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External Evaluation and Review Report

New Zealand Graduate School of
Education Limited

Date of report: 26 May 2021

About New Zealand Graduate School of Education Limited

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

Type of organisation:	Private training establishment (PTE)
Location:	826-828 Colombo Street, Christchurch
Code of Practice signatory:	Yes
Number of students:	Domestic: 93 (at the time of the evaluation) International: three
Number of staff:	Nine full-time, five part-time plus five adjunct tutors employed on an occasional basis
TEO profile:	NZQA: New Zealand Graduate School of Education Ltd
Last EER outcome:	Highly confident in educational performance and capability in self-assessment
Scope of this evaluation:	<ul style="list-style-type: none">• Graduate Diploma in Teaching (Primary) (Level 7)• Graduate Diploma in Teaching (Secondary) (Level 7)
MoE number:	8327
NZQA reference:	C45338
Dates of EER visit:	17-19 March 2020 (virtual)

Summary of results

Strong leadership supports the successful delivery of programmes, with proven graduate outcomes. Interns¹, graduates and other stakeholders benefit from the programme's emphasis on developing quality applied teaching skills. A sound system of self-assessment and a culture of reflection informs and adds improvements to the organisation.

Highly Confident in educational performance

- Intern achievement is strong. Progress is well managed and monitored, meaning interns complete programmes within expected timeframes.
- Outcomes for interns are positive, and graduates of the two focus areas are highly regarded and sought after by employing schools.
- Programme design and delivery is well monitored through sound moderation and review processes that contribute to improvements.

Highly Confident in capability in self-assessment

- High quality support services track interns from enrolment to graduation. The rigour of the support ensures interns attain their desired outcomes.
- Experienced leadership guides the organisation and supports educational achievement. Strategic planning to navigate changes to governance and management is in process.
- Compliance accountabilities are well documented and thorough.
- NZGSE has a research-led quality assurance system to ensure that all interns are supported to gain highly relevant teaching graduate diplomas and are confident to deliver education in a range of education settings.

¹ NZGSE refers to students as 'interns'.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZGSE reports consistently high achievement rates. Interns acquire knowledge and refine their theoretical and applied skills in teaching practice in a range of school settings.</p> <p>Programme completion rates are positive. Other than a programme completion rate of 96 per cent for the Graduate Diploma in Teaching (Secondary) in one intake in 2018, all other intakes for the period July 2016 to January 2019 sit at 100 per cent completion for both focus area programmes. Retention is strong, with most interns completing their programme (85 per cent Primary July 2016-January 2019, and 88 per cent Secondary January 2017-July 2019).</p> <p>While enrolment numbers are low for Māori and Pasifika interns, they achieve parity in completions, as do the small number of international interns.</p> <p>Employer feedback on the work-readiness and excellent standard of the average graduate gives credibility to the PTE's achievement data, as do positive NZQA monitoring reports. Robust assessment and moderation practices add weight to the evidence of reliable results.</p> <p>NZGSE has fit-for-purpose self-assessment that sets high expectations and measures performance against them. Individual intern performance is tracked, and there is a system of ongoing monitoring and reporting that is well documented, shared across the organisation and familiar to the interns.</p>
Conclusion:	Interns achieve well and gain valued qualifications. A sound quality assurance system is in place to ensure that all interns are supported to achieve and excel in teaching competencies.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Graduate outcomes are highly positive – 100 per cent of Primary graduates from the six intakes since July 2016 have gained teaching employment after programme completion. Similar rates apply for the Secondary programme – only one of the six intakes since January 2017 reported less than 100 per cent achievement. NZGSE currently uses a benchmark outcome statement that over 97 per cent of their graduates go on to work as teachers. Careful monitoring of outcomes ensures this benchmark remains accurate.</p> <p>In-depth qualitative surveys track graduates' outcomes with external stakeholders. There is a very high survey return rate ensuring representative and reliable results. The information gained helps to confirm that graduates are retained in industry, perform well in comparison with graduates from other initial teacher education providers, and are valued members of staff. Many graduates go on to leadership roles within the teaching profession.</p> <p>In addition to the focus area programmes, NZGSE offers consultancy school improvement services to schools throughout New Zealand (and, prior to COVID-19, in Australia). School leaders and experienced teachers benefit from the professional evaluative discussions on building quality teachers.</p> <p>Strong connections with schools and the wider education sector (Canterbury Education Forum, Canterbury Primary Principals' Association) help to ensure that programmes remain relevant to any current sector trends or emerging ideologies.</p>
Conclusion:	Outcomes are strong. Schools gain work-ready graduates who are competent in a variety of school settings. Stakeholders contribute to high quality conversations around graduate outcomes. Stakeholder engagement is evidenced and valued as part of self-assessment.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Focus area programmes include a wide range of education theory and practice that equip interns to work in schools. By providing and supporting significant and varied teaching practice opportunities, the programme ensures interns are well prepared to teach in any setting.</p> <p>Interns explore a range of learning theories and are invited to draw their own conclusions in relation to teaching practice. The practice-based nature of the programmes combines theory and academic knowledge during the Centre Blocks³, with the practical work in schools where this theory is applied. Acquisition and progression of theoretical and practical teaching competencies is monitored and supported by experienced tutors. Feedback on teaching practice follows unannounced observation by the tutors; this may occur two to three times per week during placements. Host school supervising teachers also contribute to the discussions around performance and next steps to improve. Feedback to interns clearly articulates required modifications for future planning.</p> <p>A robust internal moderation process provides tutors with detailed feedback and ensures consistent crediting of assessment criteria. Annual external moderation confirms that the assessments meet the teaching standards of the Teaching Council of Aotearoa New Zealand and that there is consistency in assessment of portfolios. Moderation follows the teaching and learning journey by picking one key competency to evaluate. There is a high degree of correlation in findings between the moderator and tutors.</p> <p>The focus area programmes have been developed and improved over many iterations. The reach of NZGSE into the sector and their ongoing action research has allowed them to define and refine quality in teacher education. Key policies, procedures and</p>

³ On-site, individualised programmes of learning, centred around curriculum areas, applied theory and fieldwork opportunities.

	<p>additions to the programme are updated regularly in the Red Book⁴ and the teacher intern programme handbook.</p> <p>Meetings give staff the opportunity to discuss and record qualitative discussions; e.g. 'What interns need to know and possible assessments'. Progressions and areas for development are reported.</p>
Conclusion:	NZGSE provides high value and relevant programmes for interns and stakeholders. Robust self-assessment ensures that the quality of programme design and delivery is maintained.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Interns are well supported in their learning. The ongoing observations of their practice in schools means tutors build good relationships with interns and can effectively guide them to improve. The tutors provide interns with detailed feedback, inviting interns to self-reflect on their strengths and areas to improve. These form the basis for discussions and next steps. Future performance against these identified areas to improve are tracked in subsequent teaching placements.</p> <p>The mostly mature interns are encouraged to self-manage their pace of learning by a system of monitoring and intervention. Staff follow up non-attendance which can be an indication that interns may have an issue with study, teaching practice or in their personal lives. Tutors are quick to act and provide learning and pastoral support, as indicated in management minutes.</p> <p>A sound programme entry process that focuses on each individual enables NZGSE to identify prospective new entrants who may either not be suitable candidates for a demanding profession or may need extra support to meet their desired outcomes. Self-review of the interim domestic Code of Practice has identified this as an area that NZGSE wishes to further invest in. Very few international interns attend NZGSE. However, the highly supportive environment ensures that outcomes for</p>

⁴ The Red Book contains the teacher education standards used to assess the interns of NZGSE and is copyright to NZGSE.

	international interns are on a par with domestic interns.
Conclusion:	NZGSE offers a highly supported learning environment which leads to successful completion of programmes. NZGSE has a robust system of monitoring individual interns and is responsive to addressing the interns' academic and pastoral concerns.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZGSE is led by highly experienced management, invested in delivering quality graduates to schools and in assisting interns to reach competency and grow in their teaching profession. There is a culture within the well-qualified staff of self-reflection and improvement. Professional development occurs through action research that leads to measurable improvements as well as specific areas of interest for staff. Adjunct staff, who are specialists in their fields, provide subject-specific input. Tutors and programme leaders benefit from performance appraisals through moderation of practice, observations of academic sessions and self-review.</p> <p>Programme leaders, as members of management, meet twice every term. Tutor-led suggestions to improve the programme are discussed by management, and any subsequent changes (e.g. analysing formative assessment in writing) are added to the Red Book. Monitoring of programme performance is robust and well documented.</p> <p>The two founding directors of NZGSE were appointed as Members of the New Zealand Order of Merit in the 2020 Queen's Birthday honours, for services to education. They are now joined by a director of innovation and sustainability. Succession planning, including expanding the board, is part of the strategic plan to shape the next five years of NZGSE, and appears well managed. Part of this strategic plan is the intention to reshape the current programmes to sit at level 8 as postgraduate diplomas in teaching on the New Zealand Qualifications Framework.</p>
Conclusion:	Management supports the high educational performance of the organisation through a sound process of self-reflection and review. NZGSE has strong connections with schools, and is

	committed to developing a community dedicated to building quality in teaching performance.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZGSE has effective processes for managing compliance accountabilities.</p> <p>The Tertiary Education Commission conducted an audit of the school in 2017. No major issues were found that would impact funding. However, the auditor did mention that the reporting of courses successfully completed by teacher interns deviates from normal reporting practice. Other than an insignificant amount of under-delivery in 2017, all Tertiary Education Commission funding commitments are being met. There is a system in place for NZGSE to monitor and review information from funding and regulatory bodies.</p> <p>A major stakeholder for NZGSE is the Teaching Council of Aotearoa New Zealand. The last annual report prepared by NZGSE for the Teaching Council was in 2017, when it was referred to as the Education Council. The council has not sought reports from NZGSE since then, indicating a high level of trust. NZGSE is currently preparing for their Teaching Council panel review to meet changes to programme approval, monitoring and review requirements. All initial teacher education providers must be approved by the Teaching Council under the new requirements by 1 January 2022.</p> <p>NZGSE has effective systems to ensure compliance with the Education (Pastoral Care of International Students) Code of practice (2016). A review of the small number of international interns' files during the evaluation did not identify any breaches of the Code.</p> <p>NZGSE completed its self-review of the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019. As a result of this review process, NZGSE is looking to further improve performance against one of the outcomes.</p> <p>Sound moderation and monitoring results confirm the reliability and consistency of programme delivery with NZQA Rules and</p>

	programme approvals.
Conclusion:	High levels of staff accountability ensure that management of compliance is well managed. NZGSE has sound processes of review and well-maintained systematic documentation.

Focus areas

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

2.1 Focus area: Graduate Diploma in Teaching (Primary) (Level 7)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Graduate Diploma in Teaching (Secondary) (Level 7)

Performance:	Excellent
Self-assessment:	Excellent

2.3 Focus area: International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

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.

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

Requirements

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

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

Appendix

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 fraud⁵*
- *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.*

⁵ 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 2016, which are made by NZQA under section 452(1)(t) of the Education Act 1989 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 including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively.

In addition, the Private Training Establishment Rules 2018 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, training schemes 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 2016. 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). 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz