

25 August 2022

Mr Ranjit Toor

Email: fyi-request-20025-dc1b6e83@requests.fyi.org.nz

Tēnā koe Mr Toor

Official Information Act Request

Thank you for your request of 26 July 2022, under the Official Information Act 1982. After talking with you on the phone on 1 August 2022, the questions within this request were subsequently refined to cover the following information:

1. *How many applications were received from 10 December 2021 to 1 August 2022 for International Qualification Assessment (IQA) with Teaching IQA add on?*
2. *How many applications were received from 10 December 2021 to 1 August 2022 for International Qualification Assessment (IQA) with Teaching IQA add-on that was related to Bachelor of Education obtained in India?*
3. *How many IQA applications with Teaching add-on were assessed as comparable to the NZQA Framework and assessed as meeting the core knowledge requirements of a New Zealand initial teacher education (ITE) programme? Please provide a monthly breakdown of this for the period 10 December 2021 to 1 August 2022.*
4. *Please provide the information relating to set of tools or instructions or practices used by credential evaluators for assessing international qualifications. If you can please provide me something documented, then it would be great.*

Our responses to your questions are detailed below:

1. How many applications were received from 10 December 2021 to 1 August 2022 for IQA with teaching add on?

Answer: 666

2. How many applications were received from 10 December 2021 to 1 August 2022 for IQA with teaching add-on that was related to Bachelor of Education obtained in India?

Answer: 87

3. How many IQA applications with teaching add-on were assessed as comparable to the NZQA Framework and assessed as meeting the core knowledge requirements of a New Zealand initial teacher education programme? Please provide a monthly breakdown of this for the period 10 December 2021 to 1 August 2022.

Answer:

| Month | Assessed to a Level on the NZQF | IQA with Teaching assessment add-on assessed as meeting the core knowledge requirements of a New Zealand ITE programme. |
|---------------|---------------------------------|---|
| December 2021 | 68 | 31 |
| January 2022 | 76 | 38 |
| February 2022 | 82 | 40 |
| March 2022 | 92 | 48 |
| April 2022 | 78 | 44 |
| May 2022 | 106 | 53 |
| June 2022 | 63 | 37 |
| July 2022 | 99 | 63 |
| August 2022 | 2 | 2 |

4. Please provide the information relating to set of tools or instructions or practices used by credential evaluators for assessing international qualifications. If you can please provide me something documented, then it would be great.

Answer: As your questions 1-3 above relate to IQA applications with teaching assessment add-on, we have interpreted this question to mean the set tools, instructions or practices for credential evaluators as related to IQA with teaching assessment add-on. Three documents have been attached to this letter which relate to the tools, instructions, or practices for credential evaluators and provide the answer to your question. They are QRS Decision 21-2 Teaching Assessment Guideline, IPR 2.6.1.7 Evaluate a Teaching Assessment add-on, and QRS Assessment Guidance for Indian Bachelor of Education (December 2021).

As part of the commitment to open and transparent government, NZQA is proactively releasing responses to Official Information Act requests which are of public interest. NZQA intends to publish its response to this request on its website on xx xx 20xx. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email elizabeth.templeton@nzqa.govt.nz or telephone (04) 463 3339.

If you are dissatisfied with our response, you have the right, under section 28(3) of the Official Information Act 1982, to lodge a complaint with the Office of the Ombudsman at www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum
Pouwhakahaere/Chief Executive

CR24932 - Documents supplied in response to Official Information Act 1982 request

| Title | Date | Pages | Decision | Withholding Sections |
|--|------------------|--------------|------------------|-----------------------------|
| QRS Decision 21-2 Teaching Assessment Guideline | 12 November 2021 | 1-8 | Released in full | n/a |
| IPR 2.6.1.7 Evaluate a Teaching Assessment add-on | 5 October 2021 | 9-13 | Released in full | n/a |
| QRS Assessment Guidance for Indian Bachelor of Education (December 2021) | 10 December 2021 | 14-15 | Released in full | n/a |

Released under the Official Information Act 1982

| | | | |
|----------------------------|--|----------------------|---|
| Title | QRS Decision 21-2 Teaching Assessment Guideline | | |
| Description | This document contains updated guidance on the General Requirements, Core Knowledge Requirements and Subject Specialism Requirements that need to be considered when completing a teaching assessment. The preceding guideline is available in appendix at the end of this document. | | |
| Created by | Lisa Zhang | Checked by | Rachel Morris, Taise Mozzato, Angela Gordon, Vera Xu, Errol Cameron, Zubin Unwala, Mustafizur Rahman and Patrick Harrington |
| Date created | 1 June 2021 | Date approved | 21 July 2021 |
| Approved by | Professional Practice Group | | |
| Consulted | Teaching Council of Aotearoa New Zealand and New Zealand Ministry of Education | | |
| Implementation date | 4 October 2021 | | |
| Version | 2 | Updated | 12 November 2021 |

Guidance for Assessing Overseas Teaching Qualifications

| REQUIREMENT \ SECTOR | | EARLY CHILDHOOD EDUCATION | PRIMARY | SECONDARY |
|-----------------------------|--|---|---------|-----------|
| | | | | |
| General Requirements | Level outcome | NZQF Level 7 or above | | |
| | Teaching practicum | <ul style="list-style-type: none"> At least one teaching practicum must be completed in the final year of a 3-4-year undergraduate programme. At least one teaching practicum must be completed towards the end of a 1-2-year graduate/postgraduate initial teacher education programme, an integrated programme, or a long cycle programme. QRS does not consider the duration or the sector of the teaching practicum. | | |
| | Professional status in the country of award | <ul style="list-style-type: none"> Qualifications are intended for entry into the teaching profession. Qualifications must qualify graduates to teach in mainstream/public schools and/or teacher-led early learning services. | | |

| | | EARLY CHILDHOOD EDUCATION | PRIMARY | SECONDARY | |
|--|-----------------------------------|---|--|---|--|
| General Requirements | Study pathway and volume of study | Undergraduate programmes/integrated programmes/long cycle programmes must consist of at least three years of full-time study including one year (120 credits) of initial teacher education study. | | Undergraduate programmes/integrated programmes/long cycle programmes must consist of at least four years of full-time study including one year (120 credits) of initial teacher education study. | |
| | | <ul style="list-style-type: none"> Graduate and postgraduate initial teacher education programmes must consist of at least one year (120 credits) of full-time study, and Evidence of at least three years of undergraduate level underpinning study to an equivalent level of NZQF level 7 is required. | | | |
| | Age range/ sector coverage | Evidence of age range (ECE only) or sector (primary, secondary) coverage obtained from an official source (e.g. archived programme information from the provider's website, relevant course syllabus, education legislation in the country of award) shall be included in references. This information must be relevant to the programme as offered when the applicant studied. | | | |
| | | <ul style="list-style-type: none"> In New Zealand, the ECE sector covers the entire 0-5 age range. Overseas qualifications have to prepare graduates to teach within the ECE sector in the country of award and cover the entire 0 – 5 age range. | <ul style="list-style-type: none"> In New Zealand, the primary sector covers Years 1-8 (approximately age range 5-12). Overseas qualifications have to prepare graduates to teach a minimum of four grades within the primary sector in the country of award. | <ul style="list-style-type: none"> In New Zealand, the secondary sector covers Years 9-13 (approximately age range 13-18). Overseas qualifications have to prepare graduates to teach a minimum of three grades within the secondary sector in the country of award. | |
| The sector graduates are prepared to teach in the country of award is a starting point and means that comparison to a NZ initial teacher education qualification in an identified sector can be considered. However, it does not mean the professional knowledge requirements for a sector have been met. All other criteria relevant to the sector also have to be considered. | | | | | |

| | | EARLY CHILDHOOD EDUCATION | PRIMARY | SECONDARY |
|-----------------------------|--|---|--|---|
| Core Knowledge Requirements | Curriculum strategies (What to teach and how to teach) | The New Zealand Curriculum includes eight subject areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. | | |
| | | <ul style="list-style-type: none"> Curriculum studies may include a focus on specific learning areas (e.g. science, mathematics, the arts) or incorporate these in a more holistic manner. ECE qualifications often have an emphasis upon play and developmentally appropriate activities. <p>Note: Although specific learning areas may not be explicitly listed, the programme has to include an evident focus upon literacy and numeracy.</p> | <ul style="list-style-type: none"> Curriculum studies must include literacy and numeracy. Curriculum studies must include at least four subjects relevant to the NZ curriculum, i.e. literacy, numeracy and two other subjects. | <ul style="list-style-type: none"> Curriculum studies must specialise in at least one secondary school subject relevant to the NZ curriculum. |
| | Learner in context (knowledge about the learners and how the learners learn) | <ul style="list-style-type: none"> general theories of pedagogy human/child development (<i>Please do not rely solely on this paper to determine the ECE age range coverage because initial teacher education qualifications for all sectors often discuss human development from birth.</i>) teaching strategies learning theories learning-teaching process assessment of learning evaluation of programmes | <ul style="list-style-type: none"> classroom management handling needs of diverse learners inclusive education differentiated learning approaches special education reflective practice educational technology (<i>This refers to using technology to teach and not technology as a curriculum area.</i>) educational psychology didactics | |

| | | |
|--|--|--|
| | Teacher in context (External factors that can influence teaching) | <ul style="list-style-type: none"> • history of education • philosophy of education • sociology of education • education policy and legislation • the relationship between education and society • education system in country of study • evaluation of different education systems |
| Subject Specialism Requirements | <p>An overseas teaching qualification must include a minimum of 72 credits in content unrelated to initial teacher education at or above an academic level comparable to NZQF Level 7 to be considered a subject specialist qualification.</p> | |

Released under the Official Information Act 1982

Appendix: original guideline

| | | | |
|----------------------------|---|----------------------|---|
| Title | QRS Decision 21-2 Teaching Assessment Guideline | | |
| Description | This document contains guidance on the General Requirements, Core Knowledge Requirements and Subject Specialism Requirements that need to be considered when completing a teaching assessment | | |
| Created by | Lisa Zhang | Checked by | Rachel Morris, Taise Mozzato, Angela Gordon, Vera Xu, Errol Cameron, Zubin Unwala, Mustafizur Rahman and Patrick Harrington |
| Date created | 1 June 2021 | Date approved | 21 July 2021 |
| Approved by | Professional Practice Group | | |
| Consulted | Teaching Council of Aotearoa New Zealand and New Zealand Ministry of Education | | |
| Implementation date | 4 October 2021 | | |
| Version | 1 | Updated | |

Guidance for Assessing Overseas Teaching Qualifications

| REQUIREMENT \ SECTOR | | EARLY CHILDHOOD EDUCATION | PRIMARY | SECONDARY |
|----------------------|---------------------------|---|---------|-----------|
| | | | | |
| General | Level outcome | NZQF Level 7 or above | | |
| | Teaching practicum | <ul style="list-style-type: none"> At least one teaching practicum must be completed in the final year of a 3-4-year undergraduate programme. At least one teaching practicum must be completed towards the end of a 1-2-year graduate/postgraduate initial teacher education programme, an integrated programme, or a long cycle programme. QRS does not consider the duration or the sector of the teaching practicum. | | |

| | | | | |
|--------------|---|---|--|--|
| Requirements | Professional status in the country of award | <ul style="list-style-type: none"> • Qualifications are intended for entry into the teaching profession. • Qualifications must qualify graduates to teach in mainstream/public schools. | | |
| | Study pathway and volume of study | EARLY CHILDHOOD EDUCATION | PRIMARY | SECONDARY |
| | | Undergraduate programmes/integrated programmes/long cycle programmes must consist of at least three years of full-time study including one year (120 credits) of initial teacher education study. | | Undergraduate programmes/integrated programmes/long cycle programmes must consist of at least four years of full-time study including one year (120 credits) of initial teacher education study. |
| | | <ul style="list-style-type: none"> • Graduate and postgraduate initial teacher education programmes must consist of at least one year (120 credits) of full-time study; and • Evidence of at least three years of undergraduate level underpinning study to an equivalent level of NZQF level 7 is required. | | |
| | Age range | Evidence of age range coverage obtained from an official source (e.g. archived programme information from the provider's website, relevant course syllabus, education legislation in the country of award) shall be included in references. This information must be relevant to the programme as offered when the applicant studied. | | |
| | | Qualifications must include a focus on the entire 0-5 age range. | <ul style="list-style-type: none"> • The primary sector covers Years 1-8, Ages 5-12 in New Zealand. • Overseas qualifications must qualify graduates to teach a minimum range of four years in the primary sector | <ul style="list-style-type: none"> • The secondary sector covers Years 9-13, Ages 13-18 in New Zealand. • Overseas qualifications must qualify graduates to teach a minimum range of three years in the secondary sector (e.g. Years 9-11, Years 11-13, etc). |

| | | | | |
|------------------------------------|---|---|---|---|
| | | | (e.g. Years 1-4, Years 3-6, Years 5-8, etc). | |
| | | EARLY CHILDHOOD EDUCATION | PRIMARY | SECONDARY |
| | | The New Zealand Curriculum includes eight subject areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. | | |
| | Curriculum strategies (What to teach and how to teach) | <ul style="list-style-type: none"> Curriculum studies may include broad curriculum coverage, e.g. English, mathematics, science, social sciences, technology, the arts etc. Courses often focus on play and developmentally appropriate activities. | <ul style="list-style-type: none"> Curriculum studies must include literacy and numeracy. Curriculum studies must include at least four subjects relevant to the NZ curriculum, i.e. literacy, numeracy and two other subjects. | Curriculum studies must specialise in at least one secondary school subject relevant to the NZ curriculum. |
| Core Knowledge Requirements | Learner in context (knowledge about the learners and how the learners learn) | <ul style="list-style-type: none"> general theories of pedagogy human/child development (<i>Please do not rely solely on this paper to determine the ECE age range coverage because initial teacher education qualifications for all sectors often discuss human development from birth.</i>) teaching strategies learning theories learning-teaching process assessment of learning evaluation of programmes classroom management handling needs of diverse learners inclusive education differentiated learning approaches special education reflective practice | | |

| | | |
|---|--|---|
| | <p>Teacher in context (External factors that can influence teaching)</p> | <ul style="list-style-type: none"> • educational technology (<i>This refers to using technology to teach and not technology as a curriculum area.</i>) • educational psychology • didactics <hr/> <ul style="list-style-type: none"> • history of education • philosophy of education • sociology of education • education policy and legislation • the relationship between education and society • education system in country of study • evaluation of different education systems |
| <p>Subject Specialism Requirements</p> | | <p>An overseas teaching qualification must include a minimum of 72 credits in content unrelated to initial teacher education at or above an academic level comparable to NZQF Level 7 to be considered a subject specialist qualification.</p> |

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Summary

Objective

This is the process for evaluating an international qualification for the purposes of teacher registration and/or teacher salary assessment.

Background

This links to the main IQA evaluation process.

Owner Dolly Seow-Ganesan

Expert Lisa Zhang

Procedure

1.0 Confirm you have all required documentation for a teaching assessment

Evaluator (QRS), Evaluator (QRS, Senior)

- a** Check you have all relevant documentation

NOTE What do I do if there is documentation missing?

- Request the missing documentation from applicant. The applicant must be informed that the assessment has been placed on hold until all appropriate documentation is received.
- If the applicant cannot provide a piece of documentation for reasons outside of their control, request and record the explanation and refer to "QRS19/8 Acceptable variations to standard documentation".
- If the documentation meets the acceptable minima, then proceed with the assessment. If it doesn't then the assessment may need to be cancelled. Discuss this with your team leader and provide an explanation to the applicant.

NOTE What do I do if insufficient documentation is supplied?

- Discuss this with TL / SIQE / teaching expert and consider whether to source further information yourself or cancel / refund the application.

2.0 Confirm qualification meets minimum NZQF level requirement for teaching assessment

Evaluator (QRS), Evaluator (QRS, Senior)

- a** Using the outcome of the associated IQA, confirm that the qualification is comparable to at least NZQF Level 7.


NOTE What do I do if the qualification is below level 7?

This qualification will not meet the professional knowledge requirements necessary for teacher registration. Include relevant wording in references and on Recognition Statement.

3.0 Check pre-approved list

Evaluator (QRS), Evaluator (QRS, Senior)

- a** Check the List of Pre-Approved Overseas Teaching Qualifications to see if this qualification is listed.

 List of Pre-Approved Overseas Teaching Qualifications

<https://www.nzqa.govt.nz/qualifications-standards/inte>

NOTE What do I do if the qualification is listed?

- Reference the pre-approved list and give an outcome of core knowledge components have been met
- Include an additional reference to establish which sector the qualification applies to
- Proceed to Step 10 Check for subject specialism

NOTE What do I do if the qualification is not listed?

- Include a reference to indicate the qualification is not listed on the pre-approved list
- Proceed to Step 4.0 Refer to QRS decision 21-2 Teaching Assessment Guideline and check KMS

4.0 Refer to QRS decision 21-2 Teaching Assessment Guideline and check KMS

Evaluator (QRS), Evaluator (QRS, Senior)

- a** Refer to QRS decision 21-2 Teaching Assessment Guideline

NOTE The Teaching Assessment Guideline contains guidance on the General Requirements, Core Knowledge Requirements and Subject Specialism Requirements that need to be considered when completing teaching assessment.

- b** Check the KMS country teaching page

NOTE This may have useful country specific information regarding the qualification under assessment.

5.0 Determine whether qualification is an ITE qualification in the country of award

Evaluator (QRS), Evaluator (QRS, Senior)

NOTE What do I do if the qualification was not an ITE qualification in the country of award?

- If the qualification under assessment was not intended for entry into the teaching profession, or did not qualify graduates to teach in mainstream/public schools in the country of award, then the qualification will not meet the core knowledge requirements of a NZ ITE programme. Include relevant wording in references and on Recognition Statement.

6.0 Check for teaching practicum

Evaluator (QRS), Evaluator (QRS, Senior)

- a** Ensure that teaching practicum (TP) satisfies the requirements specified in the notes below

NOTE TP requirements

- At least one TP must be completed in the final year of a 3-4-year undergraduate programme.
- At least one TP must be completed towards the end of a 1-2-year graduate/postgraduate ITE programme, an integrated programme, or a long cycle programme.

NOTE We do not consider the duration or the sector of the TP.

NOTE Where do I find the TP information?
This is located on the transcript or syllabus.

7.0 Check educational pathway to ITE qualification and volume of study

Evaluator (QRS), Evaluator (QRS, Senior)

NOTE What am I looking for?

- For the ECE and Primary sectors, undergraduate programmes/integrated programmes/long cycle programmes must consist of at least three years of full-time study including one year (120 credits) of initial teacher education study.
- For the Secondary sector, undergraduate programmes/integrated programmes/long cycle programmes must consist of at least four years of full-time study including one year (120 credits) of initial teacher education study.
- For all sectors (ECE, Primary and Secondary), graduate and postgraduate ITE programmes must consist of at least one year (120 credits) of full-time study, and evidence of at least three years of undergraduate level underpinning study to an equivalent level of NZQF level 7 is required. Such evidence requires a separate IQA (this is important for teacher registration and salary considerations).

8.0 Check age range coverage

Evaluator (QRS), Evaluator (QRS, Senior)

NOTE What are the age range coverage requirements?

- For the ECE sector, overseas ITE qualifications must include a focus on the entire 0-5 age range.
- Overseas qualifications must qualify graduates to teach a minimum range of four years in the Primary sector (e.g. Years 1-4, Years 3-6, Years 5-8, etc).
- Overseas qualifications must qualify graduates to teach a minimum range of three years in the Secondary sector (e.g. Years 9-11, Years 11-13, etc).

NOTE What is considered satisfactory evidence of age range coverage?

- Evidence of age range coverage needs to be sourced from an official source (e.g. archived programme information from the provider's website, relevant course syllabus, education legislation in the country of award).
- Evidence of age range coverage must be relevant to the programme as offered when the applicant studied.

9.0 Analyse Professional Knowledge Requirements

Evaluator (QRS), Evaluator (QRS, Senior)

NOTE What are the components of the professional knowledge requirements?

Professional Knowledge Requirements consist of "Curriculum Strategies", "Learner in Context" and "Teacher in Context".

a Analyse "Curriculum Strategies"

NOTE What is involved in this requirement?

- Check that the transcript and/or syllabus shows evidence of the appropriate curriculum/subject knowledge and strategies for teaching in their designated sector.
- Confirm that the record of learning includes evidence of coursework in teaching strategies, such as how to teach a certain age range.

b Analyse "Learner in Context"

NOTE What is involved in this requirement?

Coursework in this area should relate to theories in pedagogy, human development and learning, assessment and evaluation, and handling the needs of diverse learners.

c Analyse "Teacher in Context"

NOTE What is involved in this requirement?

Coursework related to the teacher in context focuses on external factors that can influence the teaching and learning process. This covers personal, social, and political factors that affect the teaching profession.

10.0 Check for subject specialism

Evaluator (QRS), Evaluator (QRS, Senior)

a Check whether the ITE programme contained a minimum of 72 credits in any non-ITE subjects at level 7 or above

NOTE Which type of programmes are we checking?

This step only applies to ITE programmes that have specialist study integrated with ITE study. It is not necessary to check other non ITE qualifications which have been included in the applications to show the educational pathway.

NOTE Which sectors are we considering subject specialism for?

Subject specialism is to be considered for all sectors of education. It is in the collective agreements for all sectors and can therefore affect salary for all teachers.

b Check for sufficient quantity of study in non-ITE subjects, at level 7 or above.

NOTE What is considered a sufficient quantity of study?

To be comparable to New Zealand qualifications, a minimum of 72 credits is required at or above level 7 in any non-ITE subjects.

c Report as necessary (see 12.0)

11.0 Add relevant reference(s) in system

Evaluator (QRS), Evaluator (QRS, Senior)

a Ensure all steps above are documented in relevant reference(s)

12.0 Determine outcome

Evaluator (QRS), Evaluator (QRS, Senior)

a Decide whether the qualification meets the core requirements for a New Zealand Initial Teacher Education programme.

b Decide whether the qualification meets the NZ subject specialism requirements.

c Record decisions in system

13.0 Include relevant comments in eRecognition Statement

Evaluator (QRS), Evaluator (QRS, Senior)

- a Record teaching assessment outcome in comments per guidance from current wording guide.
- b Record subject specialism assessment outcome as required.

Process Dependencies

PROCESS LINKS FROM THIS PROCESS

None Noted

PROCESS LINKS TO THIS PROCESS

| Process Name | Type of Link | Assigned Role |
|--|--------------|--|
| 2.6.3.1 - Complete an International Qualification Assessment | Process | Evaluator (QRS), Evaluator (QRS, Senior) |

Triggers & Inputs

TRIGGERS

| Starts | Frequency | Volume |
|--|-----------|----------|
| Applicant has requested evaluation for a teaching assessment add-on | tba | tba |
| Applicant's international qualification is found comparable or not comparable to a NZ ITE, and meet or does not meet NZ requirements of a subject specialism | Daily | Variable |

RACI

RESPONSIBLE

Roles that perform process activities
Evaluator (QRS), Evaluator (QRS, Senior)

Systems that perform process activities

None Noted

ACCOUNTABLE

For ensuring that process is effective and improving

| | |
|-----------------------|--------------------|
| Process Owner | Dolly Seow-Ganesan |
| Process Expert | Lisa Zhang |

INPUTS

| Input | From Process | How Used |
|---------------------|--|------------------|
| Application for IQA | 2.6.1.1 Complete international qualifications assessment | Initiate process |

CONSULTED

Those whose opinions are sought

STAKEHOLDERS

None Noted

STAKEHOLDERS FROM LINKED PROCESSES

None Noted

Outputs & Targets

OUTPUTS

| Output | To Process | How Used |
|---|------------|----------|
| The international qualification assessed meets the core knowledge requirements of a NZ initial teacher education programme | n/a | tba |
| The international qualification assessed does not meet the core knowledge requirements of a NZ initial teacher education programme. | n/a | tba |
| The international qualification assessed contains sufficient content to meet the requirements of a NZ subject specialism. | n/a | tba |
| The international qualification assessed does not contain sufficient content to meet the requirements of a NZ subject specialism. | n/a | tba |

INFORMED

Those notified of changes

All of the above, as well as: Jenny Brown-Zikic[System Stakeholder]. These parties are informed via dashboard notifications.

Systems

PS Enterprise

Lean

None Noted

Process Approval

| Date | Approver | Type |
|-------------------|----------------|------------------------|
| Approval bypassed | Errol Cameron | Process Expert |
| Approval bypassed | Maria Marull | Process Owner |
| Approval bypassed | Penny Roulston | Process Group Approver |
| 05-10-2021 (GMT) | Penny | Promaster |

PERFORMANCE TARGETS

None Noted

Published on 05-10-2021 (GMT) by Penny Roulston via Publish
Now (some approvals bypassed)

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Assessment of Indian Bachelor of Education (December 2021)

The Indian Bachelor of Education (and any other similar qualification as stipulated by the NCTE Regulations) cannot be considered as meeting the core knowledge requirements of a New Zealand initial teacher education programme (regardless of the pathway).

Background

- We will use the NCTE Determination of Qualifications for Recruitment of Teachers Regulations when checking the Guidance for Assessing Teaching Qualifications General Requirements
- We have discussed this approach with the Teaching Council, and they have acknowledged the decision

Reason why it does not meet the Secondary Sector requirements:

- In New Zealand, Initial Teaching Education qualifications specialising in the secondary sector cover the teaching of Year 9 to 13 learners
- The Secondary School sector in India covers Class 9 to Class 12
- Indian Graduates with Bachelor of Education can only teach Upper Primary (Year 6 to Year 8 learners) and Lower Secondary (Year 9 and Year 10 learners)
- Graduates with a Bachelor of Education must complete a Postgraduate/Master's degree qualification to be eligible to be appointed and teach Years 11 and Year 12 learners
- The Indian National Council for Teacher Education confirmed that the Bachelor of Education standard pathway (3 years Bachelor + BEd) does not provide holders with sufficient competencies to teach the Senior Secondary Sector (Year 11 and year 12 learners) in India.
- Therefore, the Indian Bachelor of Education alone does not sufficiently cover the secondary sector grade range professional teaching requirements and would not meet the New Zealand ITE requirements
- Consideration to assess graduates with a postgraduate master's degree qualification before completing the Bachelor of Education as meeting the sector coverage requirement was discussed. However, the minimum academic requirement to enter the Indian Bachelor of Education degree is a bachelor's degree qualification, not a master's/postgraduate qualification. We assess minimum/standard pathway requirements, and this approach would lead to inconsistent outcomes not aligned with our practice

Reason why it does not meet the Primary Sector requirements:

- In New Zealand, initial teacher education qualifications specialising in teaching to the primary sector focus upon school Year 0 to Year 8 and cover the whole NZ curriculum, including science, art, English, health and physical education, learning languages, mathematics and statistics, social sciences and technology
- The Indian Bachelor of Education curriculum only partially covers the teaching of the primary curriculum in New Zealand
- Indian Bachelor of education qualifications only covers one or two specialist subject areas, which only partially covers the teaching of the primary curriculum in New Zealand. Therefore, comparability against New Zealand Primary ITE qualifications could not be considered

Documents used

- The NCTE Determination of Qualifications for Recruitment of Teachers Regulation
 - 2001: <https://ncte.gov.in/Website/NCTEACT12.aspx>
 - 2014/2015 (current):
https://ncte.gov.in/website/PDF/Minimum%20Qualification_2015.pdf
- The NCTE Norms and Standards for Secondary Teacher Education Programme:
 - 2001: <https://egazette.nic.in/WriteReadData/2001/E-2514-2001-0239-114094.pdf>
 - 2007: <http://14.139.60.153/bitstream/123456789/8683/1/National%20Council%20for%20Teacher%20Education%20%28Notification%29%2027%20Nov%202007%20%28Eng%29.pdf>
 - 2014 (current): <https://web.archive.org/web/20150319050631/http://www.ncte-india.org/regulation2014/english/appendix4.pdf>

e-RS wording

Teaching Assessment: The above qualification does not meet the core knowledge requirements of a New Zealand initial teacher education programme for the following reasons:

Secondary Sector: The qualification standard pathway does not sufficiently cover the grade ranges within the New Zealand secondary sector.

Primary Sector: The qualification above does not sufficiently cover the grade ranges within the New Zealand primary sector, and the programme curriculum coverage is restricted to the subjects of *add the two teaching subjects covered here as per transcripts*, which provides only partial coverage of the primary curriculum in New Zealand.

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