

# Report of External Evaluation and Review

New Zealand Graduate School of  
Education

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 27 February 2013

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# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	New Zealand Graduate School of Education (NZGSE)
Type:	Private training establishment
Location:	95 Papanui Road, Christchurch
Delivery sites:	Other sites are sometimes used because the main location is temporary (post-Christchurch earthquakes) and not large enough to accommodate all classes.
First registered:	May 1996
Courses currently delivered	<ul style="list-style-type: none"><li>• Graduate Diploma in Teaching (Primary) (Level 7)</li><li>• Graduate Diploma in Teaching (Secondary) (Level 7)</li></ul>
Code of Practice signatory?	Yes
Number of students:	Domestic: 25 interns within the Graduate Diploma in Teaching (Primary) 25 interns within the Graduate Diploma in Teaching (Secondary) Māori students: four Pasifika student: one International: one full-time student
Number of staff:	Three directors, two administrative staff (office manager and assistant), two programme leaders,

three tutors

Scope of active accreditation:

- Graduate Diploma in Teaching (Primary)
- Graduate Diploma in Teaching (Secondary)

Distinctive characteristics:

NZGSE delivers the two graduate diplomas through a practice-based method of learning conducted on the job in schools, mostly in the Christchurch area. Partnership with schools is a key feature of the programmes.

This mode of delivery, which has operated successfully with very high employment outcomes since 1996, was initially based on experimental programmes run by the founding Directors when they worked at another teacher-education institution: programmes that were informed by doctoral study by one of the directors. Ongoing research is mostly practice-based and designed to further inform this particular mode of delivery. For example, a style of formative assessment, referred to as 'the feedback model', has been developed as a way of reflecting on a lesson. Positive and advice statements relating to the observed lesson are collated in a face-to-face meeting between tutor and intern that follows strict rules of practice. The relationship between the intern and the supervising teacher in the school is also strongly fostered, with three-way discussions between intern, tutor, and supervising teacher also occurring regularly.

NZGSE places particular emphasis on producing experienced teachers who are also well prepared for teaching students with special needs or abilities. Midway through the programme, each student has a fieldwork placement in a school that caters for cognitively disabled boys, under a memorandum of understanding with that school. In addition, each primary student has two fieldwork placements relating respectively to literacy and numeracy; and each secondary student has one fieldwork placement relating to literacy.

NZGSE maintains close contacts with its host schools, with the tutors visiting each intern two to three times per week, and regularly discussing the interns' progress with supervising teachers and

principals. Each intern is visited by a tutor on an average of 70 times during the programme. Tutors also speak frequently with children while checking the quality of the teaching and learning during observations. This provides a valuable feedback loop during teaching practice.

A system for communicating each day with all interns in schools has been developed, so that tutors can plan their visiting of interns to coincide with specific lessons being taught. Interns are responsible for their own rate of progress through the required competencies of the teacher education programmes, so some are able to complete the programme in a shorter time, but with very tight guidelines for doing so. The primary graduate programme is normally completed in five terms (there are four terms in a year).

The TEO has a finely detailed definition of what a teacher needs to be able to demonstrate before graduation. It has developed its own standards, each with a related set of competencies. The required competencies are woven throughout the whole programme, rather than being taught in discrete courses.

Recent significant changes: The Christchurch earthquakes had a major effect on the location of the TEO and delivery of the face-to-face components of the programme. The original site was destroyed in the earthquakes, and the TEO is now temporarily located at Selwyn House School in Papanui Road.

Previous quality assurance history: The last NZQA quality assurance visit was an audit in August 2008. Two items were not met at the time, but were addressed very soon afterwards. The graduate diplomas are monitored regularly by NZQA and the New Zealand Teachers Council. The 2010 monitoring and re-approval report resulted in five recommendations from NZQA, all of which were subsequently responded to, and which were each discussed at the external evaluation and review (EER) in the context of the relevant key evaluation questions. The programme continues to be monitored, with another monitoring visit due in early 2013. The 2012 external moderation was in process at the

time of this EER.

## 2. Scope of external evaluation and review

The agreed scope of the EER included the following mandatory focus areas:

- Governance, management, and strategy
- Achievement and support of international students (currently one)

The following focus area was selected because it is representative of the two programmes delivered by NZGSE:

- Graduate Diploma in Teaching (Primary)

## 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

Two evaluators spent two days on site at NZGSE's training site in Christchurch. During the visit the evaluators met with the three directors, the programme leader of the Graduate Diploma in Teaching (Primary), three tutors, and a group of current interns, including the only international intern. Conversations by telephone or email were held with external stakeholders, including school principals and deputy principals. A range of NZGSE's documents and records was also reviewed.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **New Zealand Graduate School of Education**.

NZGSE has kept data on the achievement of its graduates since it began its operation in 1996. Over 2008-2012 (as at Sept 2012), 96 per cent of graduates had gained employment in teaching jobs, mainly in New Zealand but also overseas. Many graduates are being appointed to teaching positions in Christchurch; there is no appreciable difference in this aspect since before the earthquakes.

NZGSE places particular emphasis on producing experienced teachers who are also well prepared for teaching students with special needs or abilities. Teacher interns spend about two-thirds of their time working in schools under the guidance of NZGSE tutors, who give frequent professional feedback. Partnership with schools is a key feature of the programmes.

Figures for retention and qualification completion are gathered for each of two cohorts each year. The average completion rate for cohorts who started both of the NZGSE programmes from January 2008-January 2011 was 84 per cent, with an average of 14 per cent withdrawals for each cohort. The reasons for all withdrawals are known, with full exit interviews undertaken by a senior manager. The Tertiary Education Commission (TEC) report on NZGSE for 2011 shows a course completion rate of 76 per cent, qualification completion rate of 77 per cent, and a retention rate of 75 per cent. The qualification completion rate for the Graduate Diploma in Teaching (Primary) is not accurately reflected by the TEC results, because it has an annual overlap in the completion rate, with most interns completing the programme in at least five terms. Further, there are no discrete courses within the programme structure. Although the TEC results have been considered during this EER, they are not fully indicative of the high level of achievement of this TEO.

Detailed destination data for the past 20 graduates (2010-2011) was provided to the evaluators, with comments from principals relating to the qualities and strengths of each of the graduates. These qualities are also valued highly by the TEO and are fostered within the programme. The intent is to produce graduates who are work-ready and who are not seen as 'beginning teachers'. Six principals of Christchurch schools who have either employed graduates or who host interns during the programme commented very positively about the demonstration by interns of the qualities of professionalism, communication skills, efficient planning, knowledge of curriculum documents, and sense of humour. Feedback from schools and principals who have been surveyed by the TEO also notes the value of these skills.

There is clear and comprehensive evidence that NZGSE is meeting the most important needs of its interns, and of schools that host interns and provide employment to its graduates. Highly developed processes within the TEO contribute to the success rate of the organisation, including a detailed and transparent process for recording details daily of each intern's teaching programme in the host school so that tutors can determine the best times for teaching observations. Methods of integrated assessment and the recording of the achievement of competencies for each intern are also both effective and transparent. External and internal moderation processes confirm the accuracy and robustness of assessment.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **New Zealand Graduate School of Education**.

NZGSE has kept data on the employment and achievement of its graduates since 1996. The TEO has conducted a survey of the employers of its past 20 graduates, all of whom graduated between October 2011 and July 2012. Feedback was sought relating to the professionalism of the employees, their settling into the school, any support required, and their particular strengths. The survey provides a consistent result of very positive feedback, with no items identified for further action. Several employers stated their appreciation for the training that the graduates have received, and at least two had appointed the employees because they were graduates of NZGSE.

A Facebook page set up by NZGSE after the Christchurch earthquakes enables interns and graduates to stay in touch, and includes informal contact between the TEO and many graduates. Positive feedback is frequently received by this means. Information gained from the Facebook page is matched by very positive feedback provided by the formal surveys of graduates and employers, which was confirmed at the EER in phone or email conversations with six principals.

Although self-assessment is not formalised as well as it could be, the programme maintains relevance to its stakeholders, who comprise the community of schools, teachers, and pupils. Programme planning is informed by ongoing analysis of the needs of interns and the other stakeholders. This information is gathered formally or informally through conversations with interns, teachers, and principals.

Although there is a good use of data for self assessment, and it informs programme delivery and ongoing improvements, a more formalised system of self-assessment, including that relating to information gathered informally or anecdotally, would benefit NZGSE, particularly as it is the only provider of this model of school-based primary teacher education. The TEO could also further strengthen opportunities for ongoing research into the effectiveness of this model.



# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Figures for retention and qualification completion are gathered for each of two cohorts each year. The average completion rate for cohorts who started both of the NZGSE programmes from January 2008-January 2011 is 84 per cent, with an average of 14 per cent withdrawals for each cohort.<sup>2</sup> The reasons for all withdrawals are known, with full exit interviews undertaken by a senior manager. Staff members analyse the achievement trends from an evaluative perspective, to judge what further actions or improvements could be undertaken.

NZGSE has kept data on the employment and achievement of its graduates since 1996. Over 2008-2012 (as at Sept 2012), 96 per cent of graduates had gained employment in teaching jobs, mainly in New Zealand but also overseas. Many graduates are being appointed to teaching positions in Christchurch; there is no appreciable difference in this aspect since before the earthquakes. This last point is significant, given the declining employment opportunities in Christchurch for teachers since the earthquakes (see section 1.2).

The qualification completion rate for the Graduate Diploma in Teaching (Primary) is not accurately reflected by the TEC results, which state a completion rate of 77 per cent for 2011. The qualification has a variable completion rate, with most interns completing the programme in at least five terms, but with some able to complete in less time. Further, there are no discrete courses within the programme. The TEO is currently discussing data collection with the TEC, to find solutions to allow for accurate data collection and analysis. Although the TEC results have been considered during this EER, they are not fully indicative of this TEO's high level of achievement.

Six principals of Christchurch schools that have either employed graduates or hosted interns have commented very positively about the demonstration by interns of the qualities of professionalism, communication skills, efficient planning, knowledge of the curriculum documents, and sense of humour. Detailed destination data for the past 20 graduates (2010-2011) was provided to the evaluators, with comments from principals relating to the qualities and strengths of

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<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>2</sup> The cohort that was still studying at the time of the February 2011 earthquake is excluded from this calculation; there was a higher-than-normal withdrawal rate from this cohort.

each of the graduates. These qualities are also valued highly by the TEO and are fostered within the programme. The intent is to produce graduates who are work-ready from their first days of employment. This latter point was also commented upon by principals (see section 1.2).

The TEO collects a large quantity of feedback, for example by tutors in their daily visits to host schools. Although this data informs developments in programme delivery, it has not been formally collected or documented. Further development of a system to do this would benefit the self-assessment already in place, and could further strengthen opportunities for ongoing research into the effectiveness of this model of teacher education.

NZGSE is aware that over the years some graduates have gone on to postgraduate study. This is not a usual outcome for graduates, given that the graduate diploma may be undertaken by graduates from different undergraduate degrees, and the general aim of the programme is employment. Those going on to postgraduate study, and who were known about by the TEO, have generally done so after a number of years in the teaching profession. Some interns already have postgraduate qualifications.

There is a high student achievement rate at NZGSE, demonstrable through high employment outcomes. Self-assessment is undertaken through detailed data collection about the performance and employment of graduates, through exit interviews of those who withdraw from the programme, employer (principal) surveys, retention and completion data, and intern evaluations. Although there is good use of data for self-assessment, a more formalised system, including that relating to information gathered informally or anecdotally, would benefit NZGSE, particularly as it is the only provider of this model of school-based primary teacher education.

## 1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The key stakeholders of the Graduate Diploma in Teaching (Primary) are the tutors, interns, principals and supervising teachers of host schools, and the principals of schools that employ graduates. The evaluators interviewed representatives of these groups, and also heard from tutors about anecdotal feedback received from pupils at host schools.

Feedback from schools and principals notes the value of other skills, such as communication skills and efficient planning. These are also highly rated values of the TEO; the programme handbook emphasises the importance of preparedness, a professional approach to teaching practice, a collegial manner, and the importance of these values to future employers. The handbook also notes the value of resilience, in the context of the ability of staff, interns, and host schools to continue

operating successfully through the period of disruption after the earthquakes. The external moderator has also congratulated the TEO for its resilience post-earthquakes.

Six school principals interviewed for the EER were satisfied with the high calibre of the interns placed in their schools. Midway through the programme, each student has a fieldwork placement in a school that caters for cognitively disabled boys, under a memorandum of understanding with that school. The principal commented on the professionalism of the students (interns), their general respectfulness, and their high standards of work. Principals who have interns on longer placements also spoke very positively about the contribution and preparedness of interns. One stated: 'It does not matter if they are on their first or last placement, they have the same high level of preparedness and professionalism'.

Principals who were interviewed commented in particular about graduates' ability to plan to meet the needs of their students, their ability to analyse achievement data to determine next steps, their professionalism, and the quick connections made with both teaching colleagues and parents.

Interns who were interviewed spoke of the value of the initial week's trial so they can assess the value of the programme before enrolling. They were all aware that there is some flexibility in how long it takes them to complete the programme. The ability to take responsibility for their own learning is valued by interns, who also value the careful interview and selection process. The feedback of interns is formally sought through the programme evaluation processes.

There is a demonstrable contribution by the TEO to the community. NZGSE is a sponsor of the Canterbury Primary Music Festival, with one of its tutors taking a major organising role. The TEO is also involved in school science fairs, both as a sponsor and with the involvement of its interns as judges.

In summary, NZGSE identifies, through its almost daily contact with schools and through principal surveys, the needs of schools with respect to preparedness of interns for teaching practice, and it can adjust its training programme if a particular need is not being met. The TEO regularly identifies whether its graduates are fulfilling the needs of principals as employers, and is consistently receiving positive feedback regarding this. There is a good range of data to support the claim that the performance and achievement of the TEO is highly valued by all of its stakeholders.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

NZGSE has developed a number of self-assessment strategies to determine the extent to which the programme that it delivers is matching the training and support needs of interns, the extent to which the programme prepares a graduate for employment, and the extent to which the needs of schools for work-ready graduates are matched.

During the programme, close contact is maintained between all tutors and individual interns; there is thus an organisation-wide view of the particular needs of each intern. The requirement for each intern to phone in each morning to inform the TEO of his/her school-based programme for that day, in order for the visits of tutors to be best matched with the intern's needs, is a strong factor in the assessment of each intern's training and support needs. Each intern is visited on teaching practice about 70 times during the programme by a tutor, for observation, feedback about progress towards meeting the programme competencies, and/or three-way discussions with intern, tutor, and supervising teacher. Feedback is given to each intern after each observed lesson.

Interns provide feedback to the TEO through formal evaluations, and all of those interviewed at the EER reflected that they were well prepared for their employment as teachers. Interns also reflected that the possibility of completing the programme requirements at a faster rate (than the normal five terms) matched their needs to move more quickly into employment. Self-reflection is fostered in interns as an integral component of the programme.

The NZGSE Facebook page set up after the Christchurch earthquakes has now become an established mechanism for tutors and graduates to stay in touch. This, along with formal surveys of school principals and graduate surveys and informal contact between the TEO and many of its graduates, has provided the TEO with an extensive source of information to provide assurance that the needs of graduates and of the employing schools are being matched.

NZGSE has no difficulty in finding placement schools to host teaching practice for interns, and there are more offers to host interns for 2013 than there are available interns. The evaluators were also informed that, after the earthquakes, all interns who had been placed at schools that closed were willingly accepted for teaching practice at other schools. Tutors gain feedback from schools about the performance and training needs of interns on a regular (at least weekly) basis.

The matching of the needs of interns and employers is central to the philosophy of NZGSE. It considers that the school-based model of teacher education has 're-defined the paradigm of teacher education', and that it ensures that the graduate is fit to work when starting employment. Feedback from employers indicated that this

goal is being achieved, with statements such as, 'impressive from the beginning', and 'straight into it' with respect to many of the graduates. Some graduates took longer than others to settle into new teaching jobs. Nevertheless, the respective employers were positive about the quality of the training that the teachers had received, with statements indicating that the employer's needs for well-prepared teachers were well matched. This was confirmed by email interviews with three school principals who had employed graduates of NZGSE.

The evaluators found many excellent examples of self-assessment relating to the extent to which the needs of interns, supervising teachers, schools, and employing principals are being matched by NZGSE. Although self-assessment is not as well formalised as it could be, the programme maintains relevance to its stakeholders, who comprise the community of schools, teachers, and pupils. Programme planning is informed by ongoing analysis of the needs of interns and the other stakeholders, whether this information is gathered by informal or formal means, such as in conversations with interns, teachers, and principals. Learners have the opportunity to demonstrate their meeting of the required competencies when they are ready to do so, thus providing an opportunity for them to complete the programme in less than the standard five terms. Close working relationships between interns and tutors are demonstrable through the process of management of teaching practice, and were confirmed in interviews with tutors and interns. Self-assessment is thus clearly part of the approach by NZGSE to delivery of its Graduate Diploma in Teaching (Primary).

#### 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZGSE places particular emphasis on producing experienced teachers who are also well prepared for teaching students with special needs or special abilities. Midway through the programme, each student has a fieldwork placement in a school that caters for cognitively disabled boys, under a memorandum of understanding. In addition, each student has two fieldwork placements relating respectively to literacy and numeracy. The special topics of numeracy, literacy, and special education (disability support) are all mandatory study, and have been a compulsory part of the programme for several years.

Tutoring staff aim for two teaching practice observations of each intern per week, and achieve about 70 over the five terms of the primary programme. A system for communicating each day with all interns in schools has been developed using electronic media, so that tutors can plan their visiting of interns to coincide with specific lessons being taught. This very detailed and transparent system for management of observations assists a consistent approach to the teaching of each intern, by all staff. Students who were interviewed commented positively about this; all tutors are valued highly for their preparation of interns for teaching practice

and employment. The daily communication with all interns also allows for data collection regarding the completion of programme requirements by all interns.

The TEO has developed its own standards and performance criteria for the programme, set down in a curriculum document. The standards are reflected as a series of themes running through the whole programme. A comprehensive system for assessment is built into the programme. The system of integrated assessment works well for both the TEO and the interns, and staff pay careful attention to all assessment requirements. This attention is verifiable through external moderation, and is particularly important given that interns take responsibility for their own pace of learning; a strong incentive for interns to succeed is evident throughout the programme. Systems that assist interns to take this responsibility include procedures for negotiating the timing of assessments, and off-site, self-directed learning with guidance provided on the use of the internet and other resources.

There is an increasing focus on te reo and tikanga Māori within the programme, with ongoing training being provided for teaching staff. The manifestation of this focus is the Tikanga Plan, which must be developed and demonstrated in teaching practice by all interns. Some interns do not feel supported in their use of te reo and tikanga Māori in some schools. Teaching staff at NZGSE are working to find more effective ways of supporting interns to develop their skills and self-confidence in this area. This is an example of the use of self-assessment to determine how programme delivery can be improved. There will be further evaluation of the effectiveness of any improvements that are made.

External moderation is a requirement of NZQA and the New Zealand Teachers Council for a graduate diploma in teaching. Primary and secondary tutors moderate each other's work regularly, and valid moderation results were provided for the EER.

NZGSE has a policy for research and is currently setting up an online journal to document research undertaken by teaching staff. One of the six principles within the philosophy of the TEO is, 'to conduct research in education'. Formal research is evident in the presentations given by management staff at a variety of conferences, nationally and internationally. The TEO considers its philosophy as an embodiment of research – expanding boundaries in teaching and educational practice. The TEO also believes its own practice and research informs practice within the host schools.

The evaluators agree with this view, particularly in the light of evidence gained through self-assessment that interns are ready for work as soon as they graduate, that they are well grounded in reflective practice, the curriculum, planning, and assessment. All 20 school principals recently surveyed by the provider spoke very highly of graduate qualities, with six out of 20 comparing these graduates very favourably with students or graduates from other TEOs. Development of an online journal will enable the research outputs of staff to be more transparent; this in turn will facilitate more self-assessment of the merit and worth of research.

NZGSE keeps a small library of teaching resources and provides interns with a virtual library of references. Although temporary accommodation may have had some effect on provision of library resources, interns spoke positively about their access to resources they need. Given that interns' knowledge about current teaching practice and the curriculum has been commented on positively by surveys undertaken and by feedback gained at the EER, the evaluators were satisfied that the resources provided are both fit for purpose and sufficient. Interviews verified that the quality of teaching and support and the teaching practice are the most important resources provided to interns.

Teaching staff have professional development opportunities, which may include attendance at conferences, non qualification-related training, or study to further their own qualifications. Recent professional development activities for some staff include a two-day course in raising literacy achievement through the inquiry process, and an ICT (Information and Communications Technology) course. Financial assistance or full payment is provided for all professional development. In order to advance to a higher pay scale at NZGSE (step 8 of the base salary scale), a tutor will either have successfully completed postgraduate study in education for two university semesters, or will have successfully completed study for two university semesters towards a doctorate degree in a field that will inform the work of NZGSE. There is thus a link between career advancement and a relevant programme of advanced study or professional development.

The learning environment at NZGSE is carefully structured to enable programme requirements to be met, and this environment is also inclusive and highly valued by the interns. Tutors and interns know each other well. Assessment undertaken is valid, fair, and transparent to learners, who are encouraged to take responsibility for the timing of their assessments. Interns are both challenged and rewarded by the emphasis on teaching practice from the first weeks of the programme; the support and resources provided to them during the programme ensure they are well prepared for this, and that they are highly valued as graduate teachers. A more formalised system of self-assessment with respect to this key evaluation question would benefit NZGSE.

## 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZGSE's current site is adequate for administration, office space, storage of resources, and some limited intern study space. All rooms are well resourced with wall charts and information relevant to the programme. The TEO also uses other temporary facilities as needed. Within this context, support and guidance is provided to all interns who either demonstrate a particular need or who request support, for example in particular aspects of the curriculum such as behaviour management. Support is also provided within the context of the Code of Practice

for the Pastoral Care of International Students, to which the TEO is a signatory. At the time of the EER, there was only one international student, within the Graduate Diploma in Teaching (Secondary). This student appeared to be mostly self-sufficient.

NZGSE has a good variety of library resources (including cabinets of texts and Ministry of Education resources), and buys online academic journals as needed. Wireless broadband and a copying machine are available for student use; interns make use of the internet for their study, and are provided with guidance in this. Interns are expected to use their own lap-top computers for their studies. Some do this and others choose not to.

The student handbook (Teacher Intern Programmes Handbook) provides detailed information about the provision of support and guidance services by the TEO, and relevant policies and procedures such as those relating to sexual harassment, complaints, appeals against assessment results, and 'what to do when things go wrong'. The requirements of the New Zealand Teachers Council with respect to registration as a teacher are also outlined, so that the document is an important reference source for all interns.

Tutors meet weekly and discuss intern support needs; minutes of these meetings demonstrate the attention given to the progress, support, and welfare of each intern. If an intern needs specialist support, referrals will be made, with professional counselling services having been provided for interns on occasions.

Interns spoke positively of the support provided by their tutors, particularly that relating to their academic study and teaching needs. They consider that their library and tutor-provided resources are useful, and all use internet resources, particularly the range of sites recommended to them. Peer support is important to interns, with each cohort forming a functional group. The Facebook page is now a channel of intern and alumni communication, with a formal group Facebook page also in use.

Guidance and support is primarily triggered through observed or stated need, and self-assessment concerning its use and effectiveness is not overly systematised. However, analysis is undertaken of the provision of support; for example, exit interviews with interns are often centred around learner-identified needs. Records are kept of these interviews and some changes have been made as a result, for example improvements to the quality of feedback of tutors to interns. Intern evaluations are also an important self-assessment mechanism. Host principals have been asked to comment on the support needs of recent graduates; this information could also contribute to improvements in programme delivery. Although self-assessment is generally part of the approach to support and guidance within the TEO, with evidence of its use to improve outcomes for the interns, further development of self-assessment would ensure that it is more clearly part of a coherent approach across the organisation.



## 1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The three directors of the NZGSE form part of the management team. This is a small organisation, with currently 72.275 EFTS (equivalent full-time students); thus, most of the managers and teaching staff have several roles. There are clear differentiations between the different roles, with management meetings picking up issues that have been identified at tutor meetings if they are relevant to the whole TEO, for example intern complaints or withdrawals.

NZGSE also has a consulting arm. The TEO is frequently contracted to carry out appraisals within schools, especially of senior managers. This work is most often carried out by the directors, all of whom have recognised expertise in this area. Although the consultancy work may also inform teaching within the TEO, the two functions are clearly separate.

The TEO has a small tutoring staff, with a number of adjunct tutors also employed part-time. A collegial environment is evident, and the staff and managers acknowledged that the management of changes since the Christchurch earthquakes has had a lasting impact on the working environment. Although the school is now smaller and less conveniently located, it has a welcoming and supportive atmosphere for both staff and interns. Teaching staff are valued within the organisation, with policies and procedures clearly set out in the staff handbook (Working at NZGSE). There is a culture of openness and resilience.

The TEO has continued to grow since its initial registration in 1996, from a small intake of eight interns to the current number of 50, with a further increase expected in 2013. The positive view about this TEO held by many principals throughout New Zealand, as demonstrated in the feedback seen and supported by interviews held at the EER, is likely to be having an impact on the growth of this training provider. Another indication of its success is that many graduates are being appointed to teaching positions in Christchurch.

There is a strong management focus on ensuring that the teaching programmes maintain their relevance to schools and the teaching and learning environments within them. Programme planning is informed by the research that underpins this TEO's particular mode of teacher training, and by ongoing contact with schools to ascertain their needs. Feedback from principals confirms that interns and graduates have current knowledge, for example relating to curriculum documents, literacy and numeracy teaching, teaching children who have special needs, assessment, planning, and behaviour management.

Graduate surveys have been undertaken, and all interns who withdraw from the programme are interviewed, with notes recorded and any relevant improvements made as a result of this self-assessment. All interns are able to see their files for 24 hours after their final assessment, so that all relevant information is transparent.

Interns are able to question any aspect of their files; the TEO takes note of any issues that could lead to improvements in procedures, including assessment.

Fairness and transparency is a particular strength of this TEO. The system that has been developed for recording details of each intern's teaching role each day is visible to all staff and any interns who are also sharing the study space. It provides constant assurance to all staff that each intern is observed according to the TEO's internal requirements, and verifies that the purpose and direction of the training are clear. A system for recording intern progress has been developed by the TEO; this is also explained to interns who can see the relevant progress charts in their files on request. There is internal moderation of all assessment, with results discussed at weekly tutor meetings. Any discrepancies are taken to management meetings so that reasons may be identified and any issues needing further attention can be addressed.

The managers have an extensive professional network from which advice and feedback is regularly sought. This has been found to be a more effective process than having an advisory committee for keeping in touch with stakeholders, including all relevant communities of interest. Management values feedback for its potential for informing the programme and leading to improvements.

Self-assessment with respect to governance and management is effective and is used to understand performance and to bring about worthwhile improvements. The managers are well aware of the political, regulatory, and economic climate in which they work. Self-assessment, while regularly occurring throughout the organisation, could be more systematically documented, particularly that resulting from the large amount of anecdotal feedback received from the professional networks, and also on a daily basis by tutors working with interns, supervising teachers, and school managers.

## Focus Areas

*This section reports significant findings in each focus area, not already covered in Part 1.*

### 2.1 Focus area: Governance, management, and strategy

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

Refer to section 1.6 of this report.

### 2.2 Focus area: Achievement and support of international students

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

At the time of the EER there was only one international student at NZGSE. This focus area is addressed in the body of the report, particularly section 1.5.

### 2.3 Focus area: Graduate Diploma in Teaching (Primary)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

# Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the EER process approved by the NZQA Board.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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