Mandatory review of Teacher Education qualifications

Adult and Tertiary Teaching (ATT) draft landscape discussion document

February 2014

Prepared for the Teacher Education review Governance Group
Introduction
The Teacher Education mandatory review contains eighty eight qualifications which focus on a number of different roles within the education sector. These have been categorised into two sub groupings, Adult and Tertiary Teaching (ATT) qualifications and Education Specialisation and Support (ESS) qualifications.

This discussion document has been developed to enable interested stakeholders to engage with and provide initial feedback on a draft landscape for the Adult and Tertiary Teaching group of qualifications only.

As such, this discussion document is not designed as a formal consultation, but an opportunity for wider discussion and initial feedback on the Governance Group’s thinking. Formal consultation will occur once all qualifications in the Teacher Education review have been considered.

Feedback can be sent via e mail to teachereducation.review@nzqa.govt.nz with the subject line ATT landscape feedback. Please provide feedback by 5pm Friday 28 February.

It is assumed that in reading and commenting on this document, the reader has familiarised themselves with the background information for the mandatory review. Background information is available at: http://www.nzqa.govt.nz/qualifications-standards/qualifications/teacher-education-qualifications/review-of-teacher-education-qualifications/

Definitions
The governance group for the review considered there are 3 tiers involved in the ATT qualifications: the teacher educator; the candidate; and the learner.

The governance group defined the:
- teacher educator – as the person or people who provide education to the person undertaking the qualification,
- candidate – is the person being educated and will graduate with the qualification, while the,
- learner – is the person who, in turn, is taught by the candidate.

The Adult and Tertiary Teaching, and Mātauranga Māori qualifications in the landscape, are premised on the notion of the candidate being a dual professional. That is they have existing professional knowledge in a discipline or vocation and are now undertaking study and becoming qualified as a professional educator in order to teach that discipline or vocation to others.

The Assessment, and Adult Literacy and Numeracy qualifications are specialisms that are gained as stand-alone qualifications.
Discussion questions
The following questions are designed to prompt thinking and feedback as you consider the landscape and rationale.

1. To what extent does the proposed landscape adequately meet the qualification needs of the Adult and Tertiary Teaching workforce?

2. To what extent does the proposed landscape enable pathways to higher qualifications?

3. What is your opinion on the level 6 Diploma having a flexible credit value and being achievable with between two and four strands?

4. What are your thoughts on the proposed strands in the level 6 diploma?

5. What are your thoughts on the needs for separate specialist qualifications in adult literacy and numeracy education at levels 5 and 6?

6. What are your thoughts on the need for separate specialist qualifications in teaching Mātauranga Māori?

7. What are your thoughts on the need for separate specialist qualifications in assessment?

The landscape
The landscape (Figure 1) was developed on the basis of the first draft of a needs analysis, the scope of existing qualifications, the knowledge and experience of the Governance Group, consideration of education sector strategy, and analysis of learner and candidate types. The needs analysis is a living document that will be updated during the review and can be informed during informal feedback or formal consultation processes.

The landscape is intended to accommodate current practice while providing the best possible versions of qualifications that employers already use and value. It should also enable a desired future state, through allowing qualifications design that we believe the system needs to best serve its learners.

At this stage the qualifications have not been assigned titles and the credit value is indicative only.

Mātauranga Māori
At this point, the Governance Group has included an Mātauranga Māori set of qualifications in the landscape. While uptake of current national qualifications is low, the Governance Group wishes to explore any future need for these qualifications as they support the vision and priorities of the Tertiary Education Strategy.

Adult Literacy and Numeracy
At this point, the Governance Group has included an Adult Literacy and Numeracy set in the landscape as separate specialised qualifications. This is because these are identified as part of the Professional development of the sector workstream of the updated Adult Literacy and Numeracy Implementation Strategy which can be accessed at [http://www.tec.govt.nz/Tertiary-Sector/Tertiary-Education-Strategy/Literacy-and-Numeracy-Implementation-Strategy/](http://www.tec.govt.nz/Tertiary-Sector/Tertiary-Education-Strategy/Literacy-and-Numeracy-Implementation-Strategy/)

However, the Governance Group believes further discussion is required as to the ongoing need for separate specialist qualifications, particularly if the critical skills required for teachers to embed Literacy and Numeracy are included within the ATT qualifications at levels 4 and 5, and as a specialist strand at level 6.

Level 3
The Governance Group does not see a need for ATT qualifications at level 3. Qualifications currently offered at level 3 are generally aimed at bridging candidates onto teaching qualifications leading to teacher registration. These types of current qualifications may be better served by aligning future programmes to qualifications developed as part of the Foundation and Bridging review. [http://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/](http://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/)

Other issues
There were a number of other issues the Governance Group considered that require further deliberation. Some of these issues will be resolved during the development of the graduate profiles or the qualifications specifications, however the Governance Group felt it important to signal these are issues are under consideration. In no particular order of importance these issues include:

- whether there is a need for a 120 Credit, Level 5 Diploma;
- whether there is a requirement for the qualifications to be achieved in real contexts;
- whether prior teaching experience is a pre-requisite for entry to particular qualifications;
- whether qualifications should have a fixed or flexible credit value;
- whether level 5 and 6 qualifications should be structured with a common core.

The Governance Group also wanted to highlight that the proposed stands in the level 6 diploma require further thought and discussion as the review progresses.
**Figure 1: Proposed landscape of Adult and Tertiary Teacher qualifications**

NZC = New Zealand Certificate  
NZD = New Zealand Diploma

<table>
<thead>
<tr>
<th>Subfield</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult and Tertiary Teaching</td>
<td>NZC (Level 4)(40-45 Credits) with optional endorsement in assessment</td>
<td>NZC (Level 5)(60 Credits)</td>
<td>NZD (Level 6)(120 - 180 Credits) with strands* in: Mātauranga Māori; Pasifika; TESOL; open, flexible and distance learning; education technologies; innovative practice; research; evaluation; leadership; academic administration, quality management; assessment; learning design.</td>
</tr>
<tr>
<td>Mātauranga Māori</td>
<td></td>
<td>NZC (Level 5)(60 Credits)</td>
<td>NZD (Level 6)(120 Credits)</td>
</tr>
<tr>
<td>Assessment</td>
<td>NZC (Level 4)(40 credits)</td>
<td></td>
<td>NZC (Advanced)(Level 6)(40 Credits)</td>
</tr>
<tr>
<td>Adult Literacy and Numeracy</td>
<td></td>
<td>NZC (Level 5)(40 Credits) (Vocational)</td>
<td>NZD (Level 6)(120 Credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NZC(Lever 5)(80 Credits)(Educator)</td>
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</tbody>
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* it is proposed the minimum requirement for award of the level 6 Diploma is achievement of the 60 Credit core and a minimum of two 30 Credit specialist strands. The qualification may be awarded with up to four specialist strands.
Level 4

Adult and Tertiary Teaching
New Zealand Certificate (40-45 Credits)

This qualification is for individuals who deliver education or training, but are not necessarily pursuing being an educator as a career. They may be delivering education or training in a workplace as part of their role, or in the community as a volunteer or part-time educator.

This qualification will be relevant to the large number of community educators, volunteers, and workplace trainers who wish to achieve, or require, a base level qualification.

The qualification can be achieved with or without an optional five credit endorsement in assessment. This would be undertaken when a candidate will be involved in the summative assessment of learners as part of the educator role.

This qualification may provide a pathway to the level 5 certificate.

Assessment
New Zealand Certificate (40 Credits)

This qualification is for individuals who undertake the assessment of learners that leads to an award. This qualification would be particularly relevant, but not exclusive to workplace assessors within industry or workplace based education and training.

Outcomes from this qualification may cross-credit towards the optional endorsement in the Level 4 Adult and Tertiary Teaching Certificate.

Level 5

Adult and Tertiary Teaching
New Zealand Certificate (60 Credits)

This qualification is for individuals pursuing a career in adult and tertiary teaching or training. This represents the base level qualification for a proficient educator. Candidates would graduate with a broad applied knowledge of learner needs, and the theories, models and techniques required in order to be effective within the scope and context of their practice.

This qualification provides a pathway onto the Level 6 Adult and Tertiary Teaching diploma.
**Mātauranga Māori**
New Zealand Certificate (60 Credits)

This qualification is for individuals pursuing a career delivering education or training based on Mātauranga Māori, within Tertiary Education Organisations where teaching and learning are underpinned by kaupapa Māori. Candidates would graduate with a broad applied knowledge of learner needs, the theories, models and techniques required in order to be effective within the scope and context of their practice.


This qualification provides a pathway onto the Level 6 Mātauranga Māori or Adult and Tertiary Teaching diploma.

**Adult Literacy and Numeracy**
New Zealand Certificate (40 Credits)(Vocational/Workplace)
New Zealand Certificate (80 Credits)(Educator)

These qualifications are for individuals wishing to raise their skills or specialise in supporting adult learners with literacy and numeracy issues. The Vocational/Workplace qualification is for existing practitioners who deliver programmes e.g. workplace trainers and/or assessors, or vocational tutors or lecturers, who wish to raise their skills in adult literacy and numeracy education; the programme could be on-job or off-job.

The Educator qualification is for individuals wishing to develop specialist expertise in adult literacy and numeracy education.


**Level 6**
**Adult and Tertiary Teaching**
New Zealand Diploma (120-180 Credits)

This qualification is for individuals pursuing a career as a leader within an education organisation, for example as a programme leader or lead teacher. The candidate would graduate with a depth of applied knowledge and understanding of learner needs, the theories, models and techniques required to be effective within the scope and context of their practice.
They would also have specialist knowledge in a minimum of two of the following strands\(^1\): Mātauranga Māori; Pasifika; TESOL; open, flexible and distance learning; education technologies; innovative practice; research; evaluation; leadership; academic administration; quality management; assessment; learning design.

This is a capstone qualification, but may pathway to graduate or post-graduate study in education.

**Mātauranga Māori**

New Zealand Diploma (120 Credits)

This qualification is for individuals pursuing a career delivering education or training based on Mātauranga Māori, within Tertiary Education Organisations where teaching and learning are underpinned by kaupapa Māori. The candidate would graduate with a depth of applied knowledge and understanding of learner needs, the theories, models and techniques required to be effective within the scope and context of their practice.


**Assessment**

New Zealand Certificate (40 Credits) (Specialist)

This qualification is for individuals who undertake high level and/or complex assessment of learners including integrated assessment, group assessment and recognition of prior learning/current competence and wish to pursue specialist areas of assessment such as complex techniques, design, consistency analysis or psychometrics.

**Adult Literacy and Numeracy**

New Zealand Diploma (120 Credits)

This qualification is for individuals wishing to gain significant expertise in supporting adult learners with literacy and numeracy issues. The candidate would graduate with specialised academic and technical competence in the areas of adult literacy and numeracy.

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\(^1\) Note that these strands are only proposed at this point. Further consideration of the need for these strands is required

**Connection to other mandatory reviews**

The mandatory review of Teacher Education qualifications is connected to other reviews currently underway, particularly the mandatory review of Early Childhood Education, and Foundation and Bridging qualifications.
