



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

New Zealand Graduate School of  
Education Limited

Date of report: 6 November 2025

# About New Zealand Graduate School of Education Limited

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*New Zealand Graduate School of Education Limited (NZGSE) provides initial teacher education (teacher training) programmes to degree graduates who aim to be primary or secondary teachers.*

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Type of organisation:	Private training establishment
Location:	Level 1, 826-828 Colombo Street, Christchurch
Eligible to enrol international students:	Yes
Number of students:	Domestic: 49 equivalent full-time students International: six equivalent full-time students
Number of staff:	Three full-time and 14 part-time staff (6.9 FTE)
TEO profile:	<a href="#">New Zealand Graduate School of Education</a>  Programmes are delivered using an internship model, with students spending six or seven weeks of full-time teaching practice in schools each term. Teaching practice is assessed using a competency-based approach, meaning that programme duration can vary between three and six terms.
Last EER outcome:	Highly Confident in both educational performance and capability in self-assessment at the previous EER in 2021.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Postgraduate Diploma in Teaching (Primary) (Level 8) 120 credits = 4 terms</li><li>• Postgraduate Diploma in Teaching (Secondary) (Level 8) 155 credits = 5 terms</li></ul>
MoE number:	8327
NZQA reference:	C60950
Dates of EER enquiry:	13-15 May 2025

# Summary of results

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*NZGSE's programmes deliver highly valued educational outcomes. Longstanding relationships with schools in Canterbury enable interns to gain significant skills and capability in host school classrooms, graduating as confident, work-ready teachers. Programmes are relevant, and staff are well qualified, with current knowledge and experience.*

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<b>Highly Confident in educational performance</b>	<p>Interns and graduates consistently demonstrate strong achievement, confidence and readiness for employment, with many securing teaching roles before completing their qualifications. NZGSE maintains relationships with a large network of host schools who report high value from the contribution made by interns and the quality of the graduates.</p>
<b>Highly Confident in capability in self-assessment</b>	<p>Programme design enables individualised learning in authentic classroom settings. The use of observation and reflection as core pedagogical tools supports interns' personal and professional growth, contributing to the development of confident, capable educators.</p> <p>Assessment is effective, with a strong focus on feedback to support the competency-based approach that ensures interns meet expectations for teaching practice. Moderation processes ensure the fairness and validity of student achievement following changes made to assessment design and practice in response to NZQA recommendations.</p> <p>Governance and management are strategic and experienced, with a clear organisational purpose and strong sector reputation. NZGSE uses data effectively to monitor progress and inform improvements. While achievement is consistently high, further analysis of outcomes for Māori, Pasifika and disabled students would strengthen equity-focused reporting.</p> <p>The organisation has demonstrated responsiveness to feedback and a commitment</p>

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to continuous improvement through its embedded self-assessment practices.

Compliance accountabilities are well managed, with effective administration and tracking systems and a comprehensive Code of Practice review process.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZGSE demonstrates consistently high levels of achievement across its programmes. All interns who remain enrolled<sup>2</sup> complete their qualifications, with overall completion rates between 75 and 85 per cent. Most students complete the programme within the expected timeframe for completion.</p> <p>Withdrawals have historically ranged from 15 to 25 per cent, with a spike in 2022 attributed to post-Covid disruptions. Since 2023, withdrawal rates have declined due to intentional strategies such as flexible study arrangements, extensions and leave options to accommodate health and family needs.</p> <p>While Māori, Pasifika and disabled student achievement is not yet systematically disaggregated or analysed, NZGSE is aware of the importance of this work. Tertiary Education Commission data suggests Māori and Pasifika students are achieving on par with others. Students with a disability are identified to ensure appropriate support is provided. Tracking achievement-related data for this priority student group could support greater understanding for decision-making.</p> <p>Achievement data is well tracked and analysed. Trends in enrolment, completion and withdrawals are well understood and used to inform improvement where needed. Time taken to complete the programme is also tracked and analysed. NZGSE has demonstrated its ability to respond to data insights. For example, high withdrawal</p>

<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> There is a time limit mechanism which allows NZGSE to terminate the enrolment of an intern who has not achieved certain milestone targets within a defined timeframe. This mechanism has been used once since the postgraduate diplomas began in 2023.

	rates among male primary interns led to targeted changes, including hiring male staff and pairing male interns with male supervising teachers, resulting in improved outcomes.
Conclusion:	Students are achieving very well in demanding programmes. Data is effectively used to understand trends and patterns, with individual support or system improvements put into place where a need is identified. Continued development of equity-focused achievement analysis will further strengthen this area.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NZGSE delivers outcomes that are highly valued by students, employers and the wider education sector. Employment outcomes are strong, with approximately 97 per cent of graduates gaining permanent teaching roles and the remainder taking up relief teaching roles. Some graduates begin with relief teaching to explore different environments before securing full-time positions.</p> <p>Graduates are consistently described as work-ready, confident and well prepared for the realities of classroom teaching. Schools report that NZGSE interns contribute positively during placements, supporting supervising teachers, offering fresh perspectives, and engaging in resource development and extracurricular activities. The regular mentor visits and competency-based assessment of teaching skills further enhances the value of the internship experience for both interns and schools.</p> <p>Interns and graduates valued their learning, particularly in areas such as classroom behaviour management, which prepared them to bring effective teaching strategies into classrooms.</p> <p>NZGSE maintains strong connections with alumni, many of whom return to take up staff roles. Graduate destinations</p>

	are tracked, and feedback is gathered from employers through interviews and surveys conducted when graduates have been teaching for at least two terms. This feedback informs programme review and improvement.
Conclusion:	NZGSE delivers excellent outcomes that are valued by students, schools and the education sector. Graduates are well prepared for employment and contribute positively to school communities. Deeper analysis of graduate progression will further strengthen the evidence base for long-term impact.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZGSE's programme design and delivery demonstrate a relevant and current understanding of the needs of schools and the wider education sector. This prepares the teacher trainees appropriately for employment. The structure of academic and practical teaching blocks ensures that interns are immersed in authentic teaching environments early in their first term of learning.</p> <p>Interns described the programme as demanding and challenging, with the teaching practicum in the first term a particularly intense experience for many. Academic blocks include seminars, role-plays and practical work focused on specialist areas such as literacy, numeracy and learning support. These are supported by specialist teacher educators (tutors) and informed by staff-led research, which contributes directly to programme development.</p> <p>Interns are responsible for their own learning, supported by structured feedback and guidance. Student-led portfolio assessments encourage independent investigation, analysis and self-reflection.</p> <p>Feedback is gathered through multiple channels, including weekly conversations, portfolio interviews, exit interviews and graduate employer surveys. The feedback from interns and other stakeholders is largely positive and is used to</p>

	<p>inform ongoing improvement. Formal review at the end of each programme intake incorporates tutor, host school and intern feedback. This process leads to meaningful changes.</p> <p>NZGSE has responded to NZQA approval conditions and the findings of a recent programme monitoring report. Redesign of assessment tasks has aligned learning outcomes with assessment where needed, has strengthened referencing requirements, and has clarified evidence requirements for assessors. Moderation practices are robust, with informal checks after each assessment, and internal moderation conducted each term. External moderation partnerships have been established for the programmes.</p>
Conclusion:	<p>Programme design and delivery are well matched to the needs of interns and stakeholders. The structure and content of the programme and assessment practices are responsive, authentic and continuously improved through feedback and reflection. Responses to recommendations provided through NZQA monitoring have supported robust and strengthened practice.</p>

#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Application and selection processes involve interviews to establish the suitability of interns for the programme and for a teaching role, and to check that they will be able to meet the demands of the programme. Interns are welcomed into the learning community through orientation activities that introduce interns to The Handbook and teaching model.</p> <p>A noho marae is held each year at the start of term one, with experienced interns and staff welcoming the new intake of interns. All NZGSE interns are involved in the marae experience at least once during their programme, and some are involved twice. NZGSE sees further</p>



	<p>development of staff and student cultural capability as an ongoing focus.</p> <p>The Handbook (containing policies and procedures), together with The Red Book (containing information on the programmes), provide clear guidance, and the website offers comprehensive information.</p> <p>Support for international students is strong, with a 24/7 contact line. Disability support is also well managed, with needs identified at enrolment and accommodations implemented as required.</p> <p>Pastoral care forms are used to document emerging needs, and responses are coordinated by tutors and the kaihautū (management). Flexible arrangements for interns facing significant life events, such as illness or family emergencies, demonstrate NZGSE's commitment to holistic care, and support interns to complete the programme.</p> <p>NZGSE provides individualised support for interns throughout their learning journey. The programme fosters strong collegial relationships between interns and tutors, with regular structured feedback during practicum and academic activities. The culture of open communication and responsiveness ensures that interns feel heard and supported.</p> <p>Interns benefit from frequent tutor contact, both during teaching practice and in-centre. Tutors are available after school hours when interns are on placement. Interns are encouraged to come into the centre during placement to maintain collaboration with their peers and tutors. Regular feedback on intern progress is provided through observations, portfolio interviews and informal conversations.</p>
Conclusion:	<p>NZGSE provides effective support for interns, underpinned by strong collegial relationships, responsive systems and a commitment to individualised learning. Interns are actively involved in their learning and are well supported to succeed.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NZGSE's governance and leadership teams are strategic, experienced and committed to graduating competent, work-ready teachers who will be retained in the profession. Governance is structured through a board of directors and an advisory board, with clear roles in company oversight and strategic direction. The directors' deep understanding of initial teacher education and their history as practitioners ensures that leadership decisions are grounded in sector knowledge and educational priorities.</p> <p>Low student numbers, funding changes and a focus on programme redesign and development have presented challenges since the previous EER. To support deliberate, considered growth and decision-making, Ngā Hautū<sup>3</sup> now has three members: Kevin Knight, who is manahautū (or chief executive), and the two kaihautū (or deputy chief executives) with complementary skill sets to further strengthen leadership and cultural capability. The organisation is actively exploring partnerships with iwi and other organisations to ensure NZGSE continues to grow and meet its strategic goals. They are taking a phased approach to establishing a sustainable partnership with Ngāi Tūāhuriri, the hapū with mana whenua over the Christchurch area.</p> <p>Many of the staff are NZGSE graduates, recruited through trusted networks and relationships with schools. New tutors receive comprehensive induction and peer support, to build capability and to ensure consistency in observation and feedback practices.</p> <p>Staff are encouraged to pursue higher qualifications, and scholarly activity is supported through research and professional learning development initiatives. Adjunct</p>

<sup>3</sup> NZGSE's senior leadership team is called Ngā Hautū

	<p>tutors still working in schools bring current practice into the programme, enhancing relevance and responsiveness. Resources are sufficient to support academic delivery, with key learning materials embedded in school-based practice.</p> <p>Management uses data effectively and intentionally to inform business operations and ensure continuous improvement. Self-assessment is embedded in day-to-day operations, with regular team meetings, feedback loops, and iterative changes made based on input from interns, staff and schools.</p>
Conclusion:	<p>Consistent leadership from the founding directors, combined with the kaihautū, provides confidence that strong educational performance will continue. Strategic leadership, sector expertise and a strong culture of continuous improvement underpin the organisation's success. Experienced tutorial staff are supported to complete appropriate professional development and research-based study.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZGSE has effective systems in place to manage its compliance accountabilities. The organisation meets the requirements of external agencies, including the Tertiary Education Commission and the Teaching Council.</p> <p>A monthly compliance checklist is maintained and monitored by administrative staff to ensure timely fulfilment of obligations. The organisation has strong communication channels with Immigration New Zealand, seeking guidance where needed to ensure appropriate practice, such as confirming monthly insurance requirements for international students.</p> <p>The Code of Practice self-review is thorough and reflective, combining data analysis with insights from tutor experiences. It is conducted annually and compared with</p>

	<p>previous goals to track progress. While the review process is robust, there are plans in place to involve staff more directly in reviewing progress against annual goals.</p> <p>Health and safety policies are in place and are clearly communicated to interns and placement schools. Collaboration between NZGSE and host schools ensures that all parties are informed and that actions are taken collectively when needed. No incidents or complaints have been reported to date.</p> <p>An example of effective improvement is the response to a minor insurance gap identified during an international student file check. NZGSE promptly addressed the issue and implemented a dual-check process to prevent recurrence, demonstrating a proactive approach to continuous improvement.</p> <p>While the quality management system (QMS) is not formally reviewed, key policies are maintained in the staff and intern handbooks which are reviewed and updated for each intake. A more structured, cyclical review of the QMS would strengthen assurance that policies remain current and fit for purpose.</p> <p>NZQA monitoring identified areas for improvement in assessment design and referencing. NZGSE responded appropriately, making changes that are now embedded in programme delivery and tracked through The Red Book.</p>
Conclusion:	<p>NZGSE is managing its compliance accountabilities effectively. Systems are in place, and improvements are made in response to identified issues. A more proactive approach to QMS review and earlier implementation of required changes would further strengthen this area.</p>

## Focus areas

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

### 2.1 Postgraduate Diploma in Teaching (Primary) (Level 8) (127352-1) leading to Postgraduate Diploma in Teaching (Primary) [Ref: 4566-1]

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>

### 2.2 Postgraduate Diploma in Teaching (Secondary) (Level 8) (127351-1) leading to Postgraduate Diploma in Teaching (Secondary) [Ref: 4565-1]

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>

## Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that New Zealand Graduate School of Education Limited:

- Develop systems to report on priority student achievement to support Code of Practice and Tertiary Education Strategy expectations.
- Implement a cyclical review process for all policies and procedures to ensure alignment with current needs and practices.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Appendix 1

**Table 1. Enrolment and completion data 2021-25**

Start date	Intake	Enrolled (international)	Withdrew % (No.)	Completed % (No.)	Relief teaching % (No.)	Gained teaching position % (No.)
<b>Graduate Diploma in Teaching (Primary/Secondary)</b>						
Jan 2021	Secondary	18 (1)	22% (4)	78% (14)	-	100% (14)
	Primary	20	20% (4)	80% (16)	-	100% (16)
July 2021	Secondary	8	25% (2)	75% (6)	-	100% (6)
	Primary	19	32% (6)	68% (13)	-	100% (13)
Jan 2022	Secondary	17	18% (3)	82% (14)	-	100% (14)
	Primary	12	25% (3)	75% (9)	-	100% (9)
July 2022	Secondary	10	50% (5)	50% (5)	-	100% (5)
	Primary	7	29% (2)	71% (5)	-	100% (5)
Jan 2023	Secondary	11 (1)	18% (2)	82% (9)	11% (1)	89% (8)
	Primary	12	0	100% (12)	17% (2)	83% (10)
<b>Postgraduate Diploma in Teaching (Primary/Secondary)</b>						
July 2023	Secondary	7 (2)	43% (3)	57% (4)	25% (1)	75% (3)
	Primary	8	0	100% (8)	-	100% (8)
Jan 2024	Secondary	15	0	87% (13) 2 still to complete	15% (2)	77% (11)
	Primary	12	8% (1)	Yet to complete	-	-
July 2024	Secondary	14 (2)	0	Yet to complete	-	-
	Primary	3	0	Yet to complete	-	-
Jan 2025	Secondary	18 (3)	-	Yet to complete	-	-
	Primary	11 (2)	-	Yet to complete	-	-

Data provided by New Zealand School of Graduate Education

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- Identify organisational fraud<sup>4</sup>*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>4</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. 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)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*



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