Professional standards for Tertiary Teachers: A Synthesis of recent work and initiatives

Report prepared for Ako Aotearoa by Gordon Suddaby

Māramatanga

Ako AOTEAROA

Contents

Executive summary

1

This paper, commissioned by Ako Aotearoa, has been prepared to further the debate for the introduction of professional standards across the tertiary education sector in Aotearoa New Zealand. The debate regarding professional standards is a long-standing one and has been promoted by Ako Aotearoa throughout its 10-year existence. This reflects Ako Aotearoa's commitment to bringing about lasting change to enhance learner success. It is a debate that is growing internationally and is a trend that continues to strengthen. The objective of this paper is to further this debate. It has done so by exploring professionalism and its implications, by looking at initiatives that have been undertaken in other jurisdictions, and by considering the benefits and challenges of the establishment of a professional standards framework in Aotearoa New Zealand. The discussion is informed by the relevant papers and projects commissioned by Ako Aotearoa as well as papers and initiatives from an international context, primarily Australia and the United Kingdom. These have been reviewed and included in the project highlights section and the key themes tabulated.

At the core of the discussion is the notion of professionalism and what this might 'look like' in the Aotearoa New Zealand tertiary environment. The discussion, in exploring the notion of professionalism, recognises the significance of the unique Aotearoa New Zealand context and the importance of ensuring that there is a mātauranga Māori dimension to any proposal, as well as acknowledging the place of Pacific People within the tertiary environment.

This paper also explores the notions of standards for teaching and professionalism. It is clear from the definition of a profession that tertiary teaching in Aotearoa New Zealand does not meet the required criteria of a profession. The paper also reflects on the irony that while tertiary teaching in Aotearoa New Zealand is integral to the attainment of professional status across a wide range of professions, it does not itself meet the criteria of a profession!

The debate about the development of professional standards is reinforced by drawing on developments in Australia, the United Kingdom, and Europe. In particular, it focuses on acknowledging the increasing importance of the Professional Standards Framework developed in the UK, but gaining significant international currency including within Aotearoa New Zealand. Current initiatives in the Australian tertiary sector are also discussed in some detail and their relevance to the Aotearoa New Zealand environment considered.

The discussion looks at the factors underlying professionalism and the development of professional standards in the tertiary sector. These include issues such as tertiary teacher training, relevant teaching qualifications, and proposals to introduce a tertiary teacher accreditation scheme. The paper recognises that a defining feature of the tertiary sector is the 'dual professionalism' of teachers. Because tertiary teachers are usually appointed on the basis of their knowledge and qualifications, i.e., experience and expertise in their subject/discipline area, disciplines are the key to understanding the professional practice of teaching in higher education. Consequently, the development of a professional standards framework must take into account teachers' disciplinary expertise and experience.

The roles and responsibilities of the various agencies and organisations that are integral to tertiary teaching are explored. Of particular interest are the influences of Government agencies such as the New Zealand Qualifications Authority, the Ministry of Education, the Tertiary Education Commission, and the Productivity Commission with its recently released report on tertiary education.

In considering a Professional Standards Framework, Ako Aotearoa needs to determine whether it adopts or adapts a model such as the Professional Standards Framework, or whether it initiates the development of a uniquely Aotearoa New Zealand approach. In doing so, it needs to consider how any such model will recognise the uniqueness of the mātauranga Māori and Pacific People dimensions implicit in Aotearoa New Zealand tertiary education. Such a decision-making process requires careful consideration and extensive consultation.

Foreword

2

Whakataka te hau ki te uru	May the winds to the west subside
Whakataka te hau ki te tonga	May the winds to the south subside
Kia mākinakina ki uta	And that a light breeze blows over the land
Kia mātaratara ki tai	And a light breeze blows over the ocean
E hī ake ana te atakura	As the reddened dawn arises and with it
He tio, he huka, he hau hū	Frost, snow, and the promise of a glorious day
Tīhei mauri ora!	And let there be wellbeing to one and all!

In my work as Director of Ako Aotearoa I encounter many inspirational teachers. These teachers make positive change and have an impact far greater than just the achievement of learning outcomes. The challenge is to build the capability of all teachers so that they use good practices to challenge, motivate, and support learners, so learners can receive the benefits that excellent education offers. Ako Aotearoa is helping to build this capability through our work to promote excellence, share good practice, and collaborate on good teaching and learning practice. Professional standards are a key part of our work, as we see the potential to build capability.

There are many ways to build teaching capability. Teaching qualifications, professional learning and development, and mentoring are a good start. These approaches can help new staff to thrive in the sometimes complex and challenging world of teaching and learning. Professional standards have the potential to support staff further. They can help focus on teachers' strengths and assist staff in reflecting on teaching practice to maintain being a professional tertiary teacher. Professional standards can also help to focus on student learning, teaching quality, and student support.

Thank you to those who have helped in the development of this report. It was strengthened by the feedback from the external reviewers: Emeritus Professor Denise Chalmers and Dr Dee Sciascia. Their helpful guidance came from deep understandings and has made this a stronger report. Thank you to the Ako Aotearoa staff reviewers including Dr Joe Te Rito, Dr Mei Winitana, Ian Rowe, Adam Wright, and John Milne. You provided addition to detail, expertise, enthusiasm, and good humour within tight timeframes.

Special thanks to the vocational sector professional standards working party for their comments on the draft report. Your comments have helped to focus the report on the needs of staff and students and emphasised the need to reward and recognise quality teaching. The working party included: Izzy Paterson and Karla Davis (UCOL Student Association), Jacqui McLean (Queenstown Resort College), John Hitchcock and Ruth Crawford (Weltec/Whitireia), Lee Cooper (Tertiary Education Union), Lyn Williams (Ara Institute of Canterbury), Michael Ross (Industry Training Federation), Oonagh McGirr (Otago Polytechnic), Phil Alexander-Crawford (NorthTec), Rawiri Taonui (Ako Aotearoa Māori Caucus – Te Rūnanga Māori), Sam Uta'i (Ara Institute of Canterbury), and Vaughan Bidois (Te Whare Wānanga o Awanuiārangi).

This report will help to inform the debate on professional standards. The challenge now is to explore how professional standards can be used in the diverse tertiary sector in Aotearoa to recognise quality teaching and enable staff to recognise their strengths and refine their practice.

Thank you especially to Gordon Suddaby. Professional standards are a complex area and Gordon has done an excellent job to draw this material together and provide a comprehensive landscape of professional standards. He began this report by consolidating what Ako Aotearoa has completed on professional standards over the last ten years. There is a striking amount of work in this area. The report expanded to include key international work. This has strengthened the report and allowed us to be informed by lessons from abroad. The debate on professional standards and professionalising tertiary teachers now has a firm foundation and I look forward to sector engagement.

Helen Lomax
Director, Ako Aotearoa

Glossary

3

Accreditation: Formal recognition of competence to carry out approved services after that competence has been evaluated against set requirements.

Higher Education: An optional final stage of formal learning that occurs after completion of secondary education. In Aotearoa New Zealand it is delivered mainly in universities.

Kaupapa: Principles and ideas that act as a base or foundation for action. A kaupapa is a set of values, principles, and plans which people have agreed on as a foundation for their actions.

Mātauranga: Knowledge and understanding.

Profession: A disciplined group of individuals who adhere to ethical standards and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education, and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others. Adherence to the principles of the profession are enforced by the profession and are acknowledged and accepted by the community.

Professional Learning and Development (PLD): Engagement in various activities in order to maintain and upgrade credentials, expertise, or skills. It can include formal coursework, attending conferences, and informal learning opportunities situated in practice. It can be intensive and collaborative and may incorporate an evaluative stage.

Professional Recognition: Formal acknowledgement of an individual's professional status and right to practice the profession in accordance with professional standards and subject to professional or regulatory controls.

Professional Standards Framework (PSF): A basic system linking the standards required by the profession and which are encouraged and monitored by a professional body.

Professional Standards: Defines the behaviours that are expected of professionals and describes the expectations that the community has of the practising professional.

Professionalisation: A social process by which any trade or occupation transforms itself into a true profession of the highest integrity and competence.

Qualification: Either the process of qualifying for an achievement, or a credential attesting to that achievement.

Standards Framework: The linkage and the relationship between the various standards. A standards framework describes the minimum standards of practical and ethical conduct and competence that learners and the public can expect from practitioners.

Standards: Expectations of expertise and performance. The usefulness of any set of standards will depend on how well they meet the needs of the client group.

Tangata whenua: People of the land, i.e., Māori.

Te Ao Māori: The Māori world.

Teaching Quality: Implies that the quality has to do with how a teacher is teaching. If there is a problem with teaching quality, it is not a problem with the teachers themselves but with the teaching methods or curriculum they are using.

Teaching Standards Framework: The competences and expertise that learners and the community expect in the performance of teachers.

Teaching Standards: Can include requirements for relevant qualifications and training, identified responsibilities and accountabilities, involvement in on-going professional learning, and adherence to an ethical framework. Teaching standards can be either formal (regulatory) or informal (voluntary), or a combination of both. It is about applying knowledge consistently in practice.

Tikanga: Culture and customs – the way of doing things.

Vocational Education and Training (VET): That part of tertiary education and training which provides accredited training in job-related and technical skills. It covers a large number of careers and industries like trades and office work, retail, hospitality, and technology. Tertiary education at non-degree level is sometimes referred to as further education or continuing education.

Wānanga: Tertiary education institution equivalent to a university based on mātauranga Māori and Māori tikanga.

Whānau: Extended family.

Introduction

4

"Underpinning the overall focus on the development of appropriate and relevant professional standards for Aotearoa New Zealand's tertiary teachers is the place of Māori as tangata whenua."

———

The objective of this paper, commissioned by Ako Aotearoa, the National Centre for Tertiary Teaching Excellence, is to inform and promote the debate on the establishment of professional standards across the Aotearoa New Zealand tertiary education sector. The paper is informed by findings drawn from papers and projects commissioned by Ako Aotearoa over the last ten years, as well as drawing on a range of international papers and initiatives largely focusing on the UK and Australian contexts, but also including some from other jurisdictions. These have been reviewed, summarised, and included as project highlights with the key themes of the papers reviewed included in Tables 1 and 2. These papers reflect the wide range of factors that impact on the issue of professional standards for tertiary teaching. Table 1 identifies the factors specific to the Aotearoa New Zealand context while Table 2 reflects a more international perspective of the issues, influences, and initiatives that are shaping the debate around professional standards. The focus of the debate and the paper is on the learner which is the driving ethos of Ako Aotearoa and which states:

> All our services aim to improve the way people deliver high-quality teaching. We want to bring about lasting change in the tertiary sector to enhance learner success (Ako Aotearoa, 2018).

It is important to note that the paper draws on considerable research from the university sector where much of the relevant study has been undertaken. This has resulted in the words 'university' and 'academic' being used in many of the quotes and citings. The word 'teacher' is added in parenthesis where appropriate to signify the generic nature of the teaching role across the tertiary sector.

In exploring the case for the implementation of professional standards across the Aotearoa New Zealand tertiary sector, it is recognised that developing and implementing professional standards in tertiary education is an issue that has been debated over many years and in a number of countries (James et al., 2015).

At the core of the debate is an understanding of the notion of 'professional standards', why the tertiary sector might need identified and explicit 'professional standards', and a clear explanation of the dimensions that are both explicit and implicit in this notion. In turn, the notion of professional standards lies under the overarching framework of professionalism and the dimensions of professionalism (James et al., 2015). It is also recognised that across the various papers, domains, and jurisdictions, there is degree of variability in the use of the terminology employed in the discussions about professional standards. In order to ensure clarity of meaning, a glossary of relevant terms is included.

Writing about the United Kingdom context, Greatbatch and Holland (2016) said that:

> As a result, for over two decades curriculum change has been driven by a range of organisational agents and by the funding of development programmes, together with an increasing emphasis on professionalising teaching in HE by challenging the assumption that whilst university staff [teachers] may be specialists in their subjects they are not necessarily experts in the practice of education. (p.10)

James et al. (2015) further stated that professionalism and professionalisation encompassed a number of parameters. They also noted that tertiary teaching failed to meet many of the criteria of a profession. Their discussion explored the explicit and implicit dimensions underpinning a 'professionalised' tertiary teaching sector and the implications for teachers, institutions, and funders of identifying and maintaining professional standards. As James et al. notes:

… unlike other professions there is no requirement for scholarly pre-service training and there are no registration requirements for practice. Similarly, there is no code of ethics or explicit, agreed set of professional standards. There are no requirements for professional learning and development to maintain one's fitness to practice. (p.2)

Underpinning the overall focus on the development of appropriate and relevant professional standards for Aotearoa New Zealand's tertiary teachers is the place of Māori as tangata whenua. It is imperative in a bicultural country such as Aotearoa New Zealand that any set of professional standards that is developed must be contextualised with the philosophies, worldviews, and values of tangata whenua. Aotearoa New Zealand professional standards must be relevant and reflect local objectives and culture, and indeed be imbued with Māori kaupapa.

This was highlighted in Priority 3 of the Tertiary Education Strategy 2014–2019 (Ministry of Education & Ministry of Business, Innovation and Employment, 2014) and emphasised by the Teacher Education Review Governance Group (2014). The critical importance of Priority 3 was further emphasised in 'Ka Hikitia: Māori Education Strategy – Accelerating Success 2013–2017' (Ministry of Education, 2013), where it noted that one of the critical success factors for tangata whenua and, in fact, across the tertiary sector, was high quality teaching supported by effective leadership and governance. Also, of critical importance is the cultural interface both implicit and explicit across the tertiary sector. Te Tauākī Ako provided a framework underpinning the approach of Ako Aotearoa in supporting Māori learners and educators and reflects a kaupapa Māori context that is an appropriate and relevant model for TEOs to follow (Ako Aotearoa, 2011).

The challenge in promoting the debate regarding the professionalising of tertiary education has been to find an approach to enhance the preparation and support for tertiary educators across the diverse and complex New Zealand tertiary sector that is acceptable to all stakeholders. Some impetus for this was provided by the 2007–2012 Tertiary Education Strategy (Ministry of Education, 2007), which expected 'quality teaching' and consequently expected institutions to deliver 'quality teaching' (Viskovic, 2009). It is implicit in this discussion that in delivering 'quality teaching', teacher professionalism and the adherence to professional standards are critical dimensions.

In seeking to establish a PSF for tertiary teachers in Aotearoa New Zealand, it needs to be clearly determined what professionalism and professional standards will offer the tertiary sector, how teaching quality will inform this, and how professional standards will contribute to overarching professionalism of the sector. This is a key focus of this paper and will be explored in some detail. Conversely, consideration should be given to what, if anything, the sector might lose should a PSF be implemented. As Sinnema et al., 2016 (cited in Chalmers, 2017, p.7) noted, there were claims that imposing standards might lead to a reductionist approach that impacts on professional autonomy and reflection and could also lead to an approach to teaching where teachers are compelled to demonstrate observable and measurable standards of practice but which are narrow and shallow in effectiveness. Chalmers goes on, however, to say that it is not the standards per se that lead to a narrow and shallow approach, but it is the way in which they are applied and the lack of appreciation of the complexity of the teaching endeavour which is the issue.

As many of the reviewed documents indicate, there are a significant number of positives to be gained from the tertiary teaching workforce seeking to develop professional standards and to becoming professional, but there are also a number of issues and questions arising from the recent research and literature that need to be considered. The whole picture is made more complex by the diversity and variety found within the Aotearoa New Zealand tertiary sector and the perspectives of the agencies that have oversight of it. This results in two broad strands, the University sector and the VET. There are, however, many common threads shared by both strands that any professional standards initiative should acknowledge. Perhaps the most significant is that all teachers in the tertiary sector are dual professionals: they have expertise in a discipline area and they are teachers.

It is against this backdrop that this synthesis has been undertaken. The report considers a range of documents, including reports of Ako Aotearoa-sponsored projects, and also explores a number of initiatives that have taken place in the wider international context. The discussion draws out themes from the projects sponsored by Ako Aotearoa and the literature in general, discusses key points that emerge, identifies challenges and issues, raises questions for consideration, considers the role Government agencies have to play, and tentatively suggests some possible ways forward for both the Higher and Vocational Education sectors with respect to the development of professional standards in Aotearoa New Zealand.

Context

5

"The interest and focus of professional standards are on continuing to enhance the quality of student learning through the enhancement of teaching quality and support."

In addressing the issue of professional standards for tertiary teachers, there are dimensions to the discussion that need to be unpacked. A shared understanding of terms is essential if the discussion is to be advanced. Perhaps the most important concept is the notion of professional standards itself and what is understood by this term in the context of tertiary teaching, what it encompasses, and what the development and adoption of professional standards would contribute to the tertiary sector, in particular to learners. Implicit within professional standards are teaching standards. These can be either formal (regulatory) or informal (voluntary), or a combination of both. Teaching standards can include requirements for relevant qualifications and training, identified responsibilities and accountabilities, involvement in on-going professional learning, and adherence to an ethical framework. There may also be requirements to provide evidence of teaching quality through metrics such as student pass rates and grades, together with course and university experience questionnaires. As mentioned above, such criteria may be formal or informal, or a combination of both the regulatory and voluntary factors.

The interest and focus of professional standards are on continuing to enhance the quality of student learning through the enhancement of teaching quality and support. Professional standards for tertiary teachers will provide a benchmark against which individual, programme, and institutional teaching quality can be assessed, recognised, and rewarded. As James et al. (2015) state when discussing the Australian Higher Education Standards framework:

> ...[A] Higher Education Standards Framework might provide a broad national frame of reference for a new idea of professionalism in higher education teaching. (p.8)

They go on to say:

> A nationally recognised framework of standards provides the opportunity for effective national and international benchmarking at both an institutional and individual level. At the individual level teaching staff will be readily able to evaluate their own teaching performance and goals against the standards. A standards framework allows individual staff to plan a career development pathway when these standards are integrated into promotion criteria. At the institutional level such a standards framework provides the basis of comparison with similar institutions and also the basis from which to improve quality and to recognise excellence. (p.28)

Subsequently, a Higher Education Standards Framework has been gazetted in Australia and is administered by the Tertiary Education Quality Standards Agency (TEQSA, 2015).

A further broad area for discussion is that of quality teaching and learning. Chalmers (2017), in discussing a teaching standards framework for the Australian Higher Education sector, suggested that institutional commitment to quality teaching was sporadic and that it had long been argued that there was a need for greater recognition and reward for teaching. This aligns with Coolbear's view that any scheme aiming to enhance tertiary teaching needs to be supported by a 'strong value proposition' (Coolbear, 2015a), a perspective that reflects the aim of Ako Aotearoa where it says, "All our services aim to improve the way people deliver high-quality teaching". The notion and delivery of quality teaching is vital, but identifying 'quality teaching' is challenging.

It is critical in looking to enhance teaching quality to be clear about what is understood by the notion of quality teaching. An OECD Report, produced by the Institute of Management in Higher Education (Henard & Roseveare, 2012), defined quality teaching as:

...use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services. (p.7)

While Henard and Roseveare (2012) identify the parameters of quality teaching, Greatbatch and Holland (2016) noted the difficulties in assessing whether teaching is 'quality'. They say that there is not just one metric available to measure quality teaching, but that currently quality teaching is assessed using a range of proxy measures. This is reinforced in a paper on teaching quality recently published by Universities New Zealand (2018) where they say:

Because teaching quality can be assessed in a number of ways ... it does not lend itself to reduction to one or two widely agreed measures. Instead there is a wide range of proxy measures that are used to infer where an institution probably has an effective quality system in place. (pp.4–5)

Chalmers (2017), in outlining her rationale for an Australian Professional Tertiary Teacher Standards (APTTS) framework that is designed to contribute to the evaluation, recognition, and rewarding of quality teaching, was more specific when she cited Henard and Roseveare's (2012) view that:

Quality teaching is the informed use of pedagogical practices in a values-driven culture, resulting in appropriate learning outcomes for students. It requires elements of the following:
· Environment – which supports teaching, provides services and support for students and staff, and engages in a wider cultural context.

· Professional Practices – which include the effective design of curriculum and course content, a variety of learning experiences based on evidence of how students learn, soliciting and using feedback, and effective assessment of learning outcomes.
· Attributes and Capabilities – inclusive of personal, relational, and professional qualities. (p.8)

Further, Henard and Roseveare (2012) went on to state:

Experience showed that fostering quality teaching is a multi-level endeavour. Support for quality teaching takes place at three inter-dependent levels:
· At the institution-wide level: including projects such as policy design, and support to organisation and internal quality assurance systems.
· Programme level: comprising actions to measure and enhance the design, content, and delivery of the programmes within a department or a school.
· Individual level: including initiatives that help teachers achieve their mission, encouraging them to innovate, and to support improvements to student learning and adopt a learner-oriented focus. (p.7)

Quality teaching then is an integral element of professional standards for teaching. As James et al. (2015) note:

...individual professionalism is an important and necessary element in ensuring quality and standards in higher education, but clearly other important factors must come into play as well, including resourcing and infrastructure, both physical and virtual. (p.6)

They also warn of the risks of not adhering to publicly stated and clearly defined 'professional standards' for tertiary teachers when they say:

There are risks to quality, standards, and therefore, to public confidence in higher education if there is a perception that the higher education workforce is ill-equipped or not explicitly equipped for the professional practice of teaching. (p.28)

The issue of quality teaching is a significant theme in the papers and projects reviewed in preparing this discussion. For example, the 'Taking Stock' report (Projects International, 2010) identified the inherent difficulty of identifying quality teaching, while Coolbear (2014) noted the potential for a growing level of teaching quality accountability to impact on universities. The review of higher education teacher competencies in Fiji sought to improve the quality of teaching and learning in Fiji (Te Whare Wānanga o Awanuiārangi & Ako Aotearoa, 2018, p.4). The EU Commission report on improving the quality of European teaching and learning (McAleese et al., 2013) clearly identifies its focus as improving the quality of teaching and provides a checklist for leaders, managers, and teachers.

Underpinned by the notion of quality teaching, the idea of professional standards is informed by the concept of a profession. This paper draws on the Professions Australia (2016) definition of a profession which they define as:

… is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.

The Professional Standards Council (nd) further elaborates:

…that for a profession to exist, there needs to be a professional body that can:
· Develop, educate, and ultimately enforce the group's professional standards
· Allow individuals to come together in a sense of community commitment
· Bind individual practitioners to each other through these commitments.

The Professional Standards Council goes on to state that 'professional standards' are those standards required by the profession and which are encouraged and monitored by a professional body. Such a body should generally be seen as self-regulating and should reflect the criteria of a profession as noted above. In turn, the notions of 'professionalism' and 'professionalisation' implies adherence to those criteria and standards.

Uniquely Aotearoa New Zealand: Mātauranga Māori context

Underpinning the overall focus on the development of appropriate and relevant professional standards for Aotearoa New Zealand's tertiary teachers is the place of Māori as tangata whenua. This was highlighted by Priority 3 of the Tertiary Education Strategy (TES) 2014-2017 (Ministry of Education & MBIE, 2014) and emphasised by the Teacher Education Review Governance Group (2014), when they stated:

… the Tertiary Education Strategy (TES) 2014-2017 (p.7) recognises the role of Māori as tangata whenua and Crown partners under the Treaty of Waitangi, and indicates that Tertiary Education Organisations (TEOs) must:
· enable Māori to achieve education success as Māori,
· protect Māori language and culture,
· contribute to the survival and wellbeing of Māori as a people. (p.25)

> **"Reflecting the importance of a mātauranga Māori ethos, Coolbear (2015a) suggested that where appropriate there could be separate foci on Māori and Pacific Peoples approaches."**

The Teacher Education Review Governance Group (2014) in its deliberation notes:

> ...tertiary education contributes to Māori cultural outcomes – such as greater knowledge and use of Māori language and tikanga Māori, and development of Mātauranga Māori. (p.7)

The critical importance of this priority was further emphasised in 'Ka Hikitia: Māori Education Strategy – Accelerating Success 2013-2017' (Ministry of Education, 2013), where it discusses one of the critical success factors:

> High quality teaching, supported by effective leadership and governance, makes the biggest 'in education' difference to student outcomes across all parts of the education sector.

This was reinforced by Tū Māia e te Akonga (Tertiary Education Commission, 2016), the Tertiary Education Commission (TEC)'s quality education initiative, which stated that the Commission will "...work with the sector to develop a 'blueprint' and action plan to embed effective teaching practice into teacher education and professional learning and development".

An important part of Aotearoa New Zealand's tertiary sector are the wānanga who aim to increase Māori educational success within a Māori cultural context. There are three distinct wānanga who were established to meet the needs of their iwi and hapū and teach using the tikanga, values, principles, and aspirations of the founding iwi.

The wānanga arose from the need to address the disparities that Māori have endured. Smith (2012) outlines the basis for the Kaupapa Māori theory, based on Māori principles of understanding, that is used in wānanga. Smith calls for educators to transform the lives of the learners and community while they recognise the cultural, structural, and political influences that can hinder learner success. Bidois (2007) summarises some of the approaches wānanga use when he states:

Kaupapa Māori assumes the power and knowledge base of Te Ao Māori (Māori world view), and validates and normalizes such notions as whanaungatanga, manaakitanga, and rangatiratanga. It refuses to accept ourselves as not being in control of our own lives but instead assumes our right and power to forge our own future. In a sense it is a proclamation of tino rangatiratanga whereby Māori take control of and assert their own destiny.

Wānanga have been operating successfully for 30 years and are an essential part of tertiary education.

The Hei Toko project (Apanui & Kirikiri, 2015) led by Ako Aotearoa, examined what good kaupapa-based Māori education practice required and then developed a resource that enables and empowers tertiary educators to reflect good kaupapa Māori-based education practice in their own unique context.

Reflecting the importance of a mātauranga Māori ethos, Coolbear (2015a) suggested that where appropriate there could be separate foci on Māori and Pacific Peoples approaches. This is a theme echoed in Smith and Te Rito's (2018) proposal to develop standards for foundation learning, where they stated that such standards need to incorporate evidence about effective teaching by educators, to include te reo Māori terminology, and to conceptualise any such model appropriately aligned with Māori language and culture by the use of a cultural metaphor. The review of the Fiji Higher Education approach to teacher competencies also provided a relevant approach and ideas when it identified the need for cultural alignment and the use of an appropriate cultural metaphor (Te Whare Wānanga o Awanuiārangi & Ako Aotearoa, 2018). This was also reflected in the Success for Pacific Peoples report (Alkema, 2014), where the importance of staff attitudes, beliefs, behaviours, and organisational practices was recognised.

The Hei Toko project (Apanui & Kirikiri, 2015), in examining what good kaupapa-based Māori education practice required, presented a number of exemplars covering the inclusion of these across the broad tertiary spectrum. These included whakamana (empowerment), where the tertiary education organisation focuses on ritenga whakaako (practices) that recruit staff and leaders with professional credibility and cultural and educational expertise, and also ensures that PLD that focuses on cultural knowledge and competency is adequately resourced (ibid., p.26). A further kaupapa is that of Ako (teaching, learning). This includes the:

> …provision and support of ongoing professional development for staff that strengthens the organisation/institution's ability to raise Māori learner achievement. (ibid., p.28)

And ensuring that the:

> …leadership shows a commitment to actively working on their own professional development with regard to Māori learner achievement. (ibid., p.28)

In trialling the resource, and through the feedback process, the factors that were identified as contributing to success for Māori learners focused on educators, learners and the institutions. Hei Toko emphasised the importance of these factors and of supporting tertiary educators to increase their knowledge of kaupapa Māori, to become familiar with kaupapa Māori good practice research, and to use it to inform their own practice. It stressed that there should be kaupapa Māori resources available to empower and encourage all tertiary educators. These resources should enable educators to operate in the Māori space, connecting them with both Māori and non-Māori learners through a set of shared values and philosophies. The resources should connect teaching and learning (ako) and identify areas where educators require professional support.

Of critical importance is the cultural interface both implicit and explicit across the tertiary sector. Te Tauākī Ako (Ako Aotearoa, 2011) provides a framework to underpin the approach of Ako Aotearoa in supporting Māori learners and educators and reflects a kaupapa Māori context that is an appropriate and relevant model for TEOs to follow. Te Tauākī Ako is currently being updated by Te Rūnanga Māori, the Māori caucus of Ako Aotearoa. Te Tauākī Ako identified 14 kaupapa that reflected the dimensions that organisations and educators working within a kaupapa Māori context needed to incorporate and address. These included whakapapa (the importance of understanding the origin and place of the organisation and the individuals in it, as well as understanding the beliefs and values of Māori in Aotearoa New Zealand); whakanui (valuing and respecting people and their contributions); and kairangi (focusing on excellence in the work being undertaken by individuals and the institution).

Pacific Peoples

Pacific Peoples was a further group identified in Coolbear's 2013 Needs Analysis. Ako Aotearoa commissioned Alkema to prepare a report to identify themes that lead to success for Pacific Peoples learners in tertiary education (Alkema, 2014). This report complemented the TEC's Pacific Peoples Framework 2013-2017 (Tertiary Education Commission, 2013), which in turn led on to the Pacific Peoples Operational Strategy (Tertiary Education Commission, 2017). A key objective of the Pacific Peoples strategy was: "ii. Continued and accelerated educational performance at all levels". Alkema's report provided evidence to inform tertiary education policy and practice which would contribute to success for Pacific Peoples learners. The report identified three pillars for success: People, Place, and Practices and Pedagogies. The report identified a number of frameworks and approaches that if adopted would improve the learning outcomes for Pacific Peoples learners. The report did not identify a specific 'Pacific Peoples' pedagogy. Rather it demonstrated the importance of interweaving the three pillars "…in a culturally responsive and inclusive way…" (ibid., p.15) to develop a sense of belonging and engagement in Pacific Peoples learners.

This was reaffirmed in the third recommendation made by Alkema which was to enhance:

> …professional development for tertiary educators on how to support organisational leaders and non-Pacific teaching staff to develop their knowledge in relation to culturally responsive approaches… (ibid., p.16)

Ways that educators can support Pacific Peoples learners are outlined in the 2014 report by Chauvel, Falema'a and Rean, where they advocate a strengths-based approach and provide guidance on how to facilitate a supportive familiar learning environment and how to support learners to transition to tertiary education. More recent work provides a Pacific Peoples success indicator tool (Luafutu-Simpson, Noa, Uta'I, & Petelo, 2018). Ryan, Kitone, and Fleming (2017) report on how to engage with Pacific Peoples learners in an industry training organisation perspective. The recommendations include better engagement with Pacific families and learner supporters, creating a culture of motivation and to contextualise and tailor learning.

The role of a student partnership

Within most tertiary organisations, students play a key role in quality processes to improve teaching. They have a role in providing feedback, involvement in decision-making, and through their achievement profiles. A recent paper published by Universities New Zealand (2018):

> …provides a summary of how teaching quality is assured in New Zealand universities, how staff develop their teaching practice and how good teaching is recognised and rewarded. (p.2)

It also emphasises the importance of:

> …the results of student satisfaction surveys and statistics around qualification completion and graduate outcomes. (p.5)

The paper goes on to identify the range of proxy measures used to assure quality teaching within the University sector in Aotearoa New Zealand. These include student evaluation processes, programme approval and accreditation processes, institutional accreditation, and academic audit reviews. A key element in the assurance of quality teaching across the University sector is the role of the Academic Quality Agency (AQA, 2018). As one of its critical roles, the Agency focuses on:

> …applying quality assurance and quality enhancement processes that assist universities in improving student engagement, academic experience and learning outcomes. (pp.1-2)

This includes a close engagement with the New Zealand Union of Students' Associations (NZUSA), with whom AQA signed a Memorandum of Understanding (AQA and NZUSA, 2017), that:

> …Empower(s) the role that student voice has in quality enhancement, and the specific students' associations who work towards enhancing student voice. (p.1)

The international model which the AQA-NZUSA partnership draws on is that of the Student Partnerships in Quality Scotland (2016). This is a publicly funded agency for Scotland's university and college sectors that aims to support student engagement with the quality of the learning experience and is an example of international best practice in this area. One of its objectives for addressing the goal above is contributing to the development of national quality guidelines and resources. A further example of student engagement in the quality of higher education has been the involvement of student organisations in the development and evolution of the United Kingdom Professional Standards Framework (UKPSF).

"As representatives participating in national tertiary education committees, students also contribute to the national discussion about quality teaching and learning."

As representatives participating in national tertiary education committees, students also contribute to the national discussion about quality teaching and learning. The New Zealand Union of Students' Associations (NZUSA), as well as having a Memorandum of Understanding with the Academic Quality Agency (AQA), also has representation on the Committee on University Academic Programmes (CUAP), the TEC Board, and the Learners' Advisory Committee.

A major study commissioned by Ako Aotearoa, and carried out by Heathrose Research (2012), explored the role of students in quality enhancement of tertiary teaching. This study involved Institutes of Technology and Polytechnics (ITPs), Universities, a Wānanga, and Private Training Establishments (PTEs). Heathrose Research found that student involvement in shaping their learning is a critical component in determining the quality of the student experience and is of value to the students who participate, as well as their organisations. The findings noted that it was important to see the students as 'partners' rather than 'customers', and that the partnership needed to be meaningful and genuine. The report identified a range of approaches to working with students, as well as a series of good practice features (Heathrose Research, 2012).

A further example of an approach involving the student voice is the review of Fijian Higher Education (Te Whare Wānanga o Awanuiārangi & Ako Aotearoa, 2018). The review engaged with a wide range of stakeholders including students and developed a tertiary teaching model that incorporated the views of the students. This demonstrated the need to 'close the loop' following any engagement or consultation with students about quality issues. In doing this, the report identified the importance of the tertiary education experience; reflecting the needs of the student body, of meaningful and accessible learning experiences, of facilitating credible graduate profiles for learners, and of the overarching importance of professional leadership (ibid.).

The professionalisation of tertiary teaching

The issue of professionalisation and the development of professional standards for tertiary teachers is an issue that Ako Aotearoa has been exploring for most of its ten-year existence. Peter Coolbear, the founding director of Ako Aotearoa, commissioned Alison Holmes to prepare a report on the 'Professional Recognition of Tertiary Teachers' (Holmes 2011). Holmes drew on the definition of professionalisation as noted by the Professional Standards Council (nd); the key points being adherence to ethical standards, attainment of specialised knowledge and skills derived from research, education and training, and the commitment to apply their expertise in the interests of others. Holmes' paper identified three overarching questions:

> Does membership of a professional body lead to improved practice and if so, how do we know? Can levels of membership and nature of membership influence the expertise of the members and their status in the community? Can legislation empower professional bodies? (p.5)

These were questions aimed at stimulating debate on the issue of tertiary teacher professionalisation. Coolbear (2015), in speaking about the debate regarding the professionalisation of tertiary teaching, further emphasised the part that teaching qualifications needed to play in any professionalisation process, while noting that, at that time, none of the New Zealand Universities or Institutes of Technology and Polytechnics required a teaching qualification as a pre-requisite for appointment of full-time teaching staff, which according to Professions Australia (2016) was integral to being accorded professional status. This situation, associated with the seeming complexity of the New Zealand tertiary environment, and seen in conjunction with Viskovic's (2009) literature survey relating to tertiary teacher development, led to Coolbear's concern regarding the support available for tertiary educators in Aotearoa New Zealand (Projects International, 2010). This perspective was reinforced by James et al. (2015), who noted that:

> Ultimately the quality of student learning and the quality of graduate outcomes are closely tied to the individual and collective professionalism of the people who teach in higher education. (p.1)

James et al. went on to add: "unlike other professions there is no requirement for scholarly pre-service training" (p. 2), which suggests teacher training should be an integral component of any move to professionalise tertiary teaching.

Coolbear had previously commissioned a review of the tertiary teacher qualifications available in Aotearoa New Zealand. This was the 'Taking Stock' report (Projects International, 2010). In the foreword, he commented that the capability of staff in the sector, and the way they were supported to develop their practice as educators, was an important driver of quality tertiary education. This led to Coolbear noting:

> ...it is hard to avoid the conclusion from this report that a renewed debate on effective preparation of new tertiary teachers and ongoing professional development for established practitioners is overdue in this country.

Coolbear further elaborates on this in the appendix of the consultation document for the Mandatory Review of Teacher Education qualifications (Teacher Education Review Governance Group, 2014), when he cited the growing debate regarding tertiary teacher professionalisation and the on-going work in the UK, Australia, and Aotearoa New Zealand, exploring the regulation of the profession with respect to the need for teaching qualifications and the introduction of performance standards.

The Challenge

The challenge in promoting this debate has been to find an approach to enhance the preparation and support for tertiary educators in delivering quality teaching within a PSF, encompassing the diverse and complex New Zealand tertiary sector that is acceptable to all stakeholders. As noted above, some impetus for this was provided by the 2007–2012 Tertiary Education Strategy (Ministry of Education, 2007), where it stated that it: "...expected quality teaching and for institutions to support this", although the Tertiary Education Strategy did not specify or indicate mechanisms for the improvement and maintenance of 'quality teaching'. The next Tertiary Education Strategy document, 2010–2015 (Ministry of Education, 2010), continued to recognise the importance of teaching in the tertiary environment, but again did not specify mechanisms or strategies to bring this about. It is interesting, and possibly concerning, to note that the current Tertiary Education Strategy (Ministry of Education & Ministry of Business, Innovation and Employment, 2014) does not mention anything specific about teaching quality or standards. Another challenge is that of determining whether the teaching is quality teaching and whether it meets the criteria of excellence. The concept of excellence is implicit within the notion of quality, i.e., how effectively is teaching delivering against the quality dimensions. However, as Greatbatch and Holland noted (2016), defining excellence is a contested area. They stated:

> The situation is complicated by the fact that excellent teaching is not only down to the individual teachers and the learners they work with, but also the supporting resources and systems, which facilitate the learning process. (p.5)

As a contested concept, there are many and varied attempts at defining excellence (Greatbatch & Holland, 2016, p.5). Consequently, a definition of teaching excellence is likely to be less than helpful in establishing a PSF, but of interest are criteria that can provide indicators of excellence. Perhaps those of most relevance in this context are those developed by the Australian Learning and Teaching Council (Devlin & Samarawickrema, 2010 (cited in Greatbatch & Holland, 2016, p.22)). These are:

1. Approaches to teaching that influence, motivate and inspire students to learn;
2. Development of curricula and resources that reflect a command of the field;
3. Approaches to assessment and feedback that foster independent learning;
4. Respect and support for the development of students as individuals; and
5. Scholarly activities that have influenced and enhanced learning and teaching.
(ALTC, 2008)

Professional recognition

7

"A further critical element of a professional organisation as identified by Professions Australia ... is a Code of Ethics or Practice."

The issue of the professional recognition of tertiary teachers was addressed by Holmes (2011), when she looked at the nature of professional bodies in Aotearoa New Zealand and the United Kingdom including: the New Zealand Nursing Council (NZNC), the New Zealand Teachers Council (NZTC), the Institute of Professional Engineers of New Zealand (IPENZ), as well as the Higher Education Academy (HEA) and the Institute for Learning (IfL) in the UK. In reviewing the benefits of professionalisation, Holmes noted that these organisations:

> ...work in conjunction with education providers to create and accredit programmes which enable students to achieve the required knowledge base; they maintain registers of members; they provide 'certificates of practice'; they promote and advocate for the profession; they work internationally; and they provide benefits for members. (ibid., p.4)

Holmes' report also noted that the professional bodies studied all set educational standards, oversaw and assured the quality of education provision, monitored and oversaw the work contexts, and ensured members participated in PLD In exploring the pathway to professionalisation, Holmes noted the initiative undertaken by the HEA in developing the UKPSF, now known as the PSF. The HEA assesses participants against the PSF and can award professional recognition as 'Fellows'.

Holmes identified a number of benefits of professionalisation that, included: setting and overseeing qualifications, specifying and monitoring PLD, identifying and maintaining standards, and managing membership and membership criteria. There are, however, salutary lessons to be learned from the relatively brief existence of the UK Institute for Learning (IfL). The IfL was a professional body established by practitioners (teachers, tutors, trainers, and student teachers), focused on the UK education and training sector (vocationally-based education), to support the membership. The objective of the IfL, which existed between 2002 and 2014, was (The Institute for Learning, 2009):

> ...to promote education and training for the public benefit by enhancement and maintenance of the quality, standards and practice of teaching and learning.

Although the IfL was a practitioner-developed organisation, it became 'a gatekeeper' organisation charged with overseeing compulsory registration and membership following the UK government's move to make membership of the IfL mandatory subsequent to the release of The Dearing Report (1997). With this responsibility, the organisation grew rapidly and required a large bureaucracy in order to cope with its expanded role. A change of government led to voluntary membership being re-imposed on the sector and associated with that move the government required the IfL to become self-funding. This effectively sealed the organisation's fate, as many members chose not to pay the subscription fee and thus allowed their membership to lapse. The IfL was consequently unable to bring in enough funds via membership fees to sustain its operation so was forced to close down in 2014. Nonetheless, valuable elements of the organisation remain. These include the online self-assessment tool and the code of practice for members of the Education and Training Foundation (ETF) that took over the IfL legacy role under the auspices of the Society for Education and Training (SET).

A further critical element of a professional organisation as identified by Professions Australia, and which is inherent in the professions Holmes looked at, is a Code of Ethics or Practice. This is reinforced in the 'Joint statement of principles for professional accreditation' developed by Universities Australia and Professions Australia (2016). There is an irony implicit in this agreement, as indeed there is in the Aotearoa New Zealand context, because neither system requires the teachers, who educate the professionals for professional accreditation, to be professionally accredited as teachers and to adhere to a code of ethics. In fact, such a code is missing from many if not all Aotearoa New Zealand's TEOs. The development of such a code is seen here as a critical element

in the debate about professional standards, but it needs to be developed and owned by the sector. An example of a code of ethics from the higher education domain, developed by the professionals and adhered to voluntarily, is that from the Canadian Society for Teaching and Learning in Higher Education (Society for Teaching and Learning in Higher Education, 1996).

Standards

Aligned with the notion of profession is that of 'Standards'. Standards reflect the levels of knowledge, expertise and application that are expected in the performance of a role or task. From an educational perspective, the definition of standards, developed by Adult and Community Education (ACE) Aotearoa, provides a clear statement of the meaning of standards relevant to the education sector (ACE Aotearoa, 2018):

> Standards are expectations of expertise and performance. It is not enough to know how to teach, this knowledge must be applied consistently in practice. The usefulness of any set of standards will depend on how well they meet the needs of the learners, tutors and providers.

Among other developments has been the establishment of professional standards in a number of areas in the tertiary sector, both in Aotearoa New Zealand and internationally. These include those developed by Smith and Te Rito (2018), who produced a Foundation Learning Professional Standards Framework as a component of the He Taunga Waka project.

The development of the ACE Aotearoa standards is an interesting model (Prebble, 2014). In 2012, Professor Tom Prebble was commissioned by ACE Aotearoa to develop draft practitioner standards for the ACE sector. Taking the notion of 'standards' to be, "...expectations of expertise and performance", the report was predicated on the view that "... it was not enough to know how to teach, such knowledge needed to be consistently applied in practice" (Prebble, 2014, p.3). The key elements of the draft standards, reflective of mātauranga Māori, that have subsequently been adopted by ACE and incorporated into the model are: Rangatiratanga (learner-centred), Whakawhanaungatanga (relationships), and Manaakitanga (care/nurture/hospitality). These are underpinned by notions of ako (teaching and learning), which in turn are guided by tikanga (practices and protocols). The ACE model was further developed by ACE practitioners who have contributed to the development of a framework that involves seven

standards with key indicators and who undertake to adhere to its criteria (ACE Aotearoa, 2018). These standards are used for evaluation, quality enhancement, training, certification, accreditation, and reputation building for the ACE sector.

Perhaps the most significant initiative and the one that has had the widest reach, certainly in Higher Education, has been the development of the UKPSF. Initially developed by the UK Higher Education Sector in 2008, the Framework is a sector-led initiative and has not been governmentally imposed. The development process involved higher education teachers, student groups, university leadership bodies, the Quality Assurance Agency (QAA) and the Higher Education Academy (HEA). The UKPSF was revised in 2011 (Higher Education Academy, 2011), promoted by the HEA and has subsequently gained traction across the UK and internationally. The UKPSF:

> ...provides a means to comprehensively benchmark, develop, recognise and reward teaching and learning roles in higher education. (Turner et al., 2013, p.6).

Now renamed the PSF in recognition of its now global reach, the PSF is administered under the auspices of Advance Higher Education. Advance Higher Education (2018) came into being in March 2018, following the merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education in the UK. Advance Higher Education's purpose is to advance the professional practice of higher education to improve outcomes for the benefit of students, staff and society. Advance Higher Education is jointly owned by Guild HE and Universities UK. Currently there are more than 100,000 fellows who have undertaken the formal recognition process, met the standards and have been granted recognition. This number includes New Zealand tertiary teachers that have applied directly to HEA/Advance Higher Education. Some organisations supported the direct application to achieve recognition such as Unitec, Victoria University and Canterbury University. Two institutions, Massey University and AUT University,

are accredited with HEA/Advance Higher Education and are able to grant recognition to any of their own staff that have undertaken the programme.

The PSF describes the dimensions of professional practice with respect to core knowledge, areas of activity, and professional values for teaching and teaching support roles in Higher Education. Within each of these three dimensions that contribute to the performance of teaching and which support learning are a number of sub-groups. These are in turn reflected in the four professional standing descriptors. These descriptors encompass the full range of teaching and support roles and align with the HEA Fellowship scheme, i.e., Associate Fellow, Fellow, Senior Fellow and Principal Fellow, and provide a pathway for teachers for their development, performance enhancement, and recognition. The PSF is a flexible and strategic tool facilitating sequential development of practitioners enabling them if they wish to move through the four levels (descriptors) and may be used in a number of ways to raise the status and quality of professional teaching.

A Review of the UKPSF led by Turner found that the PSF had been well received by the UK Higher Education sector and was seen as being influential in changing institutional practice (Turner et al., 2013). In particular it influenced institutional PLD courses, shaped accredited courses, supported reward and recognition of teaching, and influenced institutional policy and strategy. A number of other reviews of the PSF have been undertaken, including one by van der Sluis, Burden and Huet (2016) who stated:

> The findings presented here suggest that participation in a recognition scheme stimulates scholarly activities related to learning and teaching. (p.8)

The positive impact on professionalisation of teaching has been further supported by Zeitzeva, (2016), who investigated the relationship between student engagement and the professional recognition of teaching standards (as indicated by teachers holding an HEA fellowship). The research, carried out for the HEA, has shown encouraging evidence of a positive relationship between the percentage of teaching staff that have gained professional recognition and student engagement with their learning.

Of further interest in the Aotearoa New Zealand context is the model derived from the PSF that has been developed at AUT (Auckland University of Technology) by the AUT Centre for Learning and Teaching (2018). Their approach, termed Ako Aronui, has been to contextualise the PSF for Aotearoa New Zealand by integrating it into a Kaupapa Māori framework that includes values and beliefs (Buissink, Diamond, Hallas, Swann, & Sciascia, 2017). By embedding the Māori value of manaaki, this framework is having an impact throughout the University as evidenced by an increasing number of Ako Aronui graduates and the integration of Ako Aronui into the AUT University strategic plan (Buissink, Diamond, Hallas, & McIsaac, 2018).

The background and philosophy in the Ako Aronui programme is underpinned by the Ako Aronui framework (AUT Centre for Learning and Teaching, 2018):

> The dimensions to this framework have been taken from the UKPSF and contextualised with Māori philosophies, worldviews and values... The Ako Aronui framework contextualises this [UKPSF] so that it is specifically relevant to the Aotearoa New Zealand environment and also AUT's special character and values.
>
> The framework consists of three key dimensions:
> · Hei Mahi: Areas of Activity;
> · Ngā Uara: Professional Values; and
> · Māramatanga: Core Knowledge.

The UK Further Education and Training sector is an area of relevant interest and activity. Following the decision of the IfL to close, as was mentioned earlier, it then gifted its resources to the Education and Training Foundation (ETF), which had been established to improve professional skills and standards in the Further Education and Training sector. The ETF then developed and released, under the umbrella of the Society for Education and Training (2014), a framework of aspirational professional standards for teachers and trainers to appraise and improve their own practice (Education and Training Foundation, 2014). It sets these standards and provides support to ensure learners and employers benefit from a well-qualified, effective and up-to-date professional workforce. The ETF standards are set around three key domains: professional knowledge and understanding, professional values and attributes, and professional skills (these are remarkably similar to the dimensions of the PSF). The ETF has also established an online self-assessment tool, a Qualified Teacher Learner Skills (QLTS) qualification, and a status roadmap. The online self-assessment tool is highly regarded in the Further Education and Training field (Society for Education and Training, nd).

The Australian tertiary environment has also been wrestling with the notion of professional standards. Krause et al. (2012) discussed the range of initiatives related to the development of teaching and learning standards taking place in the Australian higher education sector at that time. The paper mapped the key elements in the Australian higher education system with respect to learning and teaching. It linked these to quality improvement and quality assurance processes. However, while a teaching standards framework was proposed, there was no corresponding learning standards framework and this was an issue that they felt needed to be addressed. In turn, they suggested a possible structure for a multi-tiered learning standards framework with tier one at department/discipline level, tier two at institution level and tier three at a national level.

The Australian University Teaching Criteria and Standards (AUTCAS) project was funded by the Office of Learning and Teaching (OLT), and developed a framework for universities to use to assess quality teaching performance and outcomes (Chalmers et al., 2014). The project resulted in an indicative framework with seven criteria and a recommended portfolio approach for use within an institution (Australian University Teaching Standards, 2015). This framework has received wide endorsement across the sector. The framework has had a significant impact in Australia with two-thirds of Australian Universities and a number of private providers engaging with it. The proposal emphasised the importance of being evidence-based and that the evidence should be presented in portfolio form. The evidence would be assembled in line with the seven criteria. Chalmers, who co-lead the project, noted that the term 'teaching' encompasses the full range of teaching contexts. The evidence elements are presented as a matrix with minimum attainment standards identified for the various levels.

Subsequent to this work, James et al. (2015) (in a further project sponsored by the Australian OLT), looked at the quality and status of teaching in the Australian higher education sector and suggested that Australian Higher Education would benefit from more explicit and robust approaches to the professionalisation of teaching in Higher Education and presented a range of arguments, ideas, strategies and mechanisms for achieving this.

Following this, there has been further activity in the Higher Education (University) sector in Australia. Professor Denise Chalmers was funded to develop a draft set of Australian Professional Tertiary Teaching Standards (APTTS) (Chalmers et al., 2015). This project was designed to extend and embed the AUTCAS initiative, to develop a set of nationally endorsed tertiary teaching standards and to explore and trial peer review as a process for assessing teaching against these standards. The draft framework included standards that could be applied at sector, institutional, organisational unit, or individual level and was similar to the approach taken for the implementation of the APTTS in February 2011. The APTTS was developed around three dimensions—Environment, Professional Practice, and Attributes and Capabilities that are not unlike the UKPSF dimensions that the project drew on. Professor Chalmers also discussed the APTTS framework in the context of the New Zealand environment in March 2016 where she outlined her criteria for recognising and rewarding teaching.

In a report on the proposal for the framework of Australian Tertiary Teaching Standards (ATTS), the word Professional has been dropped because the sector felt it was unnecessary. This is being released for wider consultation. Associated with this is a proposal that those engaged in the ATTS need be involved in a peer review process. Chalmers has drafted a proposal for this approach and included it in her discussion document. Further, the ATTS is seen as a first step, with the consultation process providing direction as to whether accreditation should follow (Chalmers, 2017).

Ireland also has a National Professional Development Framework for all staff who teach in Higher Education (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016). This framework incorporates five domains: personal identity, professional identity, professional communication and dialogue, professional knowledge and skill, and personal and professional digital capability. While not a mandatory requirement, the framework is focused on engagement in professional development and is underpinned by a reflective and evidence-based approach designed to empower staff.

Of particular interest and relevance to the New Zealand Higher Education sector is the paper recently published on the Universities New Zealand website, and previously referred to, entitled 'University Teaching Quality' (Universities New Zealand, 2018). This paper looks at how university teaching is quality assured, how teaching practice is developed, and how quality teaching is recognised and rewarded in New Zealand Universities. The paper noted that defining teaching quality requires a range of proxy measures. These include: student evaluation of teaching, student satisfaction surveys, overall student achievement rates, Teaching Excellence awards, incorporation of student evaluations in the promotion process, and Academic Quality Agency (AQA) audits. The paper noted that there was a constant need for upskilling of teachers because of changing assessment processes, digital provision and student diversity. The paper also implied that teacher training for university teachers is largely voluntary except for some compulsory induction programmes. It went on to add that while professional development programmes are offered, there is no requirement to attend, nor to have attendance registered and recognised. While there are clearly a range of mechanisms to ascertain indications of teacher quality, as James et al. (2015) noted:

> Ultimately the quality of student learning and the quality of graduate outcomes are closely tied to the individual and collective professionalism of the people who teach in higher education. (p.1)

The absence of any defined or codified set of professional standards for teaching will inevitably mean that despite the range of quality indicators available, there will be considerable variability in the teaching across the sector.

Accreditation

"Quality teaching is not an optional extra. Higher education teachers should be trained as teachers." (McAleese et al., 2013, p.6)."

———

'Accreditation', and what is understood by that term, is a further dimension arising out of Holmes' paper (2011) and Ako Aotearoa's interest in the professionalisation of tertiary teaching. The New Zealand Standards and Accreditation Act 2015 (Parliamentary Counsel Office, 2015) defines accreditation as providing:

> ...formal recognition of competence to carry out approved services after that competence has been evaluated against set requirements.

Associated with this are requirements set by the accrediting body to maintain competence, and that generally means undertaking PLD in order to maintain accredited status. Following on from Holmes' (2011) initial work, Ako Aotearoa commissioned Suddaby and Holmes (2012) to explore options for an accreditation scheme for New Zealand tertiary teachers. This paper looked to promote discussion about the establishment of a voluntary accreditation scheme for tertiary teachers, how it might improve the professional standing of tertiary teachers in New Zealand and how it might contribute to the enhancement of the quality of tertiary teaching across the sector (ibid., p.3). In developing their discussion, Suddaby and Holmes also noted the increasing international interest in the professionalisation of tertiary teaching. Of particular significance in the discussion was the recognition that tertiary teachers are 'dual professionals'; as well as being teachers, they are experts in their discipline area, and any accreditation scheme would need to recognise this. This is reinforced by James et al. (2015), in the first of their principles for professional recognition:

> Disciplines are *key* to understanding the professional practice of teaching in higher education: disciplinary knowledge and the shared values of disciplinary communities are central to academic identities and academic professionalism, even within inter- disciplinary and multi-disciplinary environments. (p.21)

They went on to say that a deep knowledge of the relevant discipline is critical for an effective tertiary teacher, the challenge being, as Bain (2011, cited on p.16, James et al.) stated:

> To create a new kind of professor *[teacher]* who understands both the discipline and how it might be learned, we must change the way we develop young scholars and support existing ones.

The value placed on tertiary teaching through the process of ranking excellence generally emphasises discipline knowledge and research expertise as opposed to teaching excellence. This is highlighted by Greatbatch and Holland (2016), when they write:

> Ranking metrics are generally regarded with caution, as the most respected rankings are based more on research excellence rather than any consideration of teaching excellence. There is little evidence in the literature on qualitative metrics, although a number of authors comment on the desirability of quantitative metrics of teaching quality being supported by some form of peer review, accreditation, visit or audit. (p.6)

In the proposal and a subsequent business case developed by Suddaby and Holmes (2012a) for an accreditation scheme for the Aotearoa New Zealand tertiary sector, they acknowledged the dual role of tertiary teachers, but in doing so also recognised that most tertiary teachers were employed, first of all, for their disciplinary knowledge. Employers of tertiary teachers seemed to assume that it was possible for an employee to learn the skills of teaching on the job. This sends the message that teaching is of lesser value than discipline knowledge, but if the learner experience is to be valued, learning teaching should not be left to chance. Both discipline knowledge and teaching expertise are important and should be emphasised in the tertiary role. Establishing professional standards and a PSF that incorporates both teaching and discipline knowledge criteria would provide assurance for the learners, confidence to the teachers, and credibility to the institution as well as future proofing the learning environment.

Suddaby and Holmes saw the accreditation of tertiary teachers as a mechanism to provide tertiary teachers with recognition of their teaching expertise and standards of practice, as well as supporting and incentivising enhanced professionalism across the sector. Their case, while generally well received by the sector was, as Coolbear (2015, p.1) later noted: "not likely to be well received by the Minister of the time". In addition, the Tertiary Education Union (2013) identified key issues the proposal had not adequately addressed and that would need to be resolved. As a result, further work on an accreditation scheme was not proceeded with. However, Coolbear (2015) reaffirmed Ako Aotearoa's commitment to a voluntary professional accreditation scheme for all tertiary teachers. He reinforced the need for such a scheme to have a "… strong value proposition to tertiary educators" (ibid., p.3). He went on to say that such a scheme needed to be recognised and valued by employers, support performance recognition, career progression, and be cost-effective.

Coolbear (2015) supported the establishment of a voluntary accreditation scheme, but he acknowledged that there were significant challenges associated with the introduction of such a scheme across the tertiary sector, even a voluntary scheme. The need for and benefits of such a scheme needed to be clearly articulated. The development of such a scheme would need to be undertaken by the sector. And the benefits would need to extend across the sector to encompass teachers, learners and employers and be acceptable to the teacher organisations, the employing institutions, and the Government. Agreement then is required across the sector as to both the need for and benefits of such a scheme. Credible benchmarks are required. The dual roles of tertiary teachers must be recognised, as must the current experience and expertise of teachers. Such a system should complement current quality processes. A major issue is whether accreditation should require a training component and PLD, as well as the importance of recognising teachers' current expertise and experience. Accreditation, as Coolbear (2015) emphasised, should be voluntary and not become the management tool that the Tertiary Education Union was concerned about in their response to Suddaby and Holmes' initial proposal.

Employer groups must also be on board, as there will be a cost both in time and money to introducing such a scheme. A major factor in the establishment of an accreditation scheme is the issue of an appropriate body to manage and administer the scheme. In their paper outlining a proposed business case for the establishment of an accreditation scheme for Aotearoa New Zealand tertiary teachers (January 2012), Suddaby and Holmes suggested an appropriate organisation to manage the process would be Ako Aotearoa. They took the view (2012, p.3):

> "…that such a scheme aligns most appropriately with Ako Aotearoa's vision of ensuring the best possible outcomes for learners and its position as an independent organisation created to provide services to the entire tertiary sector.

International trends are moving in the accreditation direction. The PSF is gaining traction, the ATTS proposal in Australia is progressing and the EU is looking to move towards a more professionalised tertiary teaching workforce by 2020. To cite Chalmers (2017):

> … the European Commission high-level group for the modernisation of higher education "has put quality teaching and learning at the top of its agenda". This group argues that improvements to the quality of teaching and learning in higher education can bring about a 'sea change' for Europe's future (McAleese et al., 2013, p.6). (p.2)

This European Commission report, led by Mary McAleese (ibid.) went on to note:

> Quality teaching is not an optional extra. Higher education teachers should be trained as teachers. Europe already has a quantitative goal that 40% of its young people should achieve higher education qualifications by 2020. To ensure the quality of those qualifications, we need a stated goal that every teacher in higher education should be a trained professional teacher by the same date. (p.34)

Training and qualifications

10

A major area for consideration in the development of a PSF is the place of training and qualifications. Subsequent to the Suddaby and Holmes report (2012) that looked at the issue of accreditation and professionalisation, including the issue of professional qualifications for tertiary teachers, there has been a considerable amount of activity in this area, both within Aotearoa New Zealand and internationally. In 2014, a mandatory review of tertiary Teacher Education qualifications was undertaken by the Teacher Education Review Governance Group (2014), which was a group set up by the New Zealand Qualifications Authority. This review was established to reduce the proliferation and duplication of qualifications that had been identified in 'Taking Stock', the Ako Aotearoa commissioned review of teaching qualifications. This review identified 81 qualifications intended for the education and training of tertiary teachers, of which 62 were 'active' (Projects International, 2010). The report noted that despite the wide range of qualifications available, the number of completions was very low. In addition, the report was critical of the content of the graduate profiles and outcomes statements, which it described as variable and it was often difficult to discern between expected outcomes at different levels (on the Qualifications Framework). The mandatory review addressed these issues by developing a consistent and coherent suite of qualifications for tertiary teacher training up to Level 6 on the Qualifications Framework. As a consequence of the review, new qualifications for tertiary teachers up to Level 6 on the New Zealand Qualifications Framework are now available (New Zealand Qualifications Authority, nd), greatly reducing the large number of tertiary teaching qualifications identified in the 'Taking Stock' report. These qualifications are primarily targeted to the vocational, training and foundation areas.

During the past few years, there has also been considerable discussion in Australia about the issue of professional qualifications for the VET sector, but no consensus has emerged even though a Department of Education and Training (DET) report (Tyler & Dymock, 2017) recommended a VET professional association be established to 'professionalise' the sector. As in Aotearoa New Zealand, the variability across the sector makes achieving a consensus challenging. The arguments for a professional association are largely based on the need for a set of professional standards, the need to manage and monitor PLD, and to provide a voice for the professionals. But the associated costs and who pays them are a major issue. However, a requirement in the Australian VET sector is that when training providers are registered on the Australian Quality Training Framework (AQF, 2013) as Registered Training Organisations, the trainers must have relevant vocational competence, as well as a relevant training qualification (a Level IV certificate or higher) (AQF, 2013a). This requirement has been in place for some years and is often used as a pre-service requirement before a teacher may be employed. The qualification has strengths and is a minimum entry requirement for those wishing to teach in the Australian VET sector. However, despite this there is discussion about the efficacy of this qualification as preparation for teaching in a rapidly changing environment. Major criticisms of Certificate IV include the fact that there is a lack of focus on teaching strategies, assessment, how students learn, the psychology of learning, learner feedback and classroom management. Also, there is no emphasis on the PLD development that is seen as an essential element in a rapidly evolving pedagogical environment (Tyler & Dymock, 2017).

In considering a PSF and relevant qualifications, the issue of training must be considered. As dual professionals and as the 'Taking Stock' review noted, tertiary teachers are usually appointed on the basis of their discipline knowledge. Following the Mandatory Review of Tertiary Teaching Qualifications on the New Zealand Qualifications Framework, there are now effective and appropriate teaching qualifications to complement the discipline expertise of those involved in teaching at the vocational level in the tertiary sector (Teacher Education Review Governance Group, 2014). Such qualifications enable teachers to meet the increasing diversity and changing demands and expectations of the sector and enable them to identify as 'trained teachers'. However, there are still challenges. One of the most significant is that of encouraging those trained tertiary teachers to undertake PLD in order to ensure that their currency as teachers and, more specifically, as trained teachers, is maintained. Issues such as time, cost and opportunity all impact this. Without a professional recognition scheme and explicit requirements to maintain currency as teachers, involvement in PLD is largely optional and often of low priority in the very busy lives of tertiary teachers.

It is clear that the requirement for tertiary teachers to undertake training is more evident in the Vocational sector than in the University sector. It is more directive and the qualifications are more readily available, e.g., the consultation document written to support the review of Teacher Education Qualifications appends a draft set of professional standards for the ITP Metro Group. And it is clear from a number of ITP websites that there is an expectation that new tertiary teachers will complete a teaching qualification within a set period of commencing their role although it is unclear as to whether there are implications for not doing so. Also, the draft standards document prepared by Prebble (2014) for ACE Aotearoa clearly entails an expectation that ACE tutors will undergo PLD in order to meet and maintain teaching standards. The Foundation Learning Standards Framework (Smith & Te Rito, 2018) provides an explicit basis for tutor training in the foundation learning field. And from an international perspective, there is the requirement for Australian VET tutors to undertake the Certificate IV qualification.

However, unlike the compulsory education sector, tertiary education providers haven't in the past been required to insist on pre-service training and attainment of a relevant qualification as a teacher prior to employment. In reality they have largely been unable to given that tertiary teachers' discipline knowledge base has generally been built up over years of focused practical experience or study and is usually the basis for their employment. This scene is changing, albeit slowly. Some Australian universities now offer their PhD students the opportunity to complete a teaching qualification (e.g., a graduate certificate) if they are intending to follow an academic [teaching] career. In the UK, a number of institutions require staff to have an HEA fellowship as a pre-requisite to appointment. Elsewhere in Europe, universities in countries such as Sweden and Norway require some weeks of full-time training in pedagogy prior to taking up their teaching roles. And in Aotearoa New Zealand, as mentioned, many ITTPs now require teaching staff to attain a teaching qualification, while a number of New Zealand Universities offer the opportunity to academic staff to undertake a postgraduate teaching qualification or to attain PSF recognition.

Nonetheless, there are challenges in establishing a pre-service training regime, so the debate that needs to be had is about how to encourage institutions to meet the challenge of ensuring high quality teaching, of providing opportunities and motivation for teachers to undertake in-service teacher training and development, and of ensuring that the teachers and their teaching meet the highest standards with respect to promoting student learning. The challenge is fundamentally that of convincing all tertiary institutions to voluntarily implement the Productivity Commission's recommendation in their report 'New Models of Tertiary Education', which stated that (Productivity Commission, 2017, p.389) "students deserved professional competent educators". It went on to recommend that standards for New Zealand tertiary teachers needed to be developed and adopted with their recommendation:

Providers should develop and adopt frameworks of standards for tertiary teaching suitable for New Zealand's tertiary education system, for assessing and rewarding the capability and performance of tertiary teachers. (ibid., p.389)

With respect to the New Zealand University sector, it was clearly implied in the recent paper published by Universities New Zealand (2018) that no universities require their teachers to attain a teaching qualification, although opportunities to do so are available. In light of Universities New Zealand's perspective, it is interesting to reflect on the recommendation of the Productivity Commission (2017) noted above.

This is of interest because the Universities New Zealand paper outlines the importance of quality learning and teaching in New Zealand universities and lists a range of proxy measures used to assure quality. However, it also demonstrates the 'voluntary' nature of professional preparation for a teaching role in the New Zealand university system, as well as the lack of any standards to be attained and any level of professionalism to be maintained, for example, no code of teaching ethics and no requirement to undergo PLD related to teaching and learning. Nonetheless, options to attain recognition for teaching expertise are available either through internally delivered post-graduate programmes or via an externally accredited programme such as the PSF.

Meeting the needs of mātauranga Māori

"The platform for enabling and enhancing Māori learner success across the Aotearoa New Zealand tertiary sector has been laid through the development of Ka Hikitia and Tū Māia e te Ākonga."

___

In a paper entitled 'Doing Better for Māori in Tertiary Settings', Chauvel and Rean (2012) identified a range of barriers impacting rangatahi (young people) that prevents them from achieving parity of success with the wider tertiary student body. Coolbear (2013) saw this lack of parity as one of the priorities for tertiary teachers to address. A number of the barriers were pre-tertiary, but Chauvel and Rean also identified barriers in the tertiary domain. As they stated:

> Conversely, in terms of critical barriers, it is the presence of institutional structures that contribute to tertiary education environments that are unfamiliar, unwelcoming, culturally foreign, and isolating for Māori learners, that are identified as negatively impacting on Māori learners' experiences in tertiary education. (ibid)

They went on to note the following factors underlying this included:
— poor learner interactions with teaching staff
— unequal power relationships between teachers and learners
— staff who are culturally incompetent and lack academic and cultural knowledge
— staff and management who hold lesser expectations and belief in Māori learners' abilities
— an absence of culturally appropriate academic and pastoral support
— institutional programmes, curriculum and activities where Māori learners' experiences, values and culture are absent or "added-on".

However, they also identified a number of factors that enabled Māori learner success within this area of focus:
— effective teacher relationships and interactions
— quality teacher delivery
— Māori cultural values and tikanga being central to learning
— integration of Te Ao Māori in assessment.

The paper went on to state that:

> A culturally appropriate and relevant learning environment is identified in the literature as fundamental to Māori doing well in a tertiary setting. (ibid.)

The Chauvel and Rean paper also cited Alton-Lee (2003), who wrote:

> ...high achievement for diverse groups of learners is an outcome of the skilled and cumulative pedagogical actions of teaching in creating and optimising an effective learning environment... Quality teaching influences the quality of student participation, involvement and achievement (including social outcomes). (p.1–2)

A key factor in ensuring "...the skilled and cumulative pedagogical actions of teaching..." (ibid., p.59) lies in ensuring that the teachers are appropriately trained and engaged in ongoing PLD. Although Chauvel and Rean found that there were PLD opportunities provided by the institutions they surveyed (which excluded Universities), the professional development at that time was focused on enhancing responsiveness to Māori, while Pacific Peoples was less catered to. This they ascribed largely to smaller numbers of Pacific Peoples students, tertiary staff and managers. However, despite the range of PLD offerings, the paper noted that there was limited take-up of the opportunities provided and there was no requirement for staff to do so.

One of the key aspects to tertiary teachers' effectiveness will be their ability to relate to and engage with Māori learners and their whānau and iwi. Tātaiako, a seminal work on cultural standards for teachers in the compulsory sector, guides the teacher on relevant cultural competencies and how to use them so that Māori learners achieve educational success as Māori (Ministry of Education & New Zealand Teachers Council, 2011). These competencies are:

— Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement
— Whanaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community
— Manaakitanga: showing integrity, sincerity and respect towards Māori beliefs, language and culture
— Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed
— Ako: taking responsibility for their own learning and that of Māori learners.

These findings predicate Coolbear's (2013) comments in the paper written to inform the Mandatory Review of Teacher Education Qualifications (2014), where he stated, as previously noted, that one of the five key priorities of the review was achieving parity of success for Māori and Pacific Peoples learners. In Appendix 3, Coolbear focused on qualifications for adult and tertiary teaching of mātauranga Māori in a kaupapa Māori context and emphasised that the teaching of mātauranga Māori qualifications was intended to be developed using the Mātauranga Māori Evaluative Quality Assurance (MMEQA) process. The needs analysis was underpinned by two strategic documents: 'Ka Hikitia – Accelerating Success 2013-2017' and the Tertiary Education Strategy 2014–2019. As a consequence of the review, both Level 5 and Level 6 Adult Teaching diplomas are now available on the New Zealand Qualifications Framework in mātauranga Māori.

As noted earlier, a relevant approach to incorporating a mātauranga Māori approach to teaching and learning in Aotearoa New Zealand is reflected in the Ako Aronui model developed by AUT University. It is an approach that incorporates the PSF but is underpinned by a set of mātauranga Māori values. Despite differing terminologies and labels, these are in fact universal values relevant to all. In establishing the Ako Aronui framework, the institution embraced a mātauranga Māori approach to teaching and learning (ako) that focuses on the learner and supports learning in a culturally appropriate way. By incorporating a culturally responsive approach and culturally relevant pedagogies into a PSF, the barriers identified by Chauvel and Rean (2012) will be addressed and teachers will gain an appreciation and understanding of approaches that better connect with Māori and Pacific Peoples learners. As the overview of the Ako Aronui framework states (AUT Centre for Learning and Teaching, 2018):

> Ako Aronui will contribute to the development of our university culture and community through its emphasis on acknowledging and celebrating the values of participants and the University of Aroha (compassion), tika (integrity), and pono (respect). Ako Aronui places manaaki (caring and generosity), oneness, sustainability, and aesthetics at the heart of an ethical and good education so that a member of the AUT academic community will be able to work in a way that is considered and self-determined. In their daily practice they will encompass:
> · **Manaaki** – Care for our learners, their communities and the land;
> · **Whanaungatanga** – Build and maintain strong relationships;
> · **Whakapiri** – Focus on the engagement and success of learners;
> · **Whakamārama** – Be enlightened and informed;
> · **Auaha** – Be creative and innovative with their approaches to ako; and
> · **Whakamana** – Be empowered and confident in making decisions that support the wellbeing of the AUT community.

The platform for enabling and enhancing Māori learner success across the Aotearoa New Zealand tertiary sector has been laid through the development of Ka Hikitia and Tū Māia e te Akonga. Through Te Tauākī Ako, Te Tiepa Ako and Hei Toko, Ako Aotearoa has provided the tools to bring such changes about. The challenge for the sector is to enable the 'whole-of-organisation' (Apanui & Kirikiri, 2015) approach identified in Hei Toko and to motivate non-Māori tertiary educators to take responsibility for enhancing the delivery of Focus Area Four (of 'Ka Hikitia—Managing for Success') in order to enable Māori learner success.

The challenge for Pacific Peoples is a little different. As Alkema (2014, p.2) noted in her review of Pacific Peoples projects funded by Ako Aotearoa, her research did not identify what could be termed a 'Pacific Peoples pedagogy'. Rather, she drew on Thaman's (2001) notion of:

> … a pedagogy based on Pacific values, beliefs and knowledge systems that incorporates Pacific styles of learning and ways of knowing.

This leads to her conclusion that for Pacific Peoples, organisations needed to take "…a holistic view with Pacific Peoples learners" (p.3). She went on to emphasise the importance of teachers' practices, beliefs and attitudes in the success or otherwise of Pacific Peoples learners. Allied to this was the importance of pastoral support mechanisms and an environment that Pacific Peoples students felt comfortable in.

This implies the need for TEOs to address these issues and for teachers to be cognisant of these needs and to be upskilled in order to address them. The overall issue was addressed however as a focus of the Tertiary Education Commission (2017) through its Pacific Peoples Operational Strategy 2017–2020 specifically in Focus Area Two: "Changing the ways TEOs support Pacific Peoples learners" which states that TEC is working with TEOs on "…improving participation and achievement outcomes for Pacific Peoples learners". The suggestion by Coolbear (2015) as to whether there should be separate foci for Māori and Pacific Peoples with respect to professional standards is one that clearly requires to be taken very seriously. This approach is being echoed in the Australian Higher Education sector where the Universities Australia Indigenous Higher Education Advisory Council (IHEAC) has developed a cultural competency framework and a set of guiding principles (Universities Australia, 2014).

Organisational responsibility

12

"The issue of incentive and motivation is also an important one."

Clearly there is a growing awareness and interest in enhancing the professionalisation of tertiary teachers in Aotearoa New Zealand. This is reflected in the interest in enhancing professionalism and teaching quality identified by the relevant government agencies; the moves by many of the TEOs to enhance the standards of teaching; the role and activities of Ako Aotearoa; and the increasing expectations of students. A significant challenge facing the development and implementation of agreed professional standards is that of clarifying what such standards might encompass. As has been discussed, these could include a training requirement, attaining a teaching qualification, adherence to an ethics framework, required continuing PLD, professional registration, and an understanding of and capability in meeting the needs of mātauranga Māori primarily, and Pacific Peoples perhaps through a uniquely Aotearoa New Zealand approach.

The issue of incentive and motivation is also an important one. While the intrinsic value of improving one's skills as a teacher is important, it is also important that enhanced professionalisation should be recognised and rewarded. This will involve engaging with the various organisations and institutions to clarify their roles, responsibilities and means of recognition with respect to the introduction and implementation of professional standards across the sector. It will also mean that the question of whether teacher alignment with a PSF is voluntary or mandatory, whether it is national or institutionally-based, whether it involves a registration procedure, and how it should be administered.

Conclusion and future directions

13

"The partnership, enshrined in the Treaty of Waitangi, … presents an opportunity for committing to a uniquely Aotearoa New Zealand approach in professionalisation and the development of professional standards for tertiary teachers."

___

As has been outlined, over recent years the debate about professionalism and professional standards for tertiary educators has grown and evolved in Aotearoa New Zealand. This is a debate that has been actively promoted by Ako Aotearoa. As has also been shown, it is a debate that is growing internationally and is a trend that continues to strengthen.

The objective of this paper is to further this debate. It has done so by looking at the state of play with respect to professionalism in the Aotearoa New Zealand tertiary sector, by exploring some of the implications of the discussion, by looking at examples of initiatives in this area that have been undertaken in other jurisdictions, and by considering the potential benefits and challenges of the establishment of a PSF in Aotearoa New Zealand.

A PSF for the Aotearoa New Zealand tertiary education sector is an issue that Ako Aotearoa has pursued over the 10 or so years of that organisation's existence. This reflects Ako Aotearoa's commitment to bringing about lasting change to enhance learner success. The on-going debate encompasses a range of dimensions. In unpacking the notion of professional standards, the importance of 'professionalism' and being 'professional' is critical. It is clear from the definition of 'a professional', as stated by Professions Australia (2016), that tertiary teaching in Aotearoa New Zealand does not meet the required criteria of a profession. Some elements critical to a profession such as PLD and training are available to tertiary teachers, but generally are not required by their employers; however, other elements which are necessary for professional status such as a code of teaching ethics, registration, and peer-driven disciplinary processes are absent from the Aotearoa New Zealand tertiary environment. It needs to be noted that there are codes of ethics in tertiary institutions, but most, if not all, are concerned with human, animal or research ethics. The development and adoption of a code of ethics for teaching and learning would be a significant step towards professionalisation of the tertiary sector.

Overlaying—or perhaps more appropriately, underpinning—this debate is the significance of Aotearoa New Zealand's unique cultural interface. The partnership, enshrined in the Treaty of Waitangi, with respect to mātauranga Māori in the tertiary sector is critical. It presents an opportunity for committing to a uniquely Aotearoa New Zealand approach in professionalisation and the development of professional standards for tertiary teachers. This opportunity is clearly alluded to in official policy documents, such as the Tertiary Education Strategy together with initiatives undertaken by the Tertiary Education Commission (Tū Māia e te Akonga), and the Ministry of Education (Ka Hikitia), as well as Ako Aotearoa's own strategy framework, Te Tauākī Ako. These initiatives are evidence of actions to ensure a mātauranga Māori dimension that recognises that the philosophies, world-view and values of tangata whenua are integral to any set of professional standards developed. In considering the place for a mātauranga Māori dimension, a factor that needs to be kept in mind is Coolbear's suggestion that the possibility of separate foci for Māori and Pacific Peoples could be considered.

The diversity of the Aotearoa New Zealand tertiary sector has provided significant challenges in furthering this debate. The outcomes of the work of the Teacher Education Governance group in consolidating tertiary teacher training programmes for institutions engaged in the VET sector has been an important step forward, especially as many, if not all, ITPs now require their teachers to attain a teaching qualification. Similarly, an organisation such as ACE Aotearoa that has developed and implemented a standards framework for its educators is clearly cognisant of the importance of ensuring that the quality of the teaching and learning its teachers provide meets an identifiable standard. Similarly, the development of standards by Smith and Te Rito (2018) for the Foundation Learning sector is further recognition of the value of a standards framework. The acknowledgement of the importance of quality teaching, the multi-faceted nature of teaching and the use of proxy measures to identify quality teaching by Universities New Zealand are significant, but there is a lack of recognition of any consistent, coordinated and overarching strategy to ensure that teaching is of high quality. This issue was also emphasised by Chalmers (2017) with respect to Australian higher education when she said that quality teaching was an integral element of professional

standards and that not having defined quality standards posed a public confidence risk for tertiary institutions.

A defining feature of the tertiary sector is the 'dual professionalism' of teachers. As Beaty (1998, cited in Projects International, 2010) noted, tertiary teachers are usually appointed on the basis of their knowledge and qualifications, i.e., experience and expertise in their subject/discipline area. This is reinforced by James et al. (2015), when they wrote that disciplines were the key to understanding the professional practice of teaching in Higher Education. They said that tertiary teachers tended to owe their allegiance to the shared values of their disciplinary communities rather than to the wider teaching fraternity. They went on to cite Bain (2011) who suggested that tertiary teaching required a new kind of professor [teacher] who not only understood the discipline, but also how it might be learned. Implicit in this view is the importance of both training and on-going PLD focused on teaching. Clearly then a requirement for being a teaching professional and meeting professional standards is for appropriate and relevant training as a teacher. Supporting this view and with respect to attaining tertiary teaching qualifications, Coolbear's Needs Analysis (2015), identified a number of factors to be taken into consideration. These include:
— the increasing emphasis being placed on ensuring accountability by New Zealand policy makers;
— the challenges being imposed by new technologies;
— the importance of meeting the needs of an increasingly diverse group of learners;
— the impact of work casualisation;
— the impact on workload of funding constraints; and
— the implications of the changing nature of the workforce, for example, gender, ethnicity, age, and student expectations.

Being equipped to meet these demands are among the benefits that arise from teacher training and the development and introduction of professional standards in the tertiary sector.

The growing interest in professional standards in the Aotearoa New Zealand tertiary sector mirrors the interest in the UKPSF being shown by some New Zealand tertiary institutions, together with the range of initiatives that are evident in the Vocational sector,

especially the increasing expectation that ITPs have that teachers will have, or gain, a teaching qualification. Coolbear has promoted the option of a voluntary approach and this would seem to be the most likely option to gain traction, certainly in light of the uptake of the PSF.

The research undertaken by Turner et al. (2013) noted that teachers who gained recognition through the UKPSF found that there were many personal and professional benefits. These included:
— incorporating enhanced teaching and learning strategies into their practice;
— improved curriculum design; greater sharing of resources and involvement with peers;
— enhanced career progression;
— increased research outputs through the scholarship of teaching and learning;
— maintaining pedagogical currency;
— more relevant performance review processes; and
— enhanced student satisfaction and outcomes together with greater satisfaction and enjoyment as teachers.

However, perhaps the most important benefit that would arise from the adoption of professional standards is reputational. In an environment of increasing costs for a tertiary education and vigorous competition from providers, an institution with a fully 'professional' teaching staff delivering high quality learning programmes and excellent achievement outputs, should have a definite marketing advantage.

At the heart of any move to professional standards are those factors that would facilitate and enable institutions and teachers to engage with such a process. An obvious one is the need for adequate resourcing for teaching and support. This was highlighted by Greatbatch and Holland (2016), as well as Devlin and Samarawickrema (2010). This issue was also brought into sharp relief by the failure of the Institute for Learning in the UK. Also aligning professional standards with internal recognition and reward processes would signal an institutional commitment to enhancing the quality of teaching and learning. Employment practices also have a key part to play. It is not likely that teachers will be required

to train as teachers prior to employment in most tertiary institutions in Aotearoa New Zealand, but an expectation/requirement that they undertake and complete a recognised teaching qualification or gain recognition for experience and expertise within a set time of taking up a teaching role would be a major advance and is one that is increasingly being enacted within the Aotearoa New Zealand ITP sector. There is an implicit responsibility that institutions need to ensure that such initiatives are adequately resourced, either through focused PLD funding or through appropriately resourced academic development units, or both. The involvement of technology and blended learning initiatives has much to offer here. A further positive action by institutions would be to ensure that teachers have the opportunity to maintain currency through access to PLD and that such involvement is part of an individual's performance review.

The role of an organisation such as Ako Aotearoa is critical in supporting any move towards the development of professional standards. Ako Aotearoa has a history of supporting the enhancement of professionalism and professional standards across the tertiary sector. It has laid the foundations for a PSF through its projects, its PLD programme, and its advocacy for the 'best possible educational outcomes for all learners'. By continuing to expand its PLD programme into a coherent and modular training programme integrated with institutional offerings, recognising and registering successful participants, and acknowledging successful completion, Ako Aotearoa can provide a basis for teachers to apply for recognition. As possible next steps it could move towards meeting the Productivity Commission's recommendation (2018):

> Providers should develop and adopt frameworks of standards for tertiary teaching, suitable for New Zealand's tertiary education system, for assessing and rewarding the capability and performance of tertiary teachers. (p.389)

It could do this by engaging with the sector to develop an approach that recognises teaching quality based on a PSF. In drawing on such a PSF, Ako Aotearoa needs to determine whether it adopts a model such as the PSF, adapts a pre-existing framework such as that evidenced by Ako Aronui, or whether it initiates the development of a uniquely Aotearoa New Zealand approach, and whether such a model will also recognise the uniqueness of the mātauranga Māori and Pacific Peoples elements is a decision that requires consideration and consultation. But as Coolbear (2015, p.1) states, "Ako Aotearoa is committed to the development of a voluntary professional accreditation scheme for tertiary teachers". Issues such as the development of a code of teaching ethics, accreditation, a registration process, a cost structure and a funding regime all need to be considered, and Coolbear goes on to state:

> Such a scheme needs to provide a strong value proposition to tertiary educators in the development of their work as dual professionals. This means that it needs to be recognised by, and be of value to their employers in that it supports performance recognition and career progression. It also needs to be cost effective. (ibid.)

When exploring the notion of professional standards for tertiary teaching and canvassing future options in this area, consideration needs to be given to the factors identified above. A key question that needs to be answered is whether the status quo is adequate for 21st Century tertiary education in Aotearoa New Zealand. Additionally, assuming that there is at least some concern over the current level of tertiary education provision, then in what direction might work progress to address the issues?

Ako Aotearoa is committed to enhancing learner success and making positive change within tertiary education. Tertiary teaching is a force for change and can help people live worthwhile, fulfilled lives. Quality tertiary teaching can also help Aotearoa New Zealand society become a more sustainable, fairer place where people are creative and entrepreneurial and are able to respond to future challenges. Realising this potential will require well supported tertiary teachers who not only understand good practice, but reflect and refine it. The benefits of an effective tertiary education system will flow to the learners and all of society; therefore, improving the quality of tertiary teaching is essential for our future as a nation.

Questions for consideration

Tertiary teaching

1. Is tertiary teaching a profession?
2. Should there be a code of ethics for teaching and learning?
3. How might staff be encouraged and supported in engaging with students in quality enhancement?

Professional standards framework

1. Should there be a set of professional standards for tertiary teaching in Aotearoa New Zealand?
2. Should there be a process for ensuring teachers meet professional standards?
3. If there should be a process, what should the process be?
4. What does a uniquely Aotearoa New Zealand set of professional standards look like?
5. How can professional standards recognise and acknowledge a Māori and Pacific Peoples worldview/approach to teaching and learning?
6. Should a specific mātauranga Māori framework be developed?
7. What involvement should Iwi have in the development of effective learning environments for Māori learners?
8. How can non-Māori tertiary educators be encouraged to implement the whole-of-organisation approaches identified in Hei Toko?
9. What role should students have in the development of professional standards?

Accreditation

1. Is there a need for an accreditation scheme in Aotearoa New Zealand?
2. How might such an accreditation scheme add to the quality of teaching and learning in Aotearoa New Zealand tertiary education?
3. Does Ako Aotearoa have a role in developing/ maintaining an accreditation scheme?
4. Should an accreditation scheme be adopted from elsewhere (e.g., UKPSF) or should it be a 'bespoke' Aotearoa New Zealand scheme?

Teaching qualifications

1. Are tertiary teachers adequately prepared for their teaching role?
2. Should all tertiary teachers have a recognised teaching qualification?
3. Should teachers with a qualification be required to maintain currency through PLD?

Considerations for further work related to professional standards for tertiary teachers

We need to understand whether a problem exists by determining:
— What is teacher quality?
— What is quality teaching?
— Is there a problem with either or both?
— How good is Aotearoa New Zealand tertiary teaching?
— How do we know?

How can we define clearly the purpose of such work?
— Is it focused on enhancing the quality of teaching and learning?
— Is it improving recognition and reward for teachers?
— Is it focused on the outcomes of learning?
— Is it to assure policy makers that tertiary education spending is justified?
— Is it likely to be (seen as) a management tool by administrators?
— Is it addressing the needs of Māori?
— How will mātauranga Māori be privileged and incorporated into the framework?
— Is it addressing the needs of Pacific Peoples?

How can we establish that there is a need and interest in doing this work?
— Among teachers?
— With employers?
— With funders?
— With learners?

Who are the target groups?
— Wānanga?
— ITOs?
— PTEs?
— ITPs?
— Universities?
— All of the above?

In deciding on the approach to be taken, is the work to focus on:
— Developing standards and a standards framework?
— Professionalising teaching?
— Introducing an accreditation scheme?
— Compulsory or voluntary alignment?
— Ensuring all teachers are trained and qualified?

What model or models should we choose?
— Should a proven model be adopted (e.g., UKPSF, ATTS)?
— Should an adapted model be used (e.g., Ako Aronui)?
— Should it be a uniquely Aotearoa New Zealand model?
— Should there be a mātauranga Māori model?
— Do we need just one model, or do we need more?

In thinking about the process:
— What initial research is required?
— Who should be included in the consultation process?
— What options should be considered for trialling?
— What would an implementation plan involve?
— Who should have 'ownership' of any such process?
— Does it acknowledge Māori?
— Does it acknowledge Pacific Peoples?

What are likely to be the outcomes?
— Will teachers be recognised for their experience and expertise?
— Is this likely to be used as a management tool?
— Can teachers use this for promotion?

In putting the case to be put before the sector:
— What are the benefits to institutions, teachers, students and the sector?
— What are the disadvantages?
— What are the costs?
— Who pays?

Finally, if a 'professional standards' initiative is to be undertaken, then consideration must be given to the overall process of affirming standards whether they are for individuals and/or institutions.
— How is this to be done?
— Who will set the standards?
— How will they be assessed?

Key themes

14

Aotearoa New Zealand

Table 1

Key Themes	ACE Aotearoa (2018) and Prebble (2014)	Ako Aotearoa. (2015)	Alkema (2014)	Apanui and Kirikiri (2015)	AUT Centre for Learning and Teaching (2018)	Coolbear (2015)	Coolbear (2015a)	Coolbear (2013) and Coolbear (2014)	Holmes (2011)	Projects International (2010)	Smith and Te Rito (2018)	Suddaby and Holmes (2012) and (2012a)	Teacher Education Review Governance Group (2014)	Te Whare Wānanga o Awanuiārangi (2018)	Universities New Zealand (2018)
Accreditation						●	●		●			●			
Ethical Framework									●			●			
Funding	●					●		●				●			
Government policy				●				●							●
Initiatives and advice											●	●	●		
Institutional policy & strategy		●	●	●	●		●	●				●			●
Mandatory vs Voluntary		●				●		●				●			
Mātauranga Māori		●		●	●			●			●				
Metaphors and models	●				●						●			●	
Pacific Peoples context learning			●					●						●	
PLD						●		●	●						
Professional standards	●	●			●	●	●	●	●		●	●		●	
Qualification & recognition	●	●			●	●	●	●	●	●		●	●		
Research into teaching				●				●							
Stakeholder engagement						●						●		●	
Teaching Quality	●		●	●		●	●	●				●	●	●	●
Technology factors								●							
Training	●	●			●						●	●		●	
VET								●							
Workforce factors		●	●	●				●	●			●	●	●	

International

Table 2

Key Themes	Chalmers (2017a)	Education and Training Foundation (nd)	Greatbatch and Holland (2016)	Henard and Roseveare (2012)	Higher Education Academy (2011)	James et al. (2015)	Krause et al. (2012)	McAleese et al. (2013)	National Forum (2016)	Society for Teaching and Learning in HE (1996)	Turner et al. (2013)	Tyler and Dymock (2017)
Accreditation	●				●						●	
Ethical Framework		●	●	●						●		
Funding		●										●
Government policy		●	●	●	●			●	●	●	●	●
Initiatives and advice	●		●	●	●		●					
Institutional policy & strategy		●	●	●	●	●	●	●		●	●	●
Mandatory vs Voluntary		●	●	●					●	●	●	●
Mātauranga Māori												
Metaphors and models	●	●			●							
Pacific Peoples context learning												
PLD			●	●				●	●			●
Professional standards	●	●	●	●	●	●	●	●		●	●	
Qualification & recognition	●	●	●	●	●	●	●			●	●	●
Research into teaching							●					
Stakeholder engagement	●	●	●	●	●	●				●	●	
Teaching Quality	●	●	●	●	●	●		●	●	●	●	
Technology factors		●					●					●
Training			●	●					●			●
VET		●								●		●
Workforce factors		●								●		●

Project highlights

15

Aotearoa New Zealand Context

This section is in two parts. The first summarises the various Ako Aotearoa supported projects, commissioned papers, reports and relevant documents pertaining to professional standards in tertiary-level teaching drawn from the Aotearoa New Zealand context. The second section includes key reports from international jurisdictions.

Standards for the ACE Sector
ACE Aotearoa (2018) and Prebble (2014)

ACE Aotearoa have been working on standards for a number of years. The most recent version is published in 2018 and draws on the work of Prebble (2014). The work was prepared following a request from ACE Aotearoa for the development of a set of practitioner standards for the ACE sector. Prebble defines standards in this context as "…expectations of expertise and performance", adding that "…as well as knowing how to teach, practitioners must also be able to apply their knowledge consistently in practice". Further, standards operate in the context of values with respect to the learner, the practitioner, their relationship, their purpose and the context.

Because of the huge variety of activities, communities, levels and contexts within the ACE sector, the proposal focuses on generic standards. Seven standards are identified and, for each, key indicators are suggested.

The model is predicated on lifelong learning and incorporates three key values: Rangatiratanga (learner-centred), Whakawhanaungatanga (relationships) and Manaakitanga (care/nurture/hospitality). Key elements are partnership, Tikanga and the notion of Ako.

Key points

The standards will enable:
— People to make informed choices about the quality of teaching being delivered
— Practitioners and supervisors to identify areas needing improvement
— Relevant and affordable teacher training
— ACE tutors to demonstrate their professional fitness for their roles
— ACE providers to demonstrate their quality of provision to funders
— Enhancement of the overall ACE sector reputation and standing
— Decisions to be made about the provision of pre-service and in-service training.

Unitec HEA Pilot
Ako Aotearoa (2015)

Unitec set up a working group to explore ways to integrate teaching issues such as teacher capability, standards, accreditation and career pathways into their teaching and learning plan. Ako Aotearoa and other external agencies have been engaged in conversations about this process.

As a consequence, Unitec has decided that they will submit teaching portfolios to HEA for assessment (under the UKPSF) while using their New Teacher Induction and Graduate Diploma in Higher Education (GDHE) Teaching and Learning paper as the vehicle for portfolio preparation. As part of this initiative, all new teachers at Unitec will be required to achieve fellowship status in their first year of employment; Teaching Excellence award winners will be supported to complete portfolios for (senior) fellowship status; and other experienced staff will be encouraged to opt into the process to achieve senior fellowship status.

Unitec will overlay its Poutama framework onto the UKPSF in order to recognise and accommodate mātauranga Māori.

Key points

— Internal processes linked to UKPSF
— All staff new to Unitec to achieve Fellowship within first year
— Opt-in encouraged for more experienced teachers
— Poutama overlaid on UKPSF to recognise mātauranga Māori dimension.

**Success for Pacific Peoples in Tertiary Education
Alkema (2014)**

This report provided a summary of the themes leading to improved outcomes for Pacific Peoples learners in tertiary education drawn from research undertaken through Ako Aotearoa projects between 2008 and 2013. The report provides information on the factors that contribute to the success of Pacific Peoples learners based on the research findings.

The recommendations were an important outcome of the project, the third being particularly significant in the context of this report:

> "Given what is known from this research and other recent New Zealand Pacific Peoples research, professional learning and development on how to support organisational leaders and non-Pacific teaching and support staff to develop their knowledge in relation to culturally responsive approaches would be of benefit. Being culturally responsive is the responsibility of every tertiary practitioner." (ibid., p. 16)

Key points

— Central to influencing students' engagement, retention and achievement are staff beliefs, attitudes, abilities and behaviours
— The practices of the organisations (institutions) involved and teachers' pedagogical practices reflect beliefs and attitudes in action
— The environment and physical space are important factors, as well.

**Hei Toko i te Tukunga: Enabling Māori Learner Success
Apanui and Kirikiri (2015)**

Funded by the TEC and overseen by Ako Aotearoa's Te Rūnanga Māori (Māori Caucus), this project looked at Māori-centred education practice in order to enhance achievement by Māori. The Hei Toko Report arose from the Te Tauākī Ako framework developed by Ako Aotearoa's Māori Caucus (Ako Aotearoa, 2011).

Te Tauākī Ako identified 14 kaupapa (values/principles) and the practices that needed to be aligned with these kaupapa. Te Tauākī Ako provided the framework for how Ako Aotearoa works with and supports Māori learners and educators, as well as with all learners. In addition to arising out of Te Tauākī Ako, Hei Toko also reflects Focus Area Four of Ka Hikitia, the Ministry of Education's approach to enhancing Māori tertiary education outcomes, as well as Priority Three from the Tertiary Education Strategy.

The overall goal of Hei Toko is to "enhance Māori success at higher levels of education" (Hei Toko, p.5). The key element on which Hei Toko is based is kaupapa Māori, i.e., a "Māori-centred response to enhancing outcomes for Māori learners" (Hei Toko, p.5). The other key elements are evaluation and enhancing institutional engagement. Also, of importance, is the technology dimension.

Because Māori learners study at all levels of the qualifications framework and because of the diversity of contexts, all contexts need to be considered when seeking change to enhance Māori learner outcomes. The reviewing and operationalising of Te Tiepa Ako was a key focus of the Hei Toko project. This was undertaken through a series of workshops and an online survey involving a wide range of participants. The project reinforced the importance of context for Māori learners. In doing so, it noted that:

> "…good kaupapa Māori education practice should be learner-centred, whole-of-organisation, dynamic, responsive and highly adaptive". (Hei Toko, p.23)

A range of exemplars were developed as guidance for educators and institutions. These in turn have been supported by a contestable fund provided by Ako Aotearoa.

In identifying the need for a whole-of-organisation approach to bring about sustainable change for Māori learners, Hei Toko stated that such an approach must impact and include all staff at every level of the organisation. It went on to state that because the majority of tertiary staff are non-Māori, the strategies and cultural capability to implement kaupapa Māori-based good practice are frequently lacking.

The project developed a resource to empower tertiary educators to reflect kaupapa Māori-based good education practice in their own unique context. In trialling the resource, a number of factors were identified through the feedback process. These included:

— Support for tertiary educators to increase their knowledge of kaupapa Māori
— A learner-centred focus that emphasised the importance of enhanced outcomes for Māori
— Strong and mutually beneficial whanaungatanga (relationships) with the learner, whānau and colleagues
— Whole of organisation buy-in
— Tertiary Education Commission support and promotion of the use of the resource
— The kaupapa Māori resource should empower and encourage all tertiary educators, give them permission to operate in the Māori space and identify areas where they require professional support
— Tertiary educators need to be familiarised with kaupapa Māori good practice research and use it to inform their own practice
— Tertiary educators need to make use of the evaluative dimension of the report to understand their own effectiveness.

The challenge for the sector and Hei Toko is to motivate non-Māori tertiary educators to take responsibility for enhancing the delivery of Focus Area Four from 'Ka Hikitia—Managing for Success' (Accelerating Success, Ministry of Education policy document) to enable Māori learner success.

Key points

— Hei Toko i te Tukunga provides a strong evidenced-based platform for enhancing Māori learner success
— Institutional support for the adoption of Hei Toko is critical
— The need for a sector-wide framework encompassing Hei Toko is obvious
— Data collection systems are an essential component of a whole-of-organisation approachData collection systems need to include:
  · Toko-ā-iwi, ā-wānanga: Institutional and iwi support
  · Tikanga: The integration of Māori and iwi values and protocols
  · Pūkenga: The involvement of suitably qualified leadership and staff
  · Ako: The development of effective learning and teaching strategies
  · Huakina: Opening up the door
— Implementing this programme will be a challenge without an incentive framework – which might well be a PSF
— Hei Toko i te Tukunga: Enabling Māori Learner Success
— Kaupapa Māori learner-centred education practice.

Ako Aronui
AUT Centre for Learning and Teaching (2018)

AUT University has adapted the UKPSF to an Aotearoa New Zealand context. The model is entitled Ako Aronui and encompasses Māori philosophies, world views and values. It is underpinned by the Treaty of Waitangi while retaining the essence of the UKPSF.

Ako Aronui provides a pathway to HEA fellowships and is accredited by the HEA. It coheres with the UKPSF and reflects the three dimensions of UKPSF, i.e., Areas of Activity, Professional Values and Core Knowledge, aligning them with appropriate and relevant cultural dimensions. These are reflected in the Māori terminology used to describe the dimensions and elements inherent within the dimensions:

— Areas of activity – Hei Mahi
— Core Knowledge – Māramatanga
— Professional Values – Ngā Uara.

These also feed into the descriptors for the associate fellow, fellow and senior fellow levels. Each of these dimensions includes the relevant UKPSF elements and the equivalent Māori expression of that element.

Key points

Ako Aronui is:
— unique to Aotearoa New Zealand
— underpinned with kaupapa Māori approaches to ako
— incorporates Māori values and philosophies
— upholds the mana of tangata whenua
— emphasises Treaty partner obligations
— enables both Māori and non-Māori to access, understand and utilise cultural notions that underpin the framework.

Proposal to support the implementation of the HEA professional recognition scheme in selected New Zealand Universities
Coolbear (2015)

This proposal resulted in two tertiary education organisations (AUT University and Unitec) working with the UK HEA to use the UKPSF within their institutions. Ako Aotearoa proposed supporting part of the cost of joining the UKPSF scheme, and in doing so would provide support and share the evaluation data to be gathered following the implementation.

Key points

— The aim was to establish 'proof of concept'
— Expectation that it would lead to the development of New Zealand specific criteria where appropriate, including separate foci on Māori and Pacific Peoples approaches
— Explore how national Tertiary Teaching Excellence Award winners might be admitted as senior or principal fellows
— Explore a viable joint venture model for a New Zealand-wide scheme.

Accreditation of Tertiary Teachers in New Zealand: the present state of the play
Coolbear (2015a)

This paper updated the accreditation debate and reinforced Ako Aotearoa's commitment to voluntary professional accreditation for all tertiary teachers. This reflects Ako Aotearoa's focus on the best learning outcomes for learners.

The 2012 (Suddaby & Holmes) sector consultation was generally supportive of an accreditation scheme, but there were significant implementation and cost issues. The Government wasn't supportive at the time, and without Government financial support, the scheme was unaffordable. Similarly, a proposed association with the Australian Office of Learning and Teaching was curtailed following Government policy changes in Australia. However, the paper identified more favourable conditions arising, which included:

— The UKPSF gaining more traction
— Increasing interest in Australia in the UKPSF
— Massey University and AUT University in New Zealand showing interest in the UKPSF.

Key points

Ako Aotearoa's approach needs to focus on:
— Development of a voluntary professional accreditation scheme
— Supporting performance recognition
— Recognising current practice
— Supporting PLD
— The benefits to learners
— Having a long-term vision encompassing all tertiary practitioners
— Ensuring there is quantifiable value to employers.

Tertiary Teaching Qualifications: A draft needs analysis
Coolbear (2013) and Coolbear (2014)

In reflecting on the availability and use of tertiary teaching qualifications, these reports focused on the requirements of qualifications that would meet both current and future needs. The reports noted that there were no formal qualifications explicitly required for New Zealand tertiary teachers. However, it was acknowledged that there was an increasing emphasis on accountability, equity and the challenges being presented by technology in the teaching and learning space, and also recognised the importance of enhancing tertiary teachers' capabilities in these areas.

The Needs Analysis identified five key priorities to be at the forefront of the Tertiary Teaching Qualification review:
— Achieving parity of success for Māori and Pacific learners
— Engaging younger learners
— Addressing literacy and numeracy needs for tertiary learners
— Ensuring all learners have the appropriate digital literacies to support successful study
— Providing quality international education within New Zealand and overseas.

A key focus of the Needs Analysis was the "…growing international debate about the professionalisation of tertiary teachers" (Coolbear, 2013, p.6), and consideration about how teaching qualifications fitted within that debate. The point was made that "A strong professional body needs the capability for members to continually evaluate the effectiveness of their own collective practice." (ibid, p.2).

In reviewing the (then) current tertiary teaching situation in Aotearoa New Zealand, the document looked at staff numbers, full-time/part-time status, workforce age, workload, gender distribution, ethnicity and turnover. It also looked at the expectations of the employers of tertiary teachers with respect to teaching qualifications of their staff. As noted in the 'Taking Stock' report (Projects International, 2010), the wide variety of qualifications available and the variability of graduate profiles were acknowledged.

The reports identified a clear imperative for changes to the tertiary teaching qualification structure, and although they didn't suggest a compulsory qualification requirement, it was very clear in highlighting the changing environment and the growing expectations surrounding tertiary teaching. In particular, it noted the growing trend internationally for tertiary teachers to have entry qualifications.

The needs of Adult and Tertiary Teaching qualifications for mātauranga Māori was an integral part of the review. The analysis focused on the requirements of the Tertiary Education Strategy (TES 2014-2019) and Ka Hikitia – Accelerating Success 2013-2017. The report reflected the emphasis in the TES of the importance of TEO's in:
— Enabling Māori to achieve success as Māori
— Protecting Māori language and culture
— Contributing to the survival and well-being of Māori as a people.

The 2014 report highlighted Priority Area 3 of the TES, which focused on boosting achievement for Māori and Pacific Peoples.

The report also stressed actions arising out of the goals of Ka Hikitia:
— Greater inclusion of mātauranga Māori in tertiary provision
— Enhanced research on effective learning and teaching for Māori students
— PLD opportunities for tertiary teachers enhancing culturally appropriate teaching and pedagogies for mātauranga Māori.

The Mātauranga Māori Evaluative Quality Assurance (MMEQA) framework was presented as an appropriate model.

Key points

Changing student expectations occurred as a result of:
— Increased student diversity
— Increased impact of the costs of education
— Increased online activity and delivery.

A growing international debate around professionalisation of tertiary teaching leading to:
— Work on standards for the profession
— Changing entry conditions for teachers in Further Education (UK) and VET (Australia)
— Development of professional standards for the Metro group of New Zealand ITPs.

An increased focus on mātauranga Māori:
— Greater inclusion of mātauranga Māori in tertiary programmes
— More research into effective learning and teaching for Māori students
— Enhanced PLD relevant to Māori teaching, learning and culturally appropriate approaches.

Professional recognition of tertiary teachers: possible options for New Zealand
Holmes (2011)

This report explored how tertiary teaching in Aotearoa New Zealand might benefit from 'professionalisation'. The report reflected interest in professionalisation arising from the work undertaken by Ako Aotearoa through a range of workshops in the preceding years.

Holmes reviewed the advantages of professionalisation by examining the benefits a number of other bodies gained through being 'professional associations'. These included the New Zealand Nursing Council, the New Zealand Teachers Council (since superseded by the Education Council of Aotearoa New Zealand), the Institute of Professional Engineers of New Zealand (IPENZ), the Higher Education Academy (UK) and the UK IfL (now superseded by the Education and Training Foundation).

The report identified what it means to be a professional, explored the mechanisms that professional bodies employ in recruiting, engaging and supporting members, and how they set and maintained professional standards.

Key points

The report suggested that a professional body would benefit tertiary teachers by:
— Setting and overseeing educational qualifications
— Looking at the place of work experience
— Specifying PLD requirements and expectations
— Setting levels of membership
— Engaging with existing practitioners to establish buy-in
— Identifying the potential impact of such a body.

Tertiary Practitioner Education Training and Support: Taking Stock
Projects International (2010)

This review of the qualifications available to support tertiary teachers in New Zealand was undertaken by Projects International and indicated 62 qualifications available in New Zealand for the education and training of tertiary teachers (training being seen as a keystone element of a profession).

A key premise underlying the need for tertiary teachers' training is the statement by Beaty (1998), cited in Taking Stock, p.8; "Tertiary teachers are usually appointed on the basis of their knowledge, qualifications and experience in their subject areas and lack pre-service teacher education". In citing this, the authors of 'Taking Stock' noted that this remained largely true across the ITP, PTE and University sectors in 2010. It is interesting to note that a document published by Universities New Zealand (2018) on University Teaching Quality still emphasises the critical importance of discipline knowledge through a higher degree, but suggests that teacher training is an 'expectation' and not a requirement.

'Taking Stock' did find that a significant percentage of PTEs and ITPs required a teaching qualification to be gained by teachers within two to three years of appointment, although no university had a similar requirement. However, it is clear from a review of the NZQA website (New Zealand Qualifications Authority, nd) that the number of teaching qualifications available for tertiary teachers is still extremely varied.

Key points

— Most tertiary organisations supported new teachers in some way, either with a requirement to attain a tertiary teaching qualification, through a 'buddy' scheme or through the provision of optional PLD

— The support and enhancement of teaching development structures across the tertiary sector was extremely varied, but included induction programmes, PLD opportunities and student engagement monitoring

— A number of institutions were actively reviewing their organisational arrangements for supporting and developing teachers.

Foundation Learning Professional Standards Framework
Smith and Te Rito (2018)

Foundation learning encompasses Levels 1–3 on the NZQF, but can also include ESOL (English for Speakers of Other Languages), Workplace Literacy, and Marae-based and Industry-based learning. The set of professional standards developed in this document involved three interconnected dimensions: professional work, knowledge and values. These broadly align with the three dimensions of the UKPSF, i.e., Areas of Activity, Core Knowledge and Professional Values.

During recent years there has been a lack of coherence in the capability-building space, and an earlier report (Heathrose Research, 2012) recommended the development of a PSF framework to articulate tutor competence as a pathway for professional learning.

The paper is premised on the Capability Pathway developed by Ako Aotearoa and brings coherence and coordination to capability building processes.

The proposal is aligned with a number of other initiatives and reports that are currently in progress, including the UKPSF, the Ako Aronui initiative, the work undertaken by Te Whare Wānanga o Awanuiārangi in their review of Fiji Higher Education, and the review of ACE standards.

While the framework was based on the UKPSF model, the report conceptualised the UKPSF from an indigenous perspective that placed the learner, Te Ākonga, at the centre of the model, which was structured in a series of triangles within a broader triangle reflecting the 'rito' of the harakeke (the growing tip of flax). The framework identified a number of critical elements that needed to be incorporated into

a PSF, such as identifying professional activities (what we do), professional knowledge (what we understand) with professional values. It also involved the design of a relevant assessment process that recognised the uniqueness of the Aotearoa New Zealand context, incorporated a verbal option and simplified 'rules' to ensure participants were clear about requirements and process.

The framework was careful to state that these were not new qualifications, nor did they replace existing qualifications. Rather they were awards seen as a mechanism to encourage tutors to engage in relevant PLD. The professional standards would encompass relevant qualifications and other evidence that proves candidates meet the requirements.

The report noted that the UKPSF terminology was not appropriate for the Aotearoa New Zealand context, certainly in this instance. The report ascribed Māori terminology to the awards to indicate developing layers of skill/expertise.

Key points

The framework:
— Describes what foundation learning tutors need to know and be able to do
— Provides pathways for ongoing PLD
— Incorporates evidence about effective teaching of Māori and Pacific Peoples students in a tertiary setting
— Adapts the UKPSF to the Aotearoa New Zealand context
— Provides Te Reo Māori terminology
— Reframes the dimensions to conceptualise the model appropriately for mātauranga Māori
— Designs assessment process to fit the Aotearoa — New Zealand context
— Establishes Aotearoa New Zealand-relevant award categories.

Business Case for a proposed accreditation scheme for tertiary teachers in New Zealand
Suddaby and Holmes (2012a)

An accreditation scheme for tertiary teachers in New Zealand: Key informant draft discussion document
Suddaby and Holmes (2012)

The investigation involved a report by Suddaby and Holmes (2012), commissioned by Ako Aotearoa, as an initial step in a process to promote discussion across the tertiary sector about the establishment of a voluntary accreditation scheme for tertiary teachers. This was followed by subsequent responses from The Tertiary Education Union (TEU) and Clinton Golding (HEDC, Otago University), a series of interviews and associated analysis with potential stakeholders, a report on a workshop discussing accreditation conducted by Holmes at an international conference and a draft business case developed by Suddaby and Holmes for Ako Aotearoa.

This series of documents developed a case for the development of a voluntary accreditation scheme for tertiary teachers across the Aotearoa New Zealand tertiary sector. The notion of accreditation was discussed and explored, as was the potential value of such an initiative to tertiary teachers. The discussion paper canvassed instances of accreditation in other bodies and jurisdictions, looked at the value proposition underpinning accreditation and identified a number of potential benefits of an accreditation scheme for teachers, learners, employers and the Government.

The discussion also identified issues that such a scheme needed to address, including the structure and administration of the scheme and the financial implications inherent in it. To an extent, these were considered in the draft business case proposal that addressed the overall costs of an accreditation scheme, yet the critical issue of 'who pays?' was not resolved.

Underlying the overall accreditation discussion were a number of elements that were not recognised or resolved. The submission by TEU addressed a number of these in their response, and in order for accreditation to proceed, it was clear that such issues would need to be resolved.

Key points

— An accreditation scheme needs to be predicated on a set of agreed professional values (e.g., a code of teaching ethics)
— The benefits for all stakeholders need to be articulated and agreed
— Such a scheme must recognise the dual roles of tertiary teachers—both discipline and teaching expertise
— Credible benchmarks of teaching quality need to be established and agreed
— The bicultural nature of the Aotearoa New Zealand tertiary environment must be recognised and included
— The relationship between standards and qualifications must be established
— The mechanism for accreditation needs to be explicit and clear.

For consideration

— The case needs to be made as to why accreditation is needed based on valid research data
— Teachers need to have adequate time and opportunity to undertake accreditation activities—it's a workload issue
— The financial cost must not be a disincentive—who pays is an issue
— An accreditation scheme should complement current quality processes, e.g., peer review, performance reviews, promotion processes, etc.
— Stakeholders need to ensure that the accreditation process does not become a 'de facto' performance management tool
— Current expertise must be recognised—there needs to be multiple pathways.
— Excellent teaching and learning needs must be clearly identifiable as must those approaches that support excellent teaching and learning
— The practitioners (teachers) must be involved at all stages.

Mandatory Review of Teacher Education Qualifications: Consultation Document Teacher Education Review Governance Group (2014).

The review summarised the current levels of Teacher Education Qualifications on the New Zealand Qualifications Framework and the plethora of qualifications that sit within those levels. "The review aims to reduce the duplication and proliferation of qualifications; to ensure the qualifications meet the overall needs of the particular sector and are useful, relevant and fit for purpose" (Consultation Document, p.3).

The review is underpinned by the notion that a tertiary teacher is a dual professional, i.e., a subject/disciplinary specialist and a specialist educator. It was noted that the term 'professional' was used in a much broader context than when used to describe someone "…accredited or regulated by a professional body…" (ibid., p.4).

The focus of the Consultation Document was on the strategic purpose of the qualification and the development of appropriate graduate profiles. Subsequently, the review process resulted in revised qualifications for Adult and Tertiary Teachers located on the New Zealand Qualifications Framework.

One such qualification is the New Zealand Diploma in Adult and Tertiary Teaching at Level 6. This qualification provides a strong basis for teacher development with an explicit graduate profile and evidence statements for achieving the qualification. However, there is no indication of professional standards to either be attained or to be maintained. Ideally, a qualification such as this should be aligned to a standards framework and there needs to be a requirement that such standards will be maintained and enhanced through PSF.

Key points

— Adult and Tertiary Teachers are dual professionals
— The term 'professional' is broader than that ascribed to accredited or registered professions. The term includes people who are qualified in their profession, as well as those who have expertise but do not have formal recognition
— The review aimed to reduce duplication and focus qualifications on meeting sector needs
— The review focused on the strategic purpose of the qualification and the graduate profile.

Report on Higher Education Teacher Competencies in Fiji
Te Whare Wānanga o Awanuiārangi and Ako Aotearoa (2018)

This report looked at 'new' pedagogical approaches to higher education. It is aimed at improving the quality of teaching and learning by enhancing the competency of teachers, assessors and moderators. The report was comprehensive; with 30 talanoa (group interviews) conducted with a range of stakeholders. In addition, it also included a comprehensive literature review.

The report suggested that teacher practice for effective student engagement and graduate success was reflected in the metaphor of the Fijian mat (coco) upon which there would be a place for everyone. This signified the weaving together of a competency framework, a curriculum matrix and capability profiles.

The competency framework addressed teacher knowing, doing, and being (i.e., core knowledge, areas of activity and professional values). Both the competency framework and the curriculum matrix identify the expectations underlying each of the capability profiles. These are to inform judgment about teacher portfolios (enhancing professional recognition and aligning with the UKPSF).

Key points

The report focused on:
— Students as co-creators of knowledge
— The Fijian mat as a metaphor for effective teacher practice and student engagement
— Graduate success encompassing:
  · Competency framework
  · Curriculum matrix
  · Capability profile
— Two capability profile levels established: foundation and intermediate
— Equivalence to UKPSF
— The importance of incorporating Fijian cultures into teacher practice.

University Teaching Quality
Universities New Zealand (2018)

Universities New Zealand's 2018 paper reflected on University Teaching Quality and, in particular, how such quality is assured, how teaching practice is developed and how good teaching is recognised and rewarded.

The paper looks at how teaching quality is defined, drawing on the work of John Biggs' 3P Model of Teaching and Learning (Biggs, 2006). It emphasises the importance of high-quality teaching to the student, the institution and the country. The paper recognises the difficulties in developing a simplistic set of measures of teaching quality and suggests that a wide range of proxy measures needs to be drawn on to infer whether an institution has an effective quality system in place. The paper identifies the major components of New Zealand Universities Quality Assurance systems as:

1. Internal quality assurance processes, including student evaluation
2. Programme approval and accreditation
3. Professional and international body accreditations
4. Cyclical quality assurance through academic audit and other reviews.

Within these four strands, many processes are deemed important, including peer review and observation, moderation, professional and academic development, teaching excellence awards, student feedback, teaching evaluations, student achievement, performance reviews, etc.

However, according to the paper, despite the high regard that New Zealand University teaching is held in, there is still no requirement for University teachers to be trained as teachers, nor is there any requirement that they should participate in PLD with respect to their teaching skills and expertise. Neither is there a requirement that they adhere to or even acknowledge a code of ethics for teaching. In addition, there is no blanket requirement that they undergo peer observation, although this is often optional and may be a departmental/faculty expectation. Similarly, with the advent of the performance-based research fund, research has become the de facto major factor in the promotion structures of universities. Overall, teaching preparation across the New Zealand University system is largely ad hoc and left to the decision of the teacher as whether to engage in PLD for teaching.

Key points

— Teaching quality is gauged by proxy measures
— Teaching is changing and new skills are needed, e.g., online, work-integrated learning, etc.
— Assessment is becoming a more complex and contested area given the high stakes associated with passing/failing
— No university has a requirement that all teachers undergo teaching PLD
— No university has a code of ethics specific to teaching
— No university has a requirement that its teachers undergo teacher training (other than induction-type programmes).

International Context

Australian Professional Tertiary Teaching Standards Framework
Chalmers (2017a)

Chalmers proposed a draft set of Australian Professional Tertiary Teacher Standards (APTTS). The framework was developed around three dimensions: Environment, Professional Practice and Attributes and Capabilities. National professional standards are seen by policy makers and educators as a way to professionalise the work of educators and as a lever for system-wide improvements in teaching and learning. They can be voluntarily developed and applied, or they can be compulsory and regulated by an external agency. A video on this project is available at: http://youtu.be/dLFvdtvbzs0

The project built upon the Australian University Teaching Criteria and Standards Framework (Australian University Teaching Standards, 2015) and is described by Chalmers (2014). The 2015 project emphasised the importance of a standards framework being evidence-based and that the evidence should be presented in portfolio form. The evidence would be assembled in line with seven criteria and be presented with minimum attainment standards identified for the various levels. The framework has received wide endorsement and application across the Australian tertiary sector and internationally.

The 3 dimensions and 12 criteria proposed for the 2017 APTTS are listed below:

Environment (inclusive of support for students and engagement in a wider cultural context)
1. Establish effective, inclusive learning environments that recognise, support and embrace student diversity
2. Incorporate indigenous knowledges and perspectives into programs and practices according to a culturally competent pedagogical framework
3. Design learning experiences related to real world issues and environment

Professional Practice (inclusive of the effective design of curriculum and course content, a variety of learning experiences based on evidence of how students learn, soliciting and using feedback and effective assessment of learning outcomes)
4. Conceptualise, plan and implement an appropriate learning program that demonstrates relevant disciplinary knowledge and expertise
5. Set and communicate expectations which inspire, motivate and challenge students
6. Demonstrate knowledge and understanding of learning and effective teaching practices
7. Design effective assessment, providing timely and consequential feedback
8. Systematically and critically evaluate practice and engage in continuing PLD

Attributes and Capabilities (Inclusive of personal, relational and professional qualities)
9. Demonstrate professional qualities including the application of fair and ethical professional behaviours, preparation and prioritisation, contributing positively to membership and leadership roles
10. Demonstrate personal qualities of enthusiasm, resilience, self-management, self-reflection and interest in students
11. Establish and encourage collegial and respectful relationships with and between students and colleagues, working constructively with others
12. Contribute to professional, industry and related fields of practice that enhance teaching

Achieving Professional Potential
Education and Training Foundation (nd)

The Education and Training Foundation (ETF) is the successor to the Institute for Learning (IfL) in the UK. The IfL was the professional body for teachers, tutors, trainers, and student teachers in the UK; established in 2002, it closed in 2014 and transferred its activities to the Education and Training Foundation, an arm of the Society for Education and Training (SET).

The IfL was created by its stakeholders as an independent, voluntary, practitioner-led professional membership body. As it developed, government policy changes resulted in the IfL becoming a regulatory body for the Further Education and Training sector in the UK. Government regulations meant that teachers in the Further Education and Training sector were required to be qualified and registered with the IfL and that registration was maintained through continuing professional development. To facilitate this, the IfL developed an online personalised learning space, as well as a code of professional conduct.

Membership of the IfL topped 200,000, but a government move to make the organisation self-funding resulted in members having to pay their own subscriptions. At the same time, the government revoked the need for Further Education and Training teachers to be qualified and registered, and as a result, the IfL became a voluntary organisation. By 2014, the IfL could no longer fund its operation, so it closed and moved its operations to the Education and Training Foundation.

The ETF has been established to improve professional skills and standards in the Further Education and Training sector. It sets standards and provides support to ensure learners and employers benefit from a qualified, effective and up-to-date professional workforce.

ETF developed and released (under the umbrella of SET) a set of aspirational professional standards (Education and Training Foundation, 2014) as a framework for teachers and trainers to appraise and improve their own practice. The SET also developed a Code of Practice.

These standards are organised around three key domains: professional knowledge and understanding, professional values and attributes, and professional skills (these are remarkably similar to the dimensions of the UKPSF). The ETF has also established an online self-assessment tool, a Qualified Teacher Learning and Skills (QTLS) qualification and a QTLS status roadmap. This tool is highly regarded in the Further Education and Training field (Society for Education and Training, nd).

Key points

This is a model worth exploring because:
— There are salutary lessons for Ako Aotearoa in the growth and demise of IfL
— The online self-assessment tool looks very interesting
— The ETF has developed an excellent set of practitioner-developed professional standards
— The SET has a relevant Code of Practice.

Teaching Quality in Higher Education: Literature Review and Qualitative Research. Greatbatch and Holland (2016).

This is a paper prepared for the UK Department for Business, Innovation and Skills by HOST Policy Research which examines the background to the planned introduction of the Teaching Excellence Framework in the UK.

The paper "offers an overview and critical evaluation of the latest evidence on definitions, initiatives, metrics and the operationalization of teaching excellence initiatives in HE, both nationally and internationally" (p.3).

The project involved 3 phases; a literature review, consultations with experts in the field, and a qualitative assessment of student opinions of teaching quality.

The literature review provided a broad range of findings. These included the view that external attempts to measure teaching quality results in increased attention to the quality of teaching by institutions. It also finds that the external audits of teaching enhance university quality assurance processes which in turn stimulate change and improvement in learning and teaching. The literature also indicated that it is a challenge to unequivocally define excellence in teaching because of the wide range of competing interpretations and because teaching excellence is not only impacted by teacher capability, but also resources and systems. Attempts to measure teaching quality are also problematic, relying largely on a basket of measures which in turn are subject to variability.

The paper noted that the impact of student views indicated that while institutional reputation was important to students' perception of quality education, they did not explore teaching quality to any great extent.

Overall the paper suggested a need for further research into the ways in which teaching is evolving, especially with respect to; new modes of teaching, the changing nature of the student cohort and developments in technology.

Key Points

— Measuring teaching quality is challenging
— The metrics used by different institutions and systems are widely variable
— Teaching excellence is a highly contested notion
— The student cohort tends to be more interested in institutional reputation rather than excellent teaching
— External audits heighten interest in the quality assurance of teaching and student learning outcomes.

Fostering quality teaching in higher education: Policies and practices
Henard and Roseveare (2012)

This is an OECD guide to assist institutions, university leaders and practitioners on strategies and ways to foster quality teaching in higher education. The paper draws on a range of case studies and exemplars offering a range of new and innovative approaches and practices.

The paper defines quality teaching and identifies a number of relevant dimensions that might be addressed as it goes on to emphasise the importance of quality teaching and ways it might be supported.

Changes that have occurred in teaching over recent years are identified and new paradigms explored. Factors such as changing employment patterns, internationalization, equity and equality are examined.

The changing role of the teacher is discussed and the initiatives undertaken by a range of institutions when implementing teaching and learning strategies are explored. The paper goes on to list the key elements to consider in fostering quality teaching. It also identifies a number of 'policy levers', and the challenges implementing these bring, as well as offering suggestions for the further development of policies and practices illustrating these with relevant examples and case studies.

The paper concludes with a self-assessment and reflection tool which enables the reader to identify priorities and determine consequent actions.

Key points:

— Raising awareness of quality teaching
— Developing excellent teachers
— Engaging students
— Building organisation for change and teaching leadership
— Aligning institutional policies to foster quality teaching
— Highlighting innovation as a driver for change
— Assessing impacts.

UK Professional Standards Framework
Higher Education Academy (2011)

The Higher Education Academy in the United Kingdom has developed a PSF that has gained widespread acceptance both in the UK and internationally. In New Zealand, two universities have adopted the programme, and 12 Australian universities have also engaged with the framework. Two New Zealand universities, AUT and Massey have been directly accredited by the HEA.

Revised and published in 2011, the PSF describes the dimensions of professional practice with respect to core knowledge, areas of activity, and professional values for teaching and teaching support roles in higher education. Within each of the three dimensions that contribute to the performance of teaching and support learning are a number of sub-groups. These are reflected in the four professional standing descriptors, which encompass the full range of teaching and support roles and align with the HEA Fellowship scheme, i.e., Associate Fellow, Fellow, Senior Fellow and Principal Fellow.

The Framework is a clear and concise document and is an invaluable tool for professionalising teaching in a tertiary setting. It is a concise document (less than 1,500 words) and has been produced as a result of a rigorous and lengthy consultation process involving the full range of UK Higher Education stakeholders. The UKPSF is a sector-led initiative and has not been governmentally imposed. It is a flexible and strategic tool facilitating sequential development of practitioners enabling them, if they wish, to move through the four levels (descriptors), and may be used in a number of ways to raise the status and quality of professional teaching.

Key points

The UKPSF:
— Is concise
— Is recognised internationally
— Provides a sequential pathway to improvement and enhancement
— Recognises the variety that exists in teaching, learning and assessment practices
— Has been developed as a result of extensive stakeholder consultations
— Addresses knowledge and areas of activity and is underpinned by values
— Fosters a dynamic approach to development
— Provides credible formal recognition of expertise and professionalism.

Advancing the quality and status of teaching in Australian higher education
James et al. (2015)

The paper was commissioned by the Australian Federal Office of Learning and Teaching as a component of the *Academic Workforce 2025 Project* to explore new conceptions of the professional practice of teaching in Australian Higher Education. It is a paper that makes the case to enhance recognition and support for a professionalised teaching workforce in Australian Higher Education.

The paper reviews the debate regarding professionalisation of higher education both in Australia and internationally. In doing so it acknowledges the changes that are impacting on this domain. These include technology, deregulation, modes of student participation, the increasing variety of providers, and student-teacher relationships. The paper also notes the important interrelationship between teachers and students, and how it impacts student learning outcomes. In the discussion, the paper defines the notion of professionalism as capability in designing curricula, planning and delivering teaching and learning effectively, providing student support, and assessing student outcomes.

In presenting their case, the project team notes that it is not doing so from a deficit perspective. Rather, it is looking to 'future-proof' higher education at a time when Australia is moving towards universal higher education participation. The overarching focus is the maintenance of standards and quality through the lens of teachers' personal practices.

The paper presents the view that higher education is not highly professionalised compared to those professions that it (higher education) has responsibility for training and credentialing. The paper noted that higher education teachers did not require pre-service training and registration. There were also no agreed professional standards, no code of ethics nor any requirement for professional development. However,

it went on to say that while models of professionalism from other professions may not work and that an overly prescriptive approach wouldn't work, the aim of a professionalised approach to higher education teaching would need to be clearly focused on the interests and benefits of all stakeholders. Thus, a key focus of the paper was that of exploring approaches to professionalisation that would work. These included:

— the student being at the centre of the process
— engaging with, supporting, and recognising teachers' commitment
— embracing the diversity that exists in higher education
— ensuring any initiative is voluntary and not imposed from above.

The authors said a national recognition system was critical and went on to identify the parameters of such a recognition system. These included;

— trusted evaluation processes
— a range of training and development pathways
— support structures
— national standards
— a code of practice.

In developing the paper, the authors suggest that there will be significant changes to higher education in ensuing years. These will impact on institutions. There will be a much greater variety of institutions, many of which will be focused primarily on teaching. There will also be greater diversity among the student cohort. Costs will continue to increase and the range of options will continue to expand. This diversity will include modes of study as well as subjects. Because of the greater variety, approaches to teaching will also evolve. Team approaches will become more prominent and teaching will increasingly involve support staff as well as academics. In particular, it is likely that the PhD will no longer be the 'gold standard' for higher education teaching.

The paper noted the significance of the proposed Australian Higher Education Standards Framework. It went on to specify in some detail twelve propositions on higher education and the higher education workforce. Of particular interest was proposition 10 which highlighted the risks to quality in higher education of an under-professionalised workforce. In turn, the authors identified the elements they considered essential to the development of a professional higher education teaching workforce.

Finally, they put forward a model for a recognition system for Australian Higher Education. This included:
— A newly-styled PhD which included a teacher training strand
— Adoption of mentoring programmes
— Web-delivered professional development modules
— Greater support and recognition of innovation and excellence
— Explicit national standards
— Trusted evaluation processes.

Finally, they acknowledged that these suggestions build on a significant body of already established practice and process.

Key Points

— Professionalism relies on a sophisticated knowledge base and the assumption that ethical commitments to students are paramount.
— The quality of student learning and graduate outcomes are closely tied to the professionalism of teachers
— Professionalism refers to knowledge and skills in teaching
— Enhancing professionalism will take higher education to the next level and future-proof its standards and quality
— Higher education is unlike the professions it is responsible for preparing – it has no pre-service training requirements, no registration requirements, no code of ethics, no agreed set of professional standards, and no requirement for ongoing PLD.

A one-size-fits-all approach is unlikely to be effective, but what is likely to work is:
— Placing student learning at the heart of higher education
— Supporting and recognising teachers' commitment to high quality teaching and learning
— Recognising the diversity of roles, functions and employment types involved
— Encompassing a range of philosophies and approaches
— Having a voluntary 'professional' model which is owned by the sector.

Professional recognition involves:
— Trusted evaluation
— Explicit national standards and regulatory environment
— Diverse opportunities for teacher education and training
— Support and recognition for excellence and innovation
— A code of practice.

The Australian Higher Education Standards Framework is seen as a broad frame of reference for professionalism in Higher Education.

Twelve propositions were developed to reflect the changing nature of higher education, higher education teaching and learning and the higher education workforce.

These led onto six considerations that reflected a reconceptualization of higher education:
— Students at the centre
— Avoiding the deficit approach
— A differentiated workforce for a differentiated sector
— Team approaches to higher education work
— Recognising and acknowledging disciplinary cultures
— Recognising academic leadership roles around teaching and learning.

Mapping Learning and Teaching Standards in Australian Higher Education: An issues and options paper
Krause, Barrie, Scott, Sachs and Probert (2012)

This paper discussed the developments taking place in the Australian Higher Education sector at the time of its publication. Significant developments were occurring with the Tertiary Education Quality and Standards Agency (TEQSA), among other organisations, initiating a number of actions related to the development of teaching and learning standards.

In addressing the issue, the authors considered teaching standards to encompass process or delivery standards while "…learning standards refer to outcome standards which describe the nature and level of student attainment".

The paper mapped the key elements in the Australian Higher Education system with respect to learning and teaching and then linked these to quality improvement and quality assurance processes.

The authors acknowledged the link between teaching and learning and the importance of considering these two elements together. However, while a teaching standards framework was proposed, there was no learning standards framework and this was an issue that they felt needed to be addressed. In turn, they suggested a possible structure for a multi-tiered learning standards framework with tier one at department/discipline level, tier two at institution level, and tier three at a national level. Within that structure, a range of actions were suggested.

In addition, the authors identified a large number of funded projects relating to teaching and learning standards that they summarised and appended as a table.

Key points

— The importance of the teaching/learning relationship was emphasised.
— A map of key learning and teaching standards was developed.
— A proposal for what might be included in a learning standards framework was suggested.
— A list of funded projects relating to teaching and learning standards was appended.

Improving the quality of teaching and learning in Europe's higher education institutions
McAleese et al. (2013)

This report states that "…the quality of teaching and learning should be at the core of the higher education reform agenda…"

And further, a "generic one size fits all standard of quality teaching and learning in higher education may be hard to define given the level of disparity in the higher education sector, but hardly justifies the current reluctance to acknowledge the need for professional teaching skills for those who are already teaching or who intend to become career teachers in higher education".

Additionally, a "first step is to create the conditions in which the higher education sector gives parity of esteem to both teaching and research…"

Key points

The report identified 16 recommendations, including:
— Recommendation 1: Public authorities responsible for higher education should ensure the existence of a sustainable, well-funded framework to support higher education institutions' efforts to improve the quality of teaching and learning.
— Recommendation 2: Every institution should develop and implement a strategy for the support and on-going improvement of the quality of teaching and learning devoting the necessary level of human and financial resources to the task and integrating this priority in its overall mission, giving teaching due parity with research.
— Recommendation 4: All staff teaching in higher education institutions in 2020 should have received certified pedagogical training. Continuous professional education as teachers should become a requirement for teachers in the higher education sector.
— Recommendation 5: Academic staff entrance, progression and promotion decisions should take account of an assessment of teaching performance alongside other factors.

National Professional Development Framework for All Staff who Teach in Higher Education
National Forum for the Enhancement of Teaching and Learning in Higher Education (2016)

The National Professional Development (NPD) framework was launched in 2016 for all staff teaching in Irish higher education. The framework provides guidance for the professional development of individuals and gives direction for other stakeholders, instructors, higher education networks, education/academic developers, policy makers and student body representatives for planning, developing and engaging in professional development activities.

It is a framework that recognises context and priorities. It can be used by staff across academic disciplines; education/learning technologists, education/academic developers, researchers, librarians, support staff and graduate assistants/tutors.

The framework is underpinned by inclusivity, authenticity, scholarship, learner centredness and collaboration. It recognises four types of learning associated with professional development: new learning, consolidating learning, mentoring and leadership.

Five domains are incorporated:
— Personal development
— Professional identity
— Professional communication and dialogue
— Professional knowledge and skill
— Personal and professional digital capability.

The framework is underpinned by a reflective and evidence-based approach. It supports individuals in (a) reflecting on current knowledge and experience; (b) recognising the importance of self-evaluation informed by data and evidence; (c) identifying and developing a personal strategy; and (d) developing their own capacity to plan for the future.

Key points

— The framework for professional development is designed to:
  · Empower staff
  · Encourage staff to engage in peer dialogue
  · Enhance and develop pedagogy in individual disciplines
  · Assist staff to reflect on and plan evidence-based enhancement
  · Contribute to the quality assurance and enhancement of the student experience.
— The aim is a professional development recognition framework for the sector.
— At present it is 'opt-in' with funding to support pilot projects.

Ethical Principles of University Teaching Society for Teaching and Learning in Higher Education (1996)

Underpinning the professional standards of most, if not all, professional groups, e.g., Law Society, Engineering New Zealand, New Zealand Medical Association and New Zealand Nursing Council, is a Code of Ethics or Code of Practice. This is reinforced in the Professions Australia website, which states that it is an essential element of a profession. The Canadian tertiary teaching organisation, the Society for Teaching and Learning in Higher Education (STLHE), has developed and promulgated a set of ethical principles defining professional responsibilities of university professors in their role as teachers. While this is not seen as a set of ironclad rules for members of the society, it does point to an issue which, if professional standards are to be embedded within the tertiary teaching environment, consideration will need to be given. It is interesting to note that within the New Zealand University context, there are no universities that have a code of ethics specifically for teaching. All have codes of ethics which are focused on research (and human ethics) and although some include teaching in the title of their code, the codes are not directed to the everyday role of teachers in the classroom (or the online space).

Key points

STLHE Ethical Principles in University Teaching address:
— Content competence
— Pedagogical competence
— Dealing with sensitive topics
— Student development
— Dual relationships with students
— Confidentiality
— Respect for colleagues
— Valid assessment of students
— Respect for institution.

Measuring the Impact of UK Professional Standards Framework for Teaching and Supporting Learning (UKPSF)
Turner et al. (2013)

Published in 2013, this document determined that the UKPSF had been well received and accepted by the UK Higher Education community. It was seen as being very influential in changing institutional practice, and in particular has impacted academic development, learning, teaching and the student experience.

The PSF has now gained international prominence. Currently there are over 100,000 'fellows' accredited to the standards. The reach has extended to Australia and New Zealand, where a number of Universities are currently accredited to the HEA (which is now a part of a new organisation called Advance Higher Education) and are encouraging and enabling their academic staff to attain fellowships.

Key points

— UKPSF has been influential in the UK and beyond.
— More than 100,000 fellowships have been awarded in the UK and internationally.
— The top four areas where the UKPSF changes practice are:
  · Shaping accredited courses
  · Influencing institutional PLD programmes
  · Supporting reward and recognition
  · Influencing institutional strategy and policy.

Continuing professional development for a diverse VET practitioner workforce
Tyler and Dymock (2017)

A critical requirement in the Australian VET sector is that when training providers are registered on the Australian Quality Training Framework (AQTF) as Registered Training Organisations (RTOs), the trainers must have relevant vocational competence, as well as a relevant training qualification (a Level IV certificate or higher).

In the past few years, there has been considerable discussion about the issue of professional qualifications for the VET sector, but no consensus has emerged even though a DET report issued in 2016 recommended a VET professional association. The variability across the sector makes achieving a consensus challenging. The arguments for a professional association are largely based on the need for a set of professional standards, the need to manage and monitor professional development, and the need to provide a voice for professionals. Costs, in particular, are a major issue; who will pay the costs of such an association?

A further major issue underlying 'registration' is that of continuing PLD and the need for registered professionals to 'keep up' with developments in their fields (as they are dual professionals). There are two perspectives:
— As professionals, individuals should be self-motivated, accept PLD as a professional responsibility and identify their own learning needs.
— On the other hand, mandatory PLD ensures all professionals are involved and indicates to the community that members are competent and up-to-date.

Most professions impose mandatory requirements around PLD.

In Australia, Certificate IV is mandatory for those delivering training in an RTO unless the tutor holds a higher level of qualification. Certificate IV provides

'survival skills' for tutors about planning and delivery. However, there are considerable criticisms about the lack of focus on teaching strategies, assessment, how students learn, the psychology of learning, learner feedback and classroom management.

Key points

— VET Learning is changing and moving:
  · Into the workplace
  · Online
  · Onto social media
  · Into more collaborative modes.
— Certificate IV:
  · Does not address ongoing pedagogical knowledge requirements
  · Delivers variable quality across the sector
  · Practitioners have difficulty interpreting and analysing training packages
  · Expects professional practice but this is not always evident.
— Workforce casualisation and ageing is an issue.
— PLD is critical, but without regulations and standards it is difficult to monitor.

References

16

References

___

ACE Aotearoa. (2018). *ACE Professional Standards.* Retrieved from https://www.aceaotearoa.org.nz/what-we-do-professional-development/ace-teaching-standards

Advance Higher Education. (2018). *About us.* Retrieved from https://www.advance-he.ac.uk/about-us

Ako Aotearoa. (2018). *About Us.* Retrieved from https://ako.ac.nz/about-us

Ako Aotearoa. (2011). *Te Tauākī Ako: Our Ako Framework.* Retrieved from https://ako.ac.nz/assets/Knowledge-centre/Te-Tauaki-Ako-Our-Ako-Framework/08c0470495/Te-Tauaki-Ako-Our-Ako-Framework-English.pdf

Ako Aotearoa. (2015). *Unitec HEA Pilot.* Ako Aotearoa, Wellington

Alkema, A. (2014). *Success in Tertiary Education for Pasifika: Highlights from Ako Aotearoa-supported research.* Retrieved from https://ako.ac.nz/assets/reports/Synthesis-reports/3d6994ffce/SYNTHESIS-REPORT-Success-for-Pasifika-in-tertiary-education-Highlights-from-Ako-Aotearoa-supported-research.pdf

Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis.* Report Commissioned by the Ministry of Education. Retrieved from: http://intra.bay.net.nz/Learning_objects/datas/quality.pdf

Apanui, N., & Kirikiri, T. (2015). *Hei Toko i te Tukunga: Enabling Māori Learner Success.* Retrieved from https://ako.ac.nz/assets/Knowledge-centre/Hei-toko/a8150a3fb5/RESEARCH-REPORT-Hei-Toko-i-Te-Tukunga-Enabling-Maori-Learner-Success.pdf

AQA. (2018). *What we do.* Retrieved from http://www.aqa.ac.nz/about-us/mission-terms-of-reference

AQA & NZUSA. (2017). *Memorandum of Understanding.* Retrieved from http://www.aqa.ac.nz/sites/all/files/signed%20MoU%20AQA%20NZUSA%20July%202017.pdf

AQF. (2013). *Australian Qualifications Framework.* Retrieved from https://www.aqf.edu.au

AQF. (2013a). *AQF qualifications.* Retrieved from https://www.aqf.edu.au/aqf-qualifications

Australian University Teaching Standards. (2015). *Australian University Teaching & Criteria & Standards.* Retrieved from http://uniteachingcriteria.edu.au/

AUT Centre for Learning and Teaching. (2018). *Ako Aronui.* Retrieved from https://cflat.aut.ac.nz/ako-aronui

Bain, K. (2011). *What the best college teachers do.* Harvard University Press.

Beaty, L. (1998). The Professional Development of Teachers in Higher Education: Structures, Methods and Responsibilities. *Innovations in Education and Training International, 35*(2), 99–107.

Bidois, V. (2007). *Kaupapa Māori as an Emancipatory Discourse: A Challenge to Mainstream.* Unpublished Masters Research Report. Dunedin, New Zealand. University of Otago

Biggs, J.B. (2006). From theory to practice: a cognitive systems approach. *Higher Education Research and Development, 12*(1), pp 73-85.

Buissink, N., Diamond, P., Hallas, J., & McIsaac, J. (2018). *Reflecting on Ako Aronui – maintaining the integrity of the UKPSF and representing Māori values.* Retrieved from https://www.heacademy.ac.uk/blog/reflecting-ako-aronui-maintaining-integrity-ukpsf-and-representing-m%C4%81ori-values

Buissink, N., Diamond, P., Hallas, J., Swann, J., & Sciascia, A. D. (2017). Challenging a measured university from an indigenous perspective: placing 'manaaki' at the heart of our professional development programme. *Higher Education Research & Development, 36*(3), 569–582. https://doi.org/10.1080/07294360.2017.1288706

Chalmers, D. (2017). *A case for the use of standards in recognising, evaluating and rewarding university teaching: A discussion paper.* Retrieved from http://aptts.recognisinguniteaching.edu.au/wp-content/uploads/2017/05/Chalmers-ATTS-May-2017.pdf

Chalmers, D. (2017a). *Australian Professional Tertiary Teaching Standards Framework.* Retrieved from http://aptts.recognisinguniteaching.edu.au/framework/

Chalmers, D. (2017b). *Inhibiting creativity or supporting quality?* HERDSA News. Retrieved from http://www.herdsa.org.au/sites/default/files/HERDSANews20173901_0.pdf

Chalmers, D., Cummings, R., Stoney, S., Tucker, B., Elliott, S., Wicking, R., & Jorre de St Jorre, T. (2015). *Australian University Teaching Criteria and Standards Project: Extension report.* Retrieved from http://uniteachingcriteria.edu.au/wp-content/uploads/2013/11/SP12_2335_Cummings_report_2015.pdf

Chalmers, D., Cummings, R., Stoney, S., Tucker, B., Elliott, S., Wicking, R., & Jorre de St Jorre, T. (2014). *Australian University Teaching Criteria and Standards Project: Final report.* Retrieved from http://uniteachingcriteria.edu.au/wp-content/uploads/2013/11/Draft-SP12-2335-Project-Final-Report-21-July-2014.pdf

Chauvel, F. & Rean, J. (2012). *Doing Better for Māori in Tertiary Settings.* Retrieved from http://maori-lit-review-2013.publications.tec.govt.nz/

Chauvel, F., Falema'a, L., & Rean, J. (2014). *DB4P: Doing better for Pasifika.* Tertiary Education Commission, Wellington.

Coolbear, P. (2013). *Tertiary Teaching Qualifications: A draft needs analysis.* Ako Aotearoa, Wellington.

Coolbear, P. (2014). *Adult and Tertiary Teaching (ATT) draft landscape discussion document.* Ako Aotearoa, Wellington.

Coolbear, P. (2015). *Proposal to support the implementation of the HEA professional recognition scheme in selected New Zealand Universities.* Ako Aotearoa, Wellington.

Coolbear, P. (2015a). *Accreditation of Tertiary Teachers in New Zealand: the present state of the play.* Ako Aotearoa, Wellington.

Devlin, M. & Samarawickrema, G. (2010). The criteria of effective teaching in a changing higher education context. *Higher Education Research & Development,* 29:2, 111-124. DOI: 10.1080/07294360903244398

Education and Training Foundation. (2014). *Professional Standards for FE Teachers.* Retrieved from http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards

Education and Training Foundation. (nd). *Achieving Professional Potential.* Retrieved from http://www.et-foundation.co.uk

European Union. (2013). *High Level Group on the Modernisation of Higher Education. Report to the European Commission on improving the quality of teaching and learning in Europe's higher education institutions.* Luxembourg: Publications Office of the European Union.

Greatbatch, D. & Holland, J. (2016). *Teaching Quality in Higher Education: Literature Review and Qualitative Research.* London: Department for Business, Innovation and Skills. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/524495/he-teaching-quality-literature-review-qualitative-research.pdf

Heathrose Research. (2012). *Using the student voice to improve quality.* Retrieved from https://ako.ac.nz/assets/Knowledge-centre/the-student-voice/1a5aec651d/SUMMARY-Student-Voice-in-Tertiary-Education-Settings-Quality-Systems-in-Practice.pdf

Henard, F, & Roseveare, D. (2012). *Fostering quality teaching in higher education, policies and practices. OECD.* Retrieved from https://www.oecd.org/education/imhe/QT%20policies%20and%20practices.pdf

Higher Education Academy. (2011). *UK Professional Standards Framework.* Retrieved from https://www.heacademy.ac.uk/ukpsf

Holmes, A. (2011). *Professional recognition of tertiary teachers: possible options for New Zealand.* Ako Aotearoa, Wellington.

Holmes, A., & Suddaby, G. (2013). *An accreditation scheme for tertiary teachers in New Zealand: An initial overview analysis of the interviews completed with key stakeholders.* Ako Aotearoa, Wellington.

James, R., Baik, C., Millar, V., Naylor, R., Bexley, E., Kennedy, G., Krause, KL., Hughes-Warrington, M., Sadler, D., Booth, S., & Booth C. (2015). *Advancing the quality and status of teaching in Australian higher education: Ideas for enhanced professional recognition for teaching and teachers.* Sydney: Office for Learning and Teaching, Department of Education and Training.

Krause, K-L., Barrie, S., Scott, G., Sachs, J., & Probert, B. (2012). *Mapping Learning and Teaching Standards in Australian Higher Education: An issues and options paper.* Retrieved from www.uws.edu.au/__data/assets/pdf_file/0005/402854/TL_Stds_Issues_Paper.pdf

Luafutu-Simpson, P., Noa, A., Uta'I, S., & Petelo, L. (2018). *Pasifika Success Indicators (PSI) Tool.* Retrieved from ako.ac.nz/knowledge-centre/evaluating-pasifika-success-toolkit

McAleese, M., Bladh, A., Berger, V., Bode, C., Muehlfeit, J., Petrin, T., Schiesaro, A., & Tsoukalis, L. (2013). *Improving the quality of teaching and learning in Europe's higher education institutions.* Retrieved from http://ec.europa.eu/education/higher-education/doc/modernisation_en.pdf

Ministry of Education. (2007). *Tertiary Education Strategy, 2007-2012.* Wellington, New Zealand: Ministry of Education. Retrieved from http://www.voced.edu.au/content/ngv%3A24898

Ministry of Education. (2010). *Tertiary Education Strategy 2010-2015.* Wellington, New Zealand: Ministry of Education. Retrieved from http://www.voced.edu.au/content/ngv%3A497

Ministry of Education. (2013). *Ka Hikitia. Accelerating Success 2013-2017.* Retrieved from http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/

Ministry of Education & New Zealand Teachers Council. (2011). *Tātaiako: Cultural Competencies for Teachers of Māori Learners.* Retrieved from https://educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf-0

Ministry of Education & Ministry of Business, Innovation and Employment. (2014). *Tertiary Education Strategy 2014-2019.* Retrieved from https://www.education.govt.nz/further-education/policies-and-strategies/tertiary-education-strategy

National Forum for the Enhancement of Teaching and Learning in Higher Education. (2016). *National Professional Development Framework for All Staff Who Teach in Higher Education.* Retrieved from https://www.teachingandlearning.ie/publication/national-professional-development-framework-for-all-staff-who-teach-in-higher-education/

New Zealand Qualifications Authority. (nd). *Mandatory Review of Teacher Education Qualifications Levels 2-6.* Retrieved from http://www.nzqa.govt.nz/qualifications-standards/qualifications/teacher-education-qualifications/review-of-teacher-education-qualifications/

New Zealand Qualifications Authority. (nd). *Tertiary Education.* http://www.nzqa.govt.nz/studying-in-new-zealand/tertiary-education/

Parliamentary Counsel Office. (2015). *New Zealand Legislation - Standards and Accreditation Act 2015.* Retrieved from http://www.legislation.govt.nz/act/public/2015/0091/latest/DLM5946909.html

Prebble, T.K. (2014). *Standards for the ACE Sector: A Discussion Paper.* Retrieved from https://www.aceaotearoa.org.nz/sites/default/files/ACE%20Teaching%20Standards%20web%20version.pdf

Productivity Commission. (2017). *New Models of tertiary education: Final Report.* Retrieved from https://www.productivity.govt.nz/inquiry-content/tertiary-education

Professions Australia. (2016a). *About Professions Australia.* Retrieved from http://www.professions.com.au/about-us

Professions Australia. (2016). *What is a Profession?* Retrieved from http://www.professions.com.au/about-us/what-is-a-professional

Professional Standards Council. (nd). *What is a profession?* Retrieved from https://www.psc.gov.au/what-is-a-profession/academic-view

Projects International. (2010). *Tertiary Practitioner Education Training and Support: Taking Stock.* Retrieved from https://ako.ac.nz/assets/reports/Synthesis-reports/9796841858/REPORT-Taking-Stock-tertiary-practitioner-education-training-and-support.pdf

Ryan, D., Kitone, L., Fleming, R. (2017) *Pacific learner success in workplace settings.* Retrieved from https://ako.ac.nz/assets/Knowledge-centre/NPF-15-002-Pacific-Learner-Success-in-Workplace-Setting/aabc242e3b/Research-Report-Pacific-Learner-Success-in-Workplace-Settings.pdf

Ryan, D., & Mischewski, B. (2015). *Pasifika learner success in workplace settings: thematic literature review.* Retrieved from https://ako.ac.nz/knowledge-centre/pacific-success-workplace-settings/literature-review-2015-pasifika-learner-success-in-workplace-settings

Sinnema, C., Meyer, F., & Aitken, G. (2017). Capturing the complex, situated, and active nature of teaching through inquiry-oriented standards for teaching. *Journal of Teacher Education, 68*(1), 9-27.

Smith, G. (2012). Interview: Kaupapa Māori: Dangers of Domestication. *New Zealand Journal of Educational Studies.* 47(2): 10-20.

Smith, G. & Te Rito, J. (2018). *Foundation Learning Professional Standards Framework.* Ako Aotearoa, Wellington.

Society for Education and Training. (nd). *Self-assessment tool.* Retrieved from https://set.et-foundation.co.uk/digital-assets/self-assessment/

Society for Teaching and Learning in Higher Education. (1996). *Ethical Principles in University Teaching.* Retrieved from https://www.stlhe.ca/awards/3m-national-teaching-fellowships/initiatives/ethical-principles-in-university-teaching

Student Partnerships in Quality Scotland. (2016). *Sparqs.* Retrieved from https://www.sparqs.ac.uk/index.php

Suddaby, G., & Holmes, A. (2012). *An accreditation scheme for tertiary teachers in New Zealand: Key informant draft discussion document.* Ako Aotearoa, Wellington.

Suddaby, G., and Holmes, A. (2012a). *Business Case for a proposed accreditation scheme for tertiary teachers in New Zealand.* Ako Aotearoa, Wellington.

Te Whare Wānanga o Awanuiārangi and Ako Aotearoa. (2018). *Report on Higher Education Teacher Competencies in Fiji.* Ako Aotearoa, Wellington

Teacher Education Review Governance Group. (2014). *Mandatory Review of Teacher Education Qualifications: Consultation Document.* Retrieved from https://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/Teacher-Education-review/TEd-Consultation-document-Nov-2014-Final.pdf

Tertiary Education Commission. (2013). *Pasifika Framework 2013-2017.* Tertiary Education Commission, Wellington.

Tertiary Education Commission. (2016). *Introducing Tū Māia e te Akonga.* Retrieved from http://www.tec.govt.nz/assets/Publications-and-others/Tu-Maia-e-te-Akonga-brochure.pdf

Tertiary Education Commission. (2017). *Pasifika Operational Strategy 2017-2020.* Retrieved from http://www.tec.govt.nz/assets/Publications-and-others/Pasifika-Operational-Strategy-2017-2020.pdf

Tertiary Education Quality and Standards Agency. (2015). *Higher Education Standards Framework 2015.* Retrieved from https://www.teqsa.gov.au/higher-education-standards-framework-2015

Tertiary Education Union. (2013). *Response from the Tertiary Education Union to draft discussion paper, October 2012, "An accreditation scheme for tertiary teachers in New Zealand".* Ako Aotearoa, Wellington.

TEQSA (2015). *Higher Education Standards Framework 2015.* Retrieved from https://www.teqsa.gov.au/higher-education-standards-framework-2015

Thaman, K. H. (2001). Towards culturally inclusive teacher education with specific reference to Oceania. *International Education Journal,* 2(5) 200. WCCES Commission 6 Special 2001Congress Issue.

The Institute for Learning. (2009). *Memorandum of association of the Institute for Learning.* Retrieved from https://set.et-foundation.co.uk/media/59903/2012_10_11_Memorandum_of_Association.pdf

The Dearing Report. (1997). *Higher Education in the learning society: Main Report.* Retrieved from http://www.educationengland.org.uk/documents/dearing1997/dearing1997.html#ana

Turner, N., Oliver, M., McKenna, C., Hughes, J., Smith, H., Deepwell, F., & Shrive, L. (2013). *Measuring the impact of the UK Professional Standards Framework for Teaching and Supporting Learning (UKPSF).* Retrieved from https://www.heacademy.ac.uk/knowledge-hub/measuring-impact-uk-professional-standards-framework-teaching-and-supporting-learning

Tyler, M. & Dymock, D. (2017). *Continuing professional development for a diverse VET practitioner workforce.* Retrieved from https://www.ncver.edu.au/publications/publications/all-publications/continuing-professional-development-for-a-diverse-vet-practitioner-workforce

Universities Australia. (2014). *Indigenous Cultural Competency Framework.* Retrieved from https://www.universitiesaustralia.edu.au/uni-participation-quality/Indigenous-Higher-Education/Indigenous-Cultural-Competency-Framework/Indigenous-Cultural-Competency-Framework#.W86r7GgzZPY

Universities Australia & Professional Australia. (2016). *Joint statement of principles for professional accreditation.* Retrieved from https://www.universitiesaustralia.edu.au/uni-participation-quality/Quality/Principles-for-Professional-Accreditation

Universities Australia. (2014). *Indigenous Cultural Competency Framework.* Retrieved from https://www.universitiesaustralia.edu.au/uni-participation-quality/Quality/Principles-for-Professional-Accreditation

Universities New Zealand. (2018). *University Teaching Quality: How teaching quality is assured.* Retrieved from https://www.universitiesnz.ac.nz/sites/default/files/University%20Teaching%20Quality%20%28March%202018%29.pdf

van der Sluis, H., Burden, P., & Huet, I. (2016). *The evaluation of an institutional UKPSF recognition scheme.* Retrieved from https://www.seda.ac.uk/past-issues/17.1

Viskovic, A. (2009). *Survey of Literature Relating to Tertiary Teacher Development and Qualifications.* Retrieved from https://ako.ac.nz/assets/Knowledge-centre/Qualifications-Literature-review/24244fa45c/REPORT-Survey-of-teacher-development-qualifications.pdf

Viskovic, A. (2009a). *Survey of Literature Relating to Tertiary Teacher Development and Qualifications:* A Summary. Retrieved from https://ako.ac.nz/assets/Knowledge-centre/Qualifications-Literature-review/0a1b245b15/SUMMARY-Survey-of-Teacher-Development-Qualifications.pdf

Zeitzeva, E. (2016). *Investigation of relationship between student engagement and professional recognition of teaching standards (HEA Fellowships).* York: Higher Education Academy. Retrieved from https://www.heacademy.ac.uk/system/files/downloads/ukes_and_hea_fellowship_correlation_march_2016.pdf