



SUBMISSION

On the

Draft Proposed Requirements for Initial Teacher Education Programmes

June 2010

Introduction

This response has been endorsed by PPTA's Professional Issues Advisory Committee, on behalf of the full Executive. It also has the support of PPTA's Secondary Principals' Council (SPC).

PPTA wishes to congratulate the NZ Teachers Council for having the courage to develop draft requirements that show such strong evidence of having listened to practitioners as well as to teacher educators. It has become clear through this exercise that there is a climate of distrust around teacher education, with practitioners harbouring suspicions that some teacher educators are not doing as good a job as they should, and teacher educators harbouring suspicions that some practitioners have unrealistic expectations, do not adequately support their students or their beginning teachers, and so on.

If this review is to break down this climate of distrust, it will be very important for teacher educators to accept a more active role on the part of teachers in the areas of selection, approval panels and the like.

Specific comment on draft requirements

English language and numeracy competency (sections 3 and 4)

PPTA supports the requirement for English language competency to be assessed prior to entry to secondary courses. We are concerned however that in a one-year course a student whose English language was more than slightly below standard might struggle to get it up to standard prior to graduation. We are also concerned that there needs to be a standardised level set, in the same way that the IELTS level sets a standardised level for English language competence for those whose first language is not English.

Those who completed Level 3 NCEA prior to entering university and therefore met the literacy requirements for university entrance can probably be assumed to have the language competency required for teaching. We would have more concerns about the significant numbers of career changer applicants who would not have completed a school qualification with a literacy requirement of that kind. What standard is to be applied to them? And how can the Council ensure that the same standard applies in all secondary courses?

We are not aware of any standardised English language competency test that would be suitable. Research needs to be done into what the options are.

With regard to numeracy for secondary, we can imagine that there could be a need for some aspects of numeracy for all secondary teachers. In particular, the ability to read, interpret and use statistical data, e.g. data on student achievement, would be useful for everyone. Teachers in subjects with strong numeracy elements will of course have demonstrated their competency with this in their subject degrees.

If providers are to have the right to enrol students who do not meet the literacy or numeracy requirements on entry, there needs to be clarity in the course documents about how they will bring them up to standard during the course. In the case of a one year course, this work would have to be pretty intensive to make a difference, suggesting that in many cases it may be preferable to not accept people until they are able to meet the requirements on entry.

Information technology competency (Section 5)

PPTA strongly supports this requirement. In 2008, our ICT Taskforce surveyed all providers of secondary teacher education. We received responses from all eight providers. The report of the survey is attached here as an appendix. It was clear that most providers are making serious attempts to develop their students' competencies with ICT for a teaching context, but answers to some questions were worrying, e.g. the fact that one provider gave no tuition in ICT and did no assessment of it (Question 1), and the small number of providers who had any kind of comprehensive list of ICT competencies students needed to meet (Question 4).

There is clearly a need for the Teachers Council to establish some guidelines as to what is an appropriate level of ICT competency. This would need to have flexibility to recognise the fact that the forms of ICT available keep changing rapidly. Our Taskforce would, I'm sure, be happy to help the Council develop such guidelines.

Entry for students for whom English is an additional language (Section 7)

This is a difficult area. We strongly support the use of IELTS and not other tests. It is the tool required by the Council for registration and it has credibility internationally as the tool used by many registration bodies. It is also probably the most comprehensive, because it covers the four modes of language: speaking, listening, reading and writing. These are all essential for teaching.

We are glad to see the final section of the requirement, that "Where an ITE provider holds concerns about an EAL candidate's English language competency they will be required to have them complete an IELTS assessment and to meet the required level for entry to the programme". We have some doubts about whether an EAL candidate who has met the current university entrance literacy requirement (eight Level 2 NCEA literacy credits) will necessarily have the speaking and listening competency required for teaching, even if they have, since then, obtained a Level 7 qualification in a New Zealand institution. Providers need this provision to be able to justify requiring an applicant to pay the rather high fee for IELTS.

Selection into programmes (Section 8)

PPTA is delighted that a visual interview is to be required, as this has been a huge concern for us for some years. While providers have insisted to us that

they almost always do visual interviews, there are so many persistent rumours of that not being the case, we have real doubts about where the truth lies.

PPTA is also delighted at the requirement here that the profession must be involved in selection, however we believe that this requirement needs considerable tightening if it is to mean what we want it to mean, i.e. that there will a practitioner participating actively in interviewing and selecting candidates for ITE. We would like to also have it require that the practitioner is nominated by the relevant sector union, because we are concerned that providers can line up teachers that they have found to be biddable to do tasks of this kind. In asking for the right to nominate, we are accepting that this would be a significant increase in the workload of the union, probably at regional level, but we are willing to face this.

Practicum (Section 9)

PPTA is concerned that the requirement for practicum placements across a range of socioeconomic, cultural and learner age settings uses rather loose words “will have the opportunity” rather than something stronger, e.g. “Students teachers **must experience** practicum placements...”. We would like to see this strengthened. It is very important that the requirements are very specific about this, because we have anecdotal reports that currently students who apply enough pressure, e.g. on the grounds of travel costs or part-time work commitments, can persuade providers to place them in a very limited range of schools for their practicum experience. A tough requirement about this would enable providers to resist such pressure. If we want students to be prepared to teach anywhere in New Zealand, they need breadth of experience at this stage.

We also wish to emphasise the need for practicum to be in sustained blocks. We accept that some providers place students in schools for a day a week over a period of time, and as a way of giving students opportunities to observe teaching and the operations of schools this is useful. It is not, however, adequate for a student to learn how to take ongoing responsibility for a teaching programme. Observational single days should not constitute part of the 14 weeks of practicum required in a one year programme. These 14 weeks should be across two, or preferably three, blocks where the student has ongoing involvement with a range of classes.

Practicum for LAT student teachers (Section 11)

PPTA is not happy that not only will six weeks of a LAT student teacher’s practicum be able to be in their own school, but that also they will be considered “in ratio” during those six weeks. It is hard to see how those six weeks of “practicum” will differ from any other time in their teaching year, in that case. There needs to be release time provided so that:

- Other teachers can be freed up to be in the Associate Teacher role,
- The LAT student teacher can have experience teaching other teachers’ classes and being observed,
- The LAT student teacher can observe others teaching, and

- The LAT student teacher can work on practicum tasks such as planning, self-evaluations, journals, etc.

We would have preferred to see all but perhaps two or three weeks of the practicum being in a range of different schools, but since this appears not to be achievable, the compromise should be to require that the LAT is “above ratio” during the practicum weeks done in the home school.

Practicum visiting (Section 12)

PPTA was very pleased to see the requirement that “Visiting lecturers must be staff who teach in the ITE programme”. At the same time, we recognise that this presents major financial difficulties for secondary providers forced to place students on practicum right across the country. We would be open to some compromise about this, e.g. so that at least four out of the five visits, and at least one per practicum, was by a staff member.

The words of the first requirement do need tightening up in the light of one teacher educator’s assertion that if someone is hired to do practicum visiting, then they would qualify to be “staff who teach in the ITE programme”. If it is possible to put this interpretation on the words, then they need changing! We suggest that this might be rephrased to “Practicum visiting must be done by staff who teach other papers in the course.” What is vitally important is that the practicum experiences are located within the whole ITE programme, in order to make the theory/practice links work.

We would see no problems with other staff visiting at different times for different purposes, e.g. there could be a staff member who specialised in the management of special needs students in mainstream settings who visited students to observe or model relevant strategies, but these visits would be in addition to the required five or more visits.

It is also of considerable importance to us that staff doing practicum visiting hold current practising certificates. Associate teachers are required to hold a full practising certificate; the same should apply to ITE staff who are making judgements about prospective teachers. It is a matter of credibility and professional standing.

We would like to see an additional requirement in this section that discussed the **quality**, rather than the **quantity**, of practicum visits. There is nothing more likely to enrage secondary teachers than the visiting lecturer who flies into the school just before a demonstration lesson begins and flies out again without having spoken with any associate teachers or even the liaison teacher. If practicum is to be about partnership between the teacher educator and the school, then there needs to be debriefing of the visit with all the associate teachers involved with the student.

It is also essential that practicum requirements make clear and specific links to the teaching programme, and that this be clear to associate teachers and

student teachers. To some extent this is covered in Section 13, but not sufficiently.

PPTA recognises that the draft requirements on practicum visiting are seen as unachievable by some providers, however it is our contention that this is an unintended consequence of the shift of teacher education into universities. This shift has placed initial teacher education under pressure from PBRF, leading to a reduction in the proportion of teacher educators who come from a solid teaching background, and an increase in the proportion coming from an academic background and with no teaching experience and no history of ever being registered teachers. This is tragic, and needs to change, perhaps by TEC recognising that by no means all teacher educators need to be research-active, and exempting a proportion of teacher education staff from assessment under the PBRF.

For us, therefore, the answer is not to accept people who have no credibility as teachers coming into schools to visit students; the answer is instead to ensure that courses have sufficient teaching staff with teaching backgrounds to meet the practicum visiting needs set out in these requirements.

Practicum support (Section 13)

PPTA is happy with the aims of this section, but there are some practical issues.

Firstly, the second requirement should say that the goals which the student teacher set from the previous practicum are provided **in writing** to the associate teachers. Teachers have experienced this being done orally by the student and being incomplete, for various reasons.

Secondly, if teacher educators are to provide professional development for associate teachers, this will have to be done in all schools taking their students, and every year because of changing personnel and changing teacher education programmes. This could prove a pretty big burden for secondary courses because of the geographical spread of their students during practicum. It may be that there needs to be a different approach to this, whereby teacher education providers collaborate to provide national coverage of schools to provide professional development about the associate teacher role.

Thirdly, the requirement about knowledge of adult learners is impossible to achieve as currently worded. The ITE provider might well **try to ensure** that associate teachers have a clear understanding of how to work effectively with adult learners, but no-one can **ensure** that someone understands something! Furthermore, the school surely has a responsibility here? Providers have to trust schools to place students with teachers who will be able to carry out the associate teacher role effectively, and this is an area about which providers show considerable anxiety. From the school's perspective, it can be a matter of just doing the best they can with whoever they have available in the

particular subject combination needed. This requirement is probably unable to be assessed and therefore better dropped.

Programme delivery (Section 14)

PPTA is well aware of the problem that the first requirement is seeking to address, i.e. that teacher educators have been forced by universities to say to students “Do as I say, not as I do” when it comes to teaching the pedagogy of the classroom. As currently phrased, though, the requirement is too obtuse to carry the weight that it needs to have with university administrators if it is to have any effect. We think there needs to be a student:teacher ratio given, and perhaps a minimum number of teaching hours per year that meet that ratio. This should make the universities staff teacher education appropriately.

We think that the requirement for two full five day weeks of face to face in on-line/distance programmes is minimal, and would rather see this as three full five day weeks. We would be happy if a provider wanted to structure it differently, though, e.g. as three-day courses rather than five-day courses, because this might work better for some students. It would be better to simply specify a minimum number of days of face to face, e.g. 10 or 15, plus a minimum number of blocks, e.g. 2, and leave it to the providers to decide how to block it.

We cannot emphasise enough the importance of face to face teaching within both on-site and distance courses. The essence of teaching is about productive social interaction between people, whether it is between teachers as professional colleagues, between teachers and students, or the teacher’s role in fostering productive interactions between students. There is no way that a teacher educator could judge someone to be meeting the Graduating Teacher Standards if there had been no sustained face to face components in the ITE course, for example Standard 4, “Graduating teachers use professional knowledge to plan for a safe, high quality teaching and learning environment”, or Standard 6, “Graduating teachers develop positive relationships with learners and the members of learning communities”, or Standard 7, “Graduating teachers are committed members of the profession” (particularly indicators (c) and (d)). This is particularly likely to be a problem with distance courses, but with the move to lecture-style teaching in on-site papers, it could start to become a problem even with those programmes unless there are considerable tutorial-style components as well.

We have heard the argument that on-line environments require students to interact, however participation in on-line forums, for example, is quite different from participating in live social situations in which one is required to show social and emotional intelligence in spontaneous responses to tricky situations. It is this kind of intelligence that is required for teaching, thinking and responding appropriately and productively on one’s feet in the heat of the moment. In teaching, one does not generally have a few hours to ponder one’s response, as one does in an on-line forum!

Programme entry (Section 15)

PPTA is pleased to see the requirement that a police vet must be completed before acceptance of a student into a course. The current situation where some providers simply require a “declaration” from the student is totally unacceptable, given that students will be on school sites and in contact with school pupils during their course. Many schools would be shocked if they knew that this was the current practice of some courses.

With regard to providers making decisions, on the basis of the police vet, as to whether to accept students, PPTA believes that the Council needs to provide more guidance than just this guideline about taking into account severity, recency, age at offending and pattern of offending. Otherwise providers are placed in an invidious situation of choosing between risking accepting someone because they appear to have excellent potential as teachers but have a record that may make them unregistrable at the end, or rejecting such people because of the risk of that.

A slight wording change is needed in the next section, to read “The selection process will **take into account** the New Zealand Teachers Council Good Character and Fit to be a Teacher Policy 2007”. That policy does not provide a selection process to **follow**. In this section there is also an asterisk missing after “satisfactorily” to reference the footnote.

In the RPL section, there should be a clear statement that there will be no RPL of anything (not just practicum) in a one-year programme. There has been some confusion around this among secondary teacher educators.

Programme regulations (Section 16)

PPTA disagrees with the requirement that students enrolled in one-year programmes will have a maximum of two years to complete, when it is applied to students who are studying part-time over two years. If full-time students have an extra year to complete, then part-time students should have a third year to complete.

Proposed programme approval system

PPTA is generally satisfied with this proposal, but we are concerned about how much change a programme might have gone through in the six years before it was subject to a review panel. Our understanding is that university regulations allow a course to change by 20% of its content and/or assessment per year, which means that over six years, a course could theoretically be totally different from the one that was approved originally.

Because of the above, and because PPTA does not in any way wish to stand in the way of useful innovation in initial teacher education, we suggest that the Council develop a process whereby a teacher education provider could apply to make a significant change in their programme during the period between approval/review processes. Depending on the scale of the change, this might require an earlier review panel, or it might be able to be approved by

the Teachers Council, perhaps subject to a report by the Monitor for the course.

We are delighted at the proposal that approval panels would include two teachers from the relevant sector, and that the Council will form and develop the skills of a national core group that includes such teachers. As a union, we would be very happy to be asked to make recommendations of teachers to take these places on approval panels, while recognising that the Council would want to make the final selection.

It is also a huge improvement that monitors for university-based courses will be contracted to the Council rather than to the provider. It has always concerned us that the monitors tended to be too close to the courses they monitored. As part of restoring trust, the accountability needs to be in the right place, to the Council.

Proposed addition to requirements

PPTA is concerned that in the requirements there is no mention of appropriate content of programmes. We are particularly concerned at what we believe to be a creep towards generic teaching in secondary programmes, and a move away from secondary programmes having strong content around the specific curricula that students are preparing to teach. Every curriculum area has its own key concepts, knowledge, pedagogies and assessment methodologies. A largely generic approach, with only a few hours teaching on specific curricula, is not good enough. It probably explains why we hear repeated complaints that beginning teachers “don’t know how to teach the subject”, and “don’t know about NCEA for the subject”. We would like to see the Council set down some guidelines about the balance of content in programmes for the different sectors. There were questions about this in the consultation document, but it has not been translated into these draft guidelines.

Appendix

Report on teacher educator survey 2007 – ICT capacity of student teachers

Question 1: Is an applicant's ICT capability considered in your processes of selecting students for your institution's secondary teacher education courses?

ICT capability considered?	
Yes	1
No	5
Other/comments	Not unless teaching subject computing/technology. But if application offers proficiency, would help for selection, especially if older candidate. Only in terms of extramural students having ability & access to engage in online environment Yes but this is not a critical factor i.e. little or no ICT experience would not be considered a sufficient reason to reject a student's application.

Question 2a: Is any tuition in ICT provided as part of your secondary teacher education course, and if so is it compulsory for all students, compulsory for some students, or an option?

Tuition in ICT provided?	
Yes and compulsory for all	6
No	1
Part compulsory for all, part compulsory for some	1

Comments:
All students must attend Library tutorial on use of electronic library catalogues/database. Debate about use of ICT in classroom always been part of our papers. Specific readings included in relevant paper reading (pedagogy relating to ICT use). From 2008 all students will have tuition in aspects of ICT use in the classroom as we have recently updated our ICT resources.
There is a module called 'Teaching in the Information Age' in one of our compulsory (for all students) professional education courses. It is more about using ICT for pedagogical purposes than about capability with software/hardware. It is also expected that our curriculum study papers will encourage students to use ICT to engage learners.
ICT tuition is compulsory for all students in a separate course. ICT tuition is also used and modelled as appropriate in curriculum classes.
Optional tuition (funded by institution) has been offered in use of interactive electronic whiteboards this semester. Students self-select for one hour sessions with trainer.
Compulsory 15 hour module.
All students have some tuition in ICT which is integrated into courses in the programme.

Question 2b: If it is optional or compulsory for some students, are students' ICT capabilities assessed in order to identify students for whom it would be appropriate?

Students' ICT capabilities assessed?	
Yes	2
No	1
Not applicable	6

Comments:

Small class sizes and one to one contact clearly identifies students who would require assistance
Student learning support offers tuition in various software programmes – students are directed to this if necessary
Students do a capability survey at an early stage of the courses, but usually those more capable students help those who are not, as well as completing their own blogs, projects, Powerpoint presentations etc.
The competency of all students is assessed to ascertain which students need the minimum and who needs more.

Question 2c: How many contact hours does the ICT tuition involve?

Contact hours of ICT tuition	
0 – 5 hours	0
6 – 10 hours	1
11 – 15 hours	1
16 – 20 hours	3
More than 20 hours	1
Other answers	To be confirmed for 2008

Question 2d: What does ICT tuition cover?

Use of datashow/smartboard/document camera/Powerpoint/Inspiration
Using technologies to engage learners especially in powerful learning and not just occupying the students.
Gives students a set of core skills, concepts and strategies for using ICT effectively in the classroom to support teaching and learning. It provides skills and knowledge that students need in order to be able to design, implement and manage effective e-learning environments.
Includes Powerpoint tuition and design principles, blogging and Web 2.0 applications and e-learning. (2-3 weeks of one course are run completely online to give students a taste of this learning environment), tuition on using a Smartboard.
Tutorials cover word processing, tables, graphic elements – working with images, drawing tools, spreadsheets, PowerPoint presentations. Other sessions focus on an issue and a practical aspect for each session. Issues include: PowerPoint poison or panacea? Computer access and use: one computer, pods, labs. E-learning. Internet safety, plagiarism. Who does what – ICT and administration. Practical aspects covered: interactive whiteboards, digital learning objects, video making and editing, adding images, sound and music, video conferencing, wikis and blogs, Inspiration – mind mapping, internet searching, asTTle, computer-mediated communication, Classroom Manager, Blackboard. Pedagogy is threaded through the sessions.
A range of ICTs that teachers can use across the curriculum; pedagogy is a strong aspect of considering their use eg 'Truth' and validity detection on the web, podcasting, using LMS...
Educational technologies – assessment is a PowerPoint presentation.

Question 2e: How is its impact on student teacher ICT capabilities evaluated?

As part of their assessed unit plan students must include an activity which uses ICT to enhance student learning. As part of another assessment students must present a PowerPoint presentation and provide a critique of the use of PowerPoint, by both teachers and students, in the classroom. Students also demonstrate ICT use in assessed group presentations.
Assessment for the course requires students to apply ICTs to their teaching in their curriculum area.
Students are evaluated by successful completion of assignments and terms requirements which includes participation criteria for online components.
They must evaluate their use of ICT in the classroom during practicum in terms of learning objectives, students' feedback, and what they would do to improve its use next time. They must also construct a group presentation using ICT tools to demonstrate the group's understanding of the relationship between ICT and pedagogy, drawing on learning theories explored in another paper. At the end of their year, they write a self-evaluation tracking their development and comfort with ICT/pedagogy over the year of their on campus learning.
Competency based assessment aligned to the content of the compulsory course.
Those who do the tutorials have to submit examples relevant to teaching and learning in relation to the tutorials they were required to attend and reach a satisfactory level of independent use and competence. They are also observed in relation to file management and other practices. All students complete an assignment which requires them to produce a relevant teacher resource of an appropriate standard. It is accompanied by a rationale explaining how and why the resource would be used. They also indicate through planning and/or student resource materials how they would engage students in active, creative, purposeful use of ICTs in a subject area. The two components may be linked.

Question 3: Do any components of your course require students to demonstrate use of ICT as part of the assessment, e.g. in any assignments, class exercises, or on practicum?

Students required to demonstrate use of ICT?	
Yes	7
No	1

Comments:

Students are encouraged to use appropriate technologies to present some of their assessment work, especially seminars. We are exploring currently expanding a digital portfolio that we use in our B.Tchg. programme to the secondary Grad.Dip. programme.
In the compulsory course students develop an e-portfolio which encourages reflective practice and can be developed as a presentation e-portfolio for use in applying for teaching positions. Students are also expected to show competence in developing lessons that incorporate the use of ICT and to be able to defend their choice and use of such technologies.
While the assignments are done for the ICT paper, the context is to be found within their subject area and it should be an integral part of the work done for a subject. There is an associated formative assessment in which they complete a resource planner. The appropriateness of their planning is signed off by their subject tutor, while the ICT tutor provides feedback on the ICT components and feasibility from that perspective. Also – in the compulsory core subject – Educational Issues in Secondary Schools, students are required to present a seminar and there is an expectation (though not compulsory) that they will use power point. 90% do.
PowerPoint presentations, fluency of use of on-line databases, some resources provided electronically (on-line or CD-ROM), word-processing, use of school e-mail systems.
Completion of Powerpoint presentations using particular features of software and consistent with principles of good design; use of blog as a reflective tool during practicum placements; evaluation of an innovative hardware or software item in relation to a particular pedagogical

approach.
Compulsory module covers conceptual theories associated with learning with computers, administrative computer software, evaluation of educational software, the use of multi-media and the internet for effective learning.

Question 4: Do you have a list of competencies with ICT that students are required to demonstrate in order to graduate?

List of competencies?	
Yes	1
No	5
Other	2

Lists provided:

Appropriate technological-pedagogical-content knowledge for beginning educators; information processing skills; use of one-to-many technologies for presentations using interactive learning; use of Web 2.0 technologies for teaching and learning.
The competencies are addressed through the tutorials, practical and issues sessions listed above. The list is as covered in the course. It is adjusted from year to year. For example web page authoring was left out this year in favour of working with wikis and blogs. Students must pass the competency and application components of the course, in order to be able to graduate.
Learning outcome for Integrated Teaching Studies 2: Demonstrate knowledge about and critically appraise the appropriate use of educational technologies.
Not within the ICT module, but they must complete all work to a professional standard. They have to keep at it until it reaches that standard (criteria vary for each task). They have ICT-oriented tasks within curriculum areas that may more specifically deal with those. NB: the list of competencies provided in the survey are more content-oriented. My expectation is that students know how to teach themselves using available resources, including other people. Sometimes, just-in-time is the most appropriate learning (ie learning because of immediate need). Many things in the list are just-in-time needs – a better competency is being able to apply one set of processes to a new program. Student file management software is more appropriately taught within a school, since it is contextualised and therefore applied and real. Some of the items included in the list do not reflect the true nature of digital natives' experiences; instead, the list suggests a greater focus on administration than pedagogy.

Question 5: Do you believe that your institution is graduating only students who have sufficient ICT capability to be able to function adequately in most schools?

Graduating only students with sufficient ICT capability?	
Yes	7
No	0
Other	1

Comments:

We are graduating students who can demonstrate at least basic IT use, e.g. email, word processing, internet use, PowerPoint presentation. Most are operating at a much higher level and some are assisting their associate teachers with their own development.
We believe we are graduating students who are able to engage learners using a range of technologies.
That is difficult to judge, since schools' ICT resources are entirely variable. The word 'only' is therefore problematic, since it suggests a finite skill and knowledge set.
Yes – our course is related to ICT in schools; if a student did not meet the competencies he/she would not be eligible to graduate. However, schools vary widely in their resources and expectations. Our aim is to provide the students with basic skills and knowledge which can

be built on by ongoing professional development within the specific school setting. We would welcome the opportunity to work in partnership with schools but to date have found the opportunities for this to be limited.

Yes. Often it is those who enter without basic computer skills who become the keenest and really appreciate how ICT can be effectively used in support of learning and teaching.

It would be hard, almost impossible, for students to graduate without acquiring fluency in more than the basics of modern ICT.

Yes, although levels of competence vary quite markedly given that some students are IT specialists who will be going into schools to teach IT subjects.

Question 6: Whose responsibility does your institution believe it is to make sure beginning teachers have the ICT skills required in teaching?

Whose responsibility?	
Combination of teacher education provider and school	3
Teacher education provider	2
Teacher education provider - partially	1
The students	1
Other	1

Comments:

For pedagogical purposes, ours to inspire and see the potential, schools to continue to inspire and support. For administrative purposes, the schools. We cannot cover all the possible student management systems in use throughout NZ schools.

It is our responsibility but this needs to be supplemented by practical experience on Practicum. The majority of our students report that they have limited opportunities to use ICT on Practicum either because of technical issues, availability issues, or lack of hardware and software. Students who have the good fortune to be placed in schools that have good ICT resources and expectation that it be used, return to us excited about the possibilities and have an increased motivation to learn. Students who see little use of ICT on Practicum however, return to us with decreased expectations.

There is one lecturer with a responsibility for screening and monitoring all incoming students to see that a basic level of competency is attained. This person may also deliver tutorials and teach the ICT course. There have been ongoing attempts to suggest to other tutors how ICT can be integrated for their students – hence the links for the resource assignment. Professional development has also been available for tutors on an optional basis, within the college and also in conjunction with other institutions.

Part of the set of skills graduate students either bring to their study or develop themselves in the course of pre-service or in-service education.

Difficult to answer, since different curriculum areas in schools use a variety of ICTs differently, if they use them at all. My view is that what is more important is that beginning teachers should have a deep understanding of pedagogical purposes with which to match available ICTs in their classrooms, and find ways to circumvent inadequate availability and technical and hardware support.

Question 7: What do you believe should be the school’s contribution to beginning teachers’ ICT capabilities during the induction process?

New teachers need to be shown at the appropriate time on a ‘need to know’ basis (which has been shown to be the most effective type of PD) eg Classroom Manager for reporting – immediately before new teachers need to use it for mark entry and report generation.

Schools need to support students to learn and understand their administrative systems and continue to support students in growing their pedagogical use of ICTs.

Ensuring that new teachers are aware of what’s available, how and why it’s most commonly used there, procedures for using it and any other relevant information pertinent to that school and that teacher’s knowledge needs. There should also be on-going opportunities to learn new things –for example using cellphones effectively as a learning tool.

Providing opportunities for students to implement what they have learned at University; developing the initial strategies in a school environment; developing familiarity within the individual school's IT environment.

Good modelling from competent classroom practitioners showing that they effectively integrate ICT into their teaching and learning programme.

Beginning teachers need to know about: the Laptops in Schools scheme, specific details about use of the school network, acceptable use policies, booking systems for labs and mobile computers, who to contact for trouble shooting or advice, school practices e.g in terms of internet access, lunch time use of computers, availability of equipment other than computers e.g scanners, cameras, data projectors, interactive whiteboards, who to approach for ICT related teaching and learning support, availability of technical support and trouble shooting guidelines. They may also need initial support to develop their confidence if the school uses a platform or software that they are not familiar with, or advice regarding substitutes for software they want to use, which is not available in the school. Within departments or faculties, information and guidance regarding ICT use could be offered by mentors with specialist knowledge from a pedagogical and/or skills perspective.

Familiarity with local systems – school database, intranet, report-writing systems, library database.

Ongoing PD.