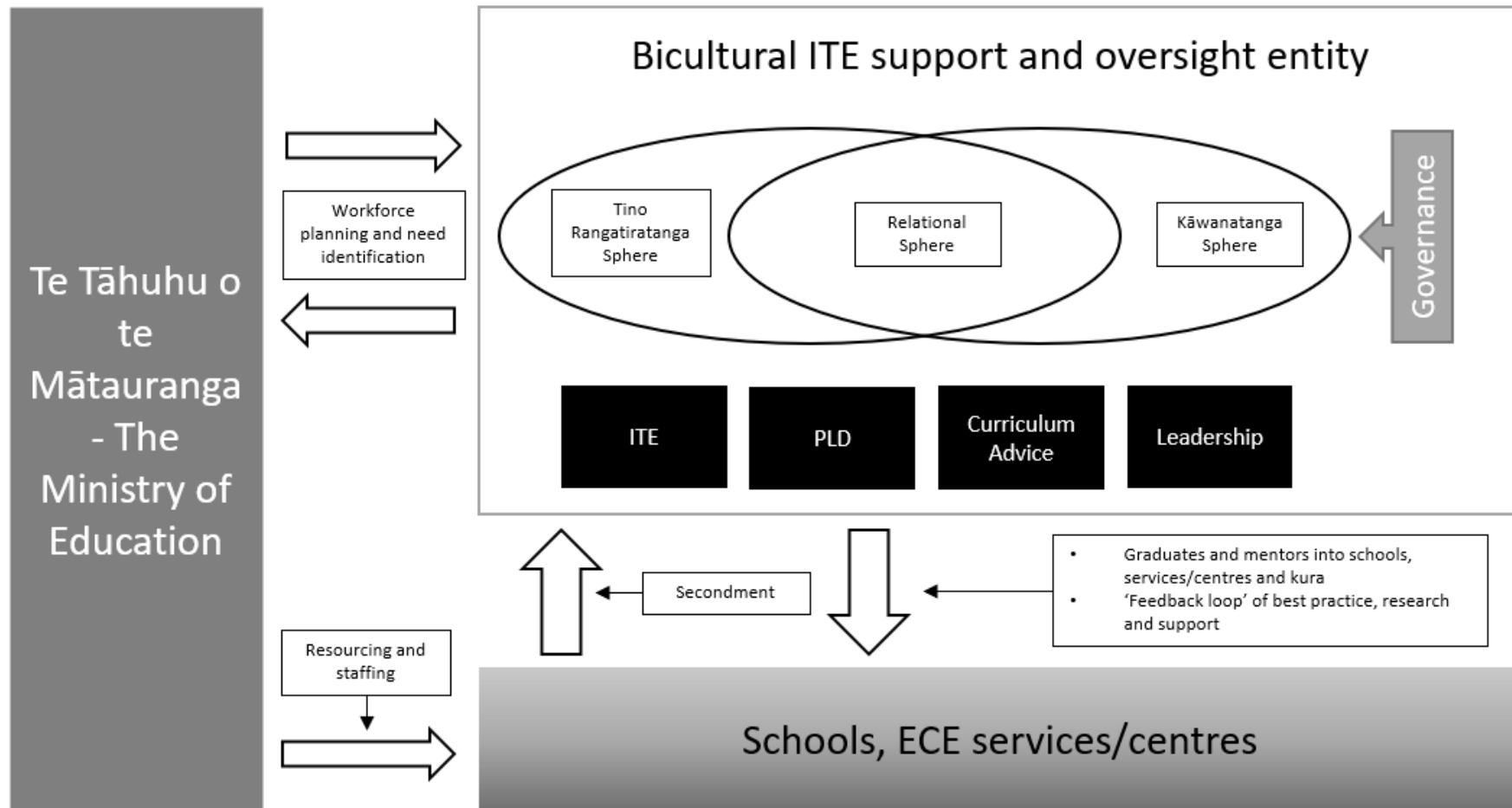
By employing a genuine Te Tiriti based process, a new profession-led agency should be set up that holds ITE, PLD, curriculum advice and leadership. The new entity would be profession-led, Te Tiriti governed and focused on supporting the provision of world-class inclusive public education. It would be holistic in its offerings, integrated with career pathways, and coordinated with workforce planning to provide a rich environment for training teachers to learn in. This would be specific to Aotearoa New Zealand, celebrating our unique culture and heritage while incorporating the best aspects of international models (See Appendix).

The new agency would be charged with ensuring that ITE and PLD are best situated to honour Te Tiriti o Waitangi and to meet the diverse needs of tamariki in a coordinated and effective manner.

A genuinely bicultural ITE system has the capacity to address deep seated issues in education, redress the impacts of colonisation on the education of Māori and non-Māori, and combat systemic racism and discrimination. It will further embed and normalise Te Reo Māori and Mātauranga Māori in Aotearoa New Zealand, making this not only a central aspect of ITE, but a central aspect of the overall design of the education system and the educational experiences of all tamariki.

A model based on Te Tiriti o Waitangi will have space to incorporate and celebrate cultural diversity of Aotearoa New Zealand, including Pacific peoples and others. It would be a world first, further solidifying Aotearoa's position as a leader in decolonising education and a beacon to other countries that aspire to this.

Model One:



Capability and capacity

Effective ITE pre and post qualification is one of the best ways to support beginning teachers, embed cultural change and foster a collaborative culture within the sector. As such, resourcing must extend to ECE services/centres, schools and kura, as well as providers. The changes we are suggesting will require investment across the whole ITE sector especially for tangata whenua engagement, design, and accreditation development.

In our consultation we heard about the need to support robust relationships between providers and a diverse range of schools, services/centres and kura. Having schools, services/centres and kura consciously choosing to support ITE, along with a focus on stronger mentoring, and a clearer role for providers that is properly resourced pre and post qualification, will create regional networks focused on the development of best practice. This will enable the integration of theory and practice across a range of educational settings, giving future teachers crucial experience of the diversity they are likely to encounter throughout their careers.

Additionally, an 'ITE oversight' role should be created which would oversee PLD, work alongside Associates, work across schools, services/centres and kura, provide feedback on ITE programmes and work closely with providers, with opportunities with providers for guest lecturing and collaboration on course design.

A Te Tiriti relationships development fund for ITE design and accreditation should be established, with separate accreditation funding for Māori medium. Funding would need to be established to support the design and enactment of a new genuinely bicultural ITE system, involving a major commitment to large-scale, long-term system change along the lines described above.

Participants would be signing up to the most profound transformation of ITE ever witnessed in Aotearoa which, if done correctly, would benefit tamariki for generations.

Host schools/centres

A new model should be established that allows schools and ECE services/centres to choose to become hosts for training teachers. This would involve resourcing a diversity of schools and ECE services/centres to become centres of ITE support and mentoring.

These would be based in diverse socio-economic areas and recognise that effective ITE requires both time and expertise. They would be supported with a staffing and resourcing package including release time and a PLD fund.

Resourcing would recognise that an effective ITE environment requires the collaboration of all staff, rather than only between trainee teachers and Associates, by providing an allowance at the level of a unit to participating schools and services/centres.

This would see a greater focus on raising the quality of mentoring through moving toward compulsory post graduate qualifications for Associates. An 'ITE oversight' role would facilitate PLD and work alongside Associates to coordinate mentoring.

The model would be 'opt-in/opt-out', requiring minimum commitments of three to five years, coupled with comprehensive workforce planning by the Ministry of Education to ensure that these were established where they are needed and that they were training teachers with the right attributes and skillsets.

These schools and services/centres would be committed to creating a nurturing environment for training teachers. They would develop robust collaborative relationships with ITE providers, allowing for multiple 'feedback loops' where pedagogy, practice and research is developed in ongoing collaboration. They would be known for being at the forefront of curriculum and pedagogical practice.

Collaboration

The fragmented and competitive model we currently have has gradually eroded those 'vital connections' that allow our education system to thrive.⁹ A collaborative, rather than a competitive approach, is needed to give greater consistency overall between ITE programmes, allow space for new ideas and specialisations to develop, and to establish seamlessness between schools, services/centres, kura and providers.

Te Tiriti o Waitangi relationships are necessary at all levels and via different expressions, but the essence for ITE is the need for tangata whenua and their rangatahi, tamariki and mokopuna to have agency and resources within not only Māori medium, but all other parts of the sector. ITE must be redesigned to achieve this which requires the Crown, Ministry of Education, ITE providers, NZEI Te Riu Roa and all other parties to share power and question practice in terms of this collaborative goal.

New career pathways and qualifications for Mentors and Associates should be developed that recognise the unique value they add to ITE. This would further weave together and enhance provider – school service/centre and kura connections. Mentors and Associates would be supported to provide an essential 'bridge' between providers and schools, services/centres and kura.

A new qualification for two-year post graduate study for Provisionally Certified Teachers (PCT) should be established, allowing for specialisation, e.g., in Te Reo Māori, inclusion, or leadership, as well as for conducting research projects. The current advice and guidance programme would be replaced by the two-year qualification, ensuring a stronger link between ITE provider, Mentors, and beginning teachers. Mentors would play an important day to day role in supporting beginning teachers through their responsibilities and study.

NZEI Te Riu Roa is advocating steps towards these kaupapa and we want to know what our members and colleagues think will work best for tamariki. We acknowledge the examples of great teacher education already in existence and the research that supports Aotearoa grown best practice that is not always reflected in policy.¹⁰ We acknowledge that competition between providers structurally created by a market approach to education is not in the best interests of quality, consistency, and creativity, and has eroded the thinking and expert knowledge at all levels.

A phased approach to the changes we are suggesting needs to be developed. In the next section, we outline some short, medium, and long-term steps that we believe work toward the kaupapa. Some of these are quite specific and emerge out of our initial consultation as well as from our membership. Others are indicative and will require ongoing collaboration and elaboration. Most importantly, the below table is not exhaustive, which is why we are so keen to hear from you!

⁹ Cathy Wylie (2012) *Vital connections: Why we need more than self-managing schools*, Wellington: NZCER press

¹⁰ Alexandra Gunn and Helen Trevethan (2019) 'Constructing the problem of initial teacher education in Aotearoa New Zealand: policy formation and risk, 2010-2018', *New Zealand Annual Review of Education*, 24, pp. 5-20.

Two-year post graduate qualifications for beginning teachers

Offering a two-year post graduate qualification approach for Provisionally Certified Teachers (PCT) would mean that ongoing relationships between beginning teachers, providers and schools, services/centres and kura were more formalised than they currently are.

A new programme would ensure that, for those two years, beginning teachers are funded separately from staffing entitlements (or subsidy for ECE services/centres). Teachers in their first two years would generate 1 FTTE staffing, effectively allowing for classroom responsibilities to align with their own beginning teacher development focus. This would give an opportunity for beginning teachers to develop transferable skills in areas such as curriculum development, learning support, Mātauranga Māori, and being a part of the local community through parent and whanau engagement.

Coupling this with the Host school, service/centre model would mean that for their first two years, beginning teachers would have wrap around mentoring and support. It would also provide excellent opportunities for research projects. Maintaining a strong research focus during first two years teaching would feed 'on the ground' evidence back into providers and encourage teaching as lifelong learning.

This more supported approach would lead to teachers staying in the profession for longer and be better placed to meet the needs of tamariki.

	Short-term/immediate (2022)	Medium-term (by 2030)	Long-term (by 2040)
Te Tiriti relationships	<p>Building Relationships</p> <ul style="list-style-type: none"> Funding is established to support the design and enactment of a new genuinely bicultural ITE system Conversations begin throughout the sector on what a genuinely bicultural ITE model based on the principles of Te Tiriti o Waitangi, exploring ideas such as iwi endorsement of all teacher training programmes. <p>Profession led support entity</p> <ul style="list-style-type: none"> Scoping of a single, profession led entity that has ITE located in it alongside PLD, leadership, curriculum advisors. Governance is enacted on a bicultural basis, by and for the profession. <p>Supporting Te Reo Māori</p> <ul style="list-style-type: none"> Assessing supports and removing barriers for increasing the prevalence of teachers fluent in Te Reo Māori Establishing an accreditation process with iwi that would secure placement in teacher training for iwi endorsed trainee teachers. Trainee teachers will be supported to meet the standard prerequisites by the end of their preservice training. 	<p>Building Relationships</p> <ul style="list-style-type: none"> Plan is in place around the role of iwi in ITE. <p>Profession led support entity</p> <ul style="list-style-type: none"> Single, profession led entity is established. <p>Supporting Te Reo Māori</p> <ul style="list-style-type: none"> All teachers are capable of working in level three immersion, meaning that 31-50% of the programme is delivered in Te Reo Māori An accreditation process is in place with iwi that would secure placement in teacher training for iwi endorsed trainee teachers. Trainee teachers will be supported to meet the standard prerequisites by the end of their preservice training. 	<p>Building Relationships</p> <ul style="list-style-type: none"> A genuinely bicultural ITE system, grounded in Te Tiriti o Waitangi, is established, and is producing graduates. <p>Supporting Te Reo Māori</p> <ul style="list-style-type: none"> All teachers are capable of working in level two immersion, meaning that 51-80% of the programme is delivered in Te Reo Māori ITE prepares teachers in mainstream schools to specifically meet the needs of tamariki Māori and schooling celebrates their culture, language, and world views. A range of quality PLD is available that meets these needs.
Capability and Capacity	<p>Host schools/centres</p> <ul style="list-style-type: none"> Schools and ECEs can opt into being Host schools/centres and receive a staffing and resourcing package Staff receive an allowance set at the level of a unit 10k PLD fund Staffing for ITE Oversight role, over 500 students generate 1 FTTE, under 500 generate 0.5 FTTE. <p>Strengthening Associate Role</p> <ul style="list-style-type: none"> Associates have access to a coaching and mentoring qualification Networks for Associates are established through Ministry of Education funded Networks of Expertise. <p>Teaching workforce capacity</p> <ul style="list-style-type: none"> Build capacity in the MOE to ensure workforce planning covers regional and skillset shortages That the number of TeachNZ scholarships available to those changing careers to work in education is increased, with prioritisation given to Māori The option of paying people to train is investigated by the Ministry of Education, especially for Māori ITE students and other identified workforce priorities The option of extending the bonding of ITE students is investigated by the Ministry of Education, to be integrated with workforce planning with a particular emphasis on supporting schools, services/centres and kura in hard to staff areas. <p>Other</p> <ul style="list-style-type: none"> Standardise and increase in practicum fees for Associates working in non-Host school/centres. That the development of a career pathway is investigated, with a focus on opportunities for Mentor and Associate teachers to be able to be seconded to ITE positions to support the next generation of teachers. 	<p>ITE Partners</p> <ul style="list-style-type: none"> Only Host schools/centres can take on training teachers. <p>Strengthening Associate Role</p> <ul style="list-style-type: none"> Coaching and mentoring qualification is compulsory Networks for Associates are hubs of teaching and research excellence Associate teachers can be seconded to ITE providers and have opportunities for advanced study and research. <p>Teaching workforce capacity</p> <ul style="list-style-type: none"> Teachers in training who are identified as workforce priorities are supported with a stipend/salary as they train Comprehensive workforce planning and support means the right teachers are in the right places. 	
Collaboration	<p>Teaching as post graduate profession</p> <ul style="list-style-type: none"> Post graduate ITE qualification is designed by ITE providers in consultation with ITE Partners An advice and guidance programme, based on best practices, is researched, and developed for beginning teachers that generate 1 FTTE staffing. The programme gradually introduces them to fulltime teaching while still supporting their study toward the postgrad qualification. <p>Employing beginning teachers</p> <ul style="list-style-type: none"> Fixed term contracts are no longer used for first year teachers Additional staffing entitlement is made available for beginning teachers that need an enhanced advice and guidance programme Extending current PCT staffing release to ECE. <p>Strengthening the Mentor Role</p> <ul style="list-style-type: none"> Mentors have access to a coaching and mentoring qualification Mentors receive staffing of 0.1 FTTE Networks for Mentors are established through Ministry of Education funded Networks of Expertise. 	<p>Teaching as post graduate profession</p> <ul style="list-style-type: none"> Postgraduate qualification is established and available for beginning teachers to complete during their first two years of teaching. <p>Employing beginning teachers</p> <ul style="list-style-type: none"> Beginning teachers that opt for the postgraduate qualification receive staffing allowance of 1 FTTE for the first two years. <p>Strengthening the Mentor Role</p> <ul style="list-style-type: none"> Coaching and mentoring qualification is compulsory Networks for Mentors are hubs of teaching and research excellence Mentor teachers can be seconded to ITE providers and have opportunities for advanced study and research. 	<p>Teaching as post graduate profession</p> <ul style="list-style-type: none"> Postgraduate qualification becomes compulsory requirement to be a full registered teacher.

What Next?

In this discussion paper we have tried to capture some bold thinking around the future of ITE in Aotearoa. We believe that this must be done on a genuinely bicultural basis, and that it must be supported through additional resourcing and staffing. We also believe that it must emphasise collaboration amongst the sector, in clear contrast to the competitive model that has marked ITE in Aotearoa for decades.

This is only the start of the conversation, and we want to hear what you think ITE in Aotearoa should look like by 2040. What are the short, medium, and long-term steps that will get us there?

We encourage you to join with your colleagues (in collaboration!) to think big. Once you have done this, we would love it if you shared your thoughts with us.

We have set up an online submission form that you can access [here](#). It asks two main questions:

1. What do you think are the strengths of the discussion document?
2. What are your short, medium, and long-term ideas for ITE?

Thank you for taking the time to read this document and for participating in this process.

Acknowledgements

We would like to thank NZEI Te Riu Roa Executive and Te Reo Areare, NZEI Te Riu Roa Pasifika network, Catherine Delahunty, Keri Milne-Ihimaera, Laures Park, Bruce McDonald- Kenakena School, Primary Principals – PTLT, New Educators Network, Teacher Education Forum of Aotearoa New Zealand (TEFANZ) leaders including from ECE, NAMSA leaders, and the many others we spoke to in the development of this paper.

Appendix:

ITE System Models

We believe that Aotearoa is in a position of being able to create an ITE system that reflects our unique culture and values. Such a system will be grounded in Te Tiriti o Waitangi, but it will also draw from the best features of international examples. In this section we outline what this might look like by sketching three ITE ‘system models’.

Internationally, there are two broad models for ITE:

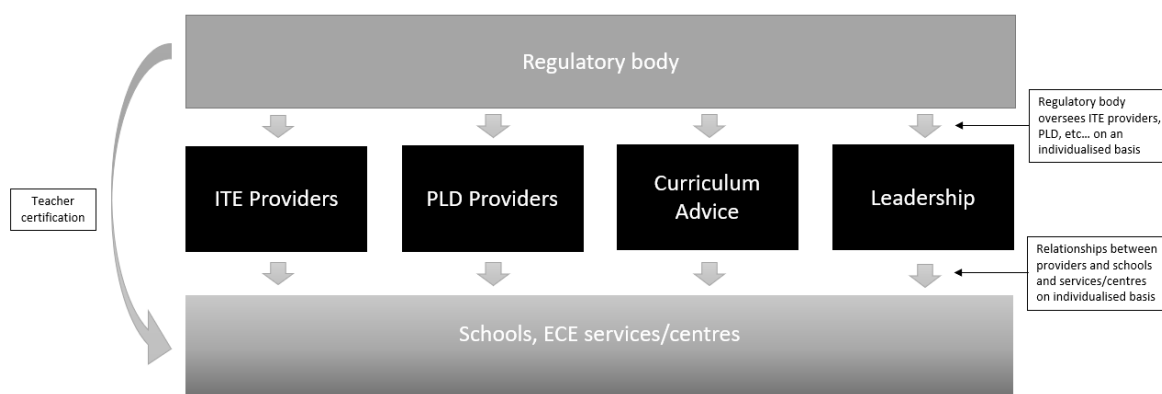
1. Regulatory model
2. Centralised model

We think that a genuinely bicultural model, based on Te Tiriti o Waitangi, could combine the best aspects of these models while reflecting the unique culture and values of Aotearoa:

3. Bicultural/Te Tiriti model.

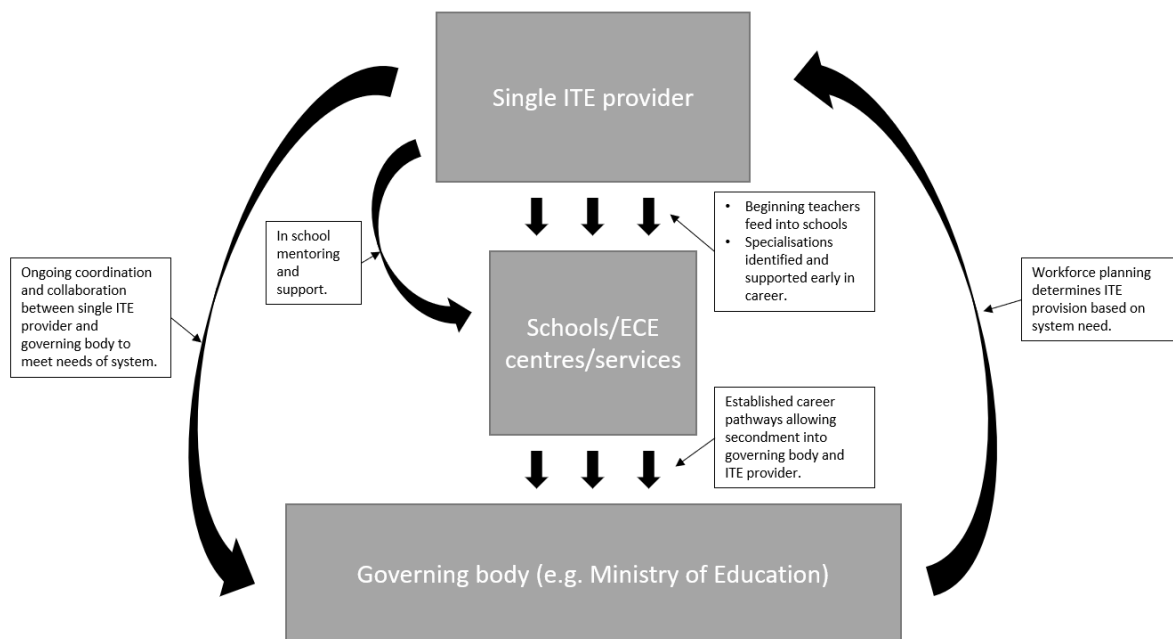
Regulatory model

The ITE system in most countries is some version of this, combining a centralised (or regional) regulatory body that oversees course accreditation and teacher certification, and several providers, including universities and/or polytechnics, who offer ITE courses and PLD. The flexibility of the system allows a variety of different approaches to ITE, and different providers can specialise in different forms of training. For the same reason, this variety can lead to inequitable outcomes.



Centralised model

This model is best represented by the ITE system in Singapore. There, a single ITE provider administers all teacher training and most professional learning and development. Centralised workforce planning is highly integrated with ITE and the number of enrolment places offered by the ITE provider annually is determined by needs of the system/workforce planning. Career pathways are clearly mapped out from ITE through practicum, a comprehensive induction process and into teaching and leadership, with each step mapped out, including into educational agencies/bureaucratic structures. Singapore has a three-track career pathway divided into: teaching track, leadership track and specialist track.



Bicultural/Te Tiriti model

A system specific to Aotearoa New Zealand that celebrates our unique culture and heritage will look much different to the above models, while incorporating their best aspects. A genuinely bicultural model has the capacity to address deep seated issues in education, redress the impacts of colonisation on education of Māori and non-Māori, and combat systemic racism and discrimination. It will further embed and normalise Te Reo Māori and Mātauranga Māori in Aotearoa New Zealand, making this not only a central aspect of ITE, but a central aspect of the overall design of the education system and the educational experiences of all tamariki.

A model based on Te Tiriti o Waitangi will have space to incorporate and celebrate the cultural diversity of Aotearoa New Zealand, including Pacific peoples and others and will be a world first, further solidifying Aotearoa’s position as a leader in decolonising education and a beacon to other countries.

