Incorporating an Asia dimension in initial teacher education

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Introduction

Initial teacher education (ITE) is being challenged internationally to prepare teachers with the dispositions, skills, and understandings needed to teach an increasingly diverse student population. Teachers must prepare children to be intercultural and globally-minded to participate meaningfully in today’s world. New Zealand’s contact with and immigration from Asian nations has increased dramatically in recent years. Yet little is known about how these changes affect schools, teachers, and children and whether today’s teachers are prepared for students whose cultural identities are likely to differ from their own. Given the importance of relations between New Zealand and its Asian neighbours, the response of initial teacher education is a significant issue.

Overview and Scope

New Zealand education statistics show that in the years 2001-2008 there was a significant growth in the numbers of Asian school students and a related increase in the proportion of New Zealand students who are Asian (increasing from 3.7% to 8.8%).

The number of Asian school students increased from 42,367 in 2000 to 65,583 in 2008. In 2006 of Asian school students, 13.8 percent were South East Asian, 31.4 percent were Indian, 31.5 % were Chinese and 23.3 % were other Asian.

Given the increase in the number of Asian students in our primary and secondary classrooms it is timely for ITE courses to prepare teachers who can respond to the needs of these students.

The research referred to in this paper was funded by the Asia New Zealand Foundation, a non-government organisation, which is dedicated to building New Zealanders’ knowledge and understanding of Asia. The focus of this research was to document and evaluate the extent (quantity) of Asia-related teaching, academic expertise and off-shore connections in initial teacher education (ITE) as well as the nature (quality) of these Asia-related aspects. Of particular interest were opportunities for ITE students to enhance their intercultural abilities to support Asian and non-Asian students in primary and secondary education contexts as part of their ITE programme. The research provides a baseline of the current state of Asia-related aspects in New Zealand initial teacher education as represented by the six universities that prepare more than 90% of New Zealand’s primary and secondary teachers.
The Context

Teacher education programmes face the challenge of preparing future teachers for a rapidly changing classroom environment. In a recent report by the American Council of Education of a major effort to assist colleges and universities to advance all aspects of internationalisation, it was concluded that “it would be difficult to find a college or university today that is not making some effort to internationalise” (Green & Shoenberg, 2006, p. 1). Despite these efforts, recent research has indicated that much less attention is being given to the development of global competence in the preparation of primary and secondary teachers (Schneider, 2007). A recent report from a national meeting of United States representatives from teacher education institutions on the issue of globalisation concluded that “Few teacher preparation programs have, to our knowledge, created a comprehensive internationalisation plan that ensures that their graduates can both teach the global dimensions of their subject matter and develop their students’ intercultural skills once they enter their own classrooms” (Devlin-Folz, 2008, p. 7).

Although there is no similar research concerning teacher preparation in New Zealand, a survey carried out by Keen (2004) revealed that respondents at ITE institutions reported that lecturers are inadequately prepared and resourced for mediating Asia-related material to their New Zealand students.

ITE programmes face the challenge of preparing future teachers for the demands of New Zealand’s local, national and globally focussed curriculum and the rapidly changing classroom environment. ITE providers in New Zealand are charged with preparing teachers to teach in schools that have:

- an expectation that New Zealanders participate as international and global citizens, with an informed awareness of, and ability to engage with Asia, particularly in a global economy
- considerable growth of Asian student numbers and in the proportion of the total student roll, yet a mismatch between the largely Pākehā (European) mono-cultural teaching force and the multiethnic student population with few teachers of Asian ethnicity or with cultural knowledge.

Data on tertiary education show that Asian students have the highest rate of progression to higher levels of study but numbers are relatively low in the field of education at any level. Butcher (2007) questions whether there is an increase in the numbers of Asian teachers in New Zealand schools and uses the Ministry of Education’s study of Beginning Teachers 2000-2004 (Kane, 2005) to show that beginning teachers appear to be more ethnically diverse than other sections of the teaching workforce. Butcher concludes, the school staff do not match the predicted, or existing ethnic diversity of school students.

It has been noted that there are only small numbers of international students in New Zealand Colleges of Education (Ministry of Education, 2008). In some disciplines the presence of international students on campus and participating in courses assist local students and academic staff to gain an awareness of other perspectives. In ITE this is far less likely to occur for a number of reasons. Internationally, the preparation of primary teachers and, to a lesser extent, secondary teachers, is seen as culturally specific. Countries expect and want to “train” their own teachers. ITE in New Zealand is based on the New Zealand curriculum, and pre-service student teachers are required to acquire specific knowledge of strategies to teach the official curriculum. Thus, programmes that are highly focussed on the New Zealand educational context are not generally suitable for international teacher education students planning to return to another educational system. The assumptions around the need for cultural specificity underpin barriers to mobility that primary school teachers face when they seek to shift countries and continue teaching.

The revised New Zealand Curriculum (Ministry of Education, 2007, p. 8 – 10) challenges schools to reflect changing classroom demographics and “beliefs about what is important

1 For further information about New Zealand ITE please see the Appendix at the end of this paper.
and desirable in school curriculum” through such principles and values as “cultural diversity”, “inclusion”, “community engagement” and “future focus.” While ethnicity is only one variable influencing effective teaching of ethnic minority groups, teacher education programmes are expected to be culturally responsive in student teacher recruitment and programme content. For example, amongst other initiatives, the New Zealand Ministry of Education’s Best Evidence Synthesis: Quality Teaching for Diverse Students (Alton-Lee, 2003) reiterates the need for teachers who know how to implement pedagogical practices that value and address diversity.

Another factor directly relevant to the inclusion of Asia related content in teacher education is the unique place of Māori as tangata whenua (indigenous people) within New Zealand. The six providers in the study, and the Teachers Council through its Graduating Teacher Standards, reflect responsibilities to the partnership with Māori as New Zealand’s indigenous population and the obligation to meet Māori educational aspirations. Durie (2001) has been a major voice for a Māori perspective on education and of educational futures. He was entrusted by the Educational Hui Taumata with the development of a Framework for Māori cultural advancement. This framework was constructed around three goals for Māori: to live as Māori; to actively participate as citizens of the world; and to enjoy good health and a high standard of living. Durie argues that the educational system needs to prepare Māori to be engaged globally. Given the centrality of Asia (China and India in particular) to the future international economy, politics and social life, being equipped to engage with Asian peoples, languages, and economies could be seen to be consistent with Māori aspirations.

Methodology

This research focused on the question: What is the extent and nature of teaching and research of Asia-related content, academic expertise and off-shore connections in ITE programmes?

Questionnaires and interview were used to investigate Asia-related aspects represented in the range of ITE programmes offered by the following New Zealand universities – the University of Auckland, the University of Waikato, Canterbury University, Otago University, Massey University, and Victoria University of Wellington. In addition, information was sought from the relevant academic approval quality assurance and professional teacher registration bodies: The Committee on University Academic Programmes (CUAP) and the New Zealand Teachers Council, respectively.

Participants:

The participants from areas relevant to teacher education programmes were:

- the Dean or Pro Vice-Chancellor of each School or College of Education. (Five out of the six Deans participated)
- programme coordinators or directors of primary and secondary undergraduate and graduate diploma programmes for ITE. (Coordinators from all universities participated)
- key staff in ITE programmes such as lecturers in core, compulsory and specialised Asia-related papers; and curriculum areas (as identified by co-ordinators)

Information was also obtained from International Directors or equivalent staff at university and/or faculty levels; academic quality assurance representatives, including the institution’s representative on CUAP; and the Manager of Policy and Strategic Development of the New Zealand Teachers Council.

Data Collection and Measures:

Three main procedures were used to collect a range of data in relation to the research question. These procedures were questionnaires, document analysis and follow-up telephone interviews for purposes of clarification and elaboration.
Questionnaires were accessed online via URL links distributed by email, a data collection process shown to have high utility, be inexpensive, and enable both the researcher and the participant to manage data collection in a manner that maximises the accuracy and richness of the data (Mann & Stewart, 2000). The asynchronous nature of this data collection method was welcomed by busy participants.

The questions focussed on the extent to which each university’s institutional strategic documents and ITE programmes included reference to Asia or Asian dimensions and, if so, the nature of that content. Respondents were asked about the ethnicity and cultural experiences of academic staff, ongoing research relevant to Asia, linkages with partner institutions in Asia, Asia student exchanges and other related matters. Where there was evidence that Asian linkages existed, specifics were probed. Respondents were also asked about innovative projects, challenges and other activities that might support the further development of an Asian dimension in their programmes.

Document Analysis:

In addition to the information gathered from respondents as noted above, available documents and references were reviewed including university strategic documents (accessed via websites); and ITE staff profiles (accessed via websites) for references to Asian content, cultural support, and staff and students in teacher education.

A case study was undertaken of a four year ITE programme at one university to examine relevant documentation including documents prepared for programme approvals and programme reviews (e.g., monitoring reports) within the previous three years; programme description materials providing overviews of programmes and information for prospective students; specific course outlines for core coursework and selected courses that were nominated by coordinators; and teaching practice and student teaching guidelines and manuals prepared for student teachers, visiting lecturers and associate teachers in the schools.

The document analysis focused on explicit references to Asia-related content in ITE programme and course descriptions as well as alignment with national ITE requirements and expectations specified by the Graduating Teacher Standards (2007), New Zealand Curriculum (2007), and an influential Best Evidence Synthesis on teaching diverse learners (Alton-Lee, 2007) promulgated by the Ministry of Education.

Findings

This research combines the analysis of documentation at the institutions’ strategic level with the analysis of data from questionnaires and interviews. It should be noted that the strategic documents of the institutions are of a generic nature and these documents reveal few mentions of specific Asian content. Asian content is most likely to be subsumed under ‘international’ categories, for example, ‘international students’ which includes students from Asian countries. Teacher education is rarely mentioned in institutional level strategic policy documents. Our findings revealed that Asia-related aspects are virtually unrecognized and/or invisible in New Zealand’s teacher education programmes. What exists is primarily implicit, focused on preparing teachers for diverse student populations without explicit mention of how particular interactions with Asian cultures might require specific accommodation or adaptation beyond broad principles and practices of teaching for diversity in a general sense.

Asia-related content:

Respondents from all the universities stated that there was some specific Asia-related content in their ITE programmes. Asian content was most likely to be included in general pedagogy courses and discussed with regard to inclusive education practices and
teaching in diverse classrooms, as opposed to specific Asia-related content. The most common method of including Asia-related content was through the use of Asia-related themes or settings, with two institutions stating they currently used Asian case studies, materials or resources. One coordinator stated that their “Issues in Education [course] looks at Asian learners – attitudes, expectations and behaviours”. Another respondent reported the existence of a course looking at “language needs and cultural challenges for Asian students in New Zealand schools.” Respondents indicated that the amount of Asia-related content in programmes has remained at the same level in recent years. If changes were to occur, these were said to be most likely to happen through the use of Asia-related themes or settings.

Three of the six universities had compulsory papers that incorporated themes of diversity and issues in their ITE programmes. For example, one university has a compulsory course relating to cultural and linguistic diversity. This course includes learning outcomes that make specific reference to Asian communities, languages and students. One respondent commented that “our programmes tend to cover Asian contexts and content only as part of a wider mission. There are no examples of specific dedicated Asian studies papers.”

Asian languages were included mostly in ‘how to teach’ language courses for those studying to become secondary school language teachers. The recently introduced curriculum area of Learning Languages had led to a new course being under development in two universities. In two cases it was also mentioned that TESOL students undertook courses in teaching Asian languages. Four of the universities offered Asian languages in their ITE programmes; the languages taught were Chinese, Japanese and Korean. Another ITE provider has discontinued its Asian language programme due to low enrolments.

Academic/management expertise:

References to Asia-related staffing are evident in the universities’ strategic documents. The documents make reference to such things as: regular visits to Asian countries to work in collaboration with academic staff across institutions; and academic staff exchanges with countries including China, Japan, Korea, Singapore, Thailand, and Malaysia. However, it should be noted that official documentation does not make specific reference to ITE staffing.

Three of the six universities indicated that they had no academic staff identifying as Asian working in their ITE programmes. Two had between one and five Asian staff members, with one unable to answer. We found little evidence of academic staff who hold qualifications from Asian universities. However, the Deans from five of the institutions reported that they have staff with Asian professional experience in their management team. One institution has a management member with an Asian tertiary qualification. Three also report that their management team has academic expertise relating to Asia. Two institutions have managers who identify as Asian, and also identify two instances of fluency in an Asian language.

From available website staffing profiles four universities indicated a number of ITE staff had participated in cultural immersion in an Asian country. The reported experiences ranged from a few weeks of being at an Asian university to up to two years of teaching English in an Asian country. One university identified staff supervising doctoral students who were conducting research on an Asia-related topic. This information was not available for the other universities. One university also identified two people as international student support staff who work with Asian students.

Off shore connections:

In strategic documents, all of the universities mention a range of links with Asian institutions, such as: collaborative research, staff and student exchanges, and the offering of joint academic programmes. Areas of focus included, China, and Singapore. All
participating institutions are focused on internationalisation and indicate they are recruiting capable postgraduate and doctoral students.

In terms of ITE, links with Asian institutions occur in a number of ways:

1. Exchanges/collaboration with universities in Asia

Three of the universities reported existing staff exchange research links with Asian tertiary institutions, another having such a link under development. Four universities have existing staff exchanges for teaching, with one developing a further link. One additional university is seeking to develop a staff teaching exchange. Two of the institutions have existing student exchanges. Five of the universities reported that they have been engaged in developing Asian related projects. Examples of this include the development of teacher education programmes in collaboration with Asian institutions. Another has been involved since 2003 in providing programmes for a Chinese institution whereby teachers have been involved in pre-service programmes in New Zealand. Short term courses for teachers from Asian countries have been taught by one institution although they now express doubt in continuing this due to financial constraints.

2. Research opportunities

The analysis of teacher education staff profiles from the six universities' web-sites found that five universities had teacher education staff, who were, or had been involved in research in some aspect of Asian content. These staff members published one or more papers or presented their Asia-related research at international conferences. Examples of titles and descriptions of research projects included, “Applicability of learning styles in a Malaysian context” and “The writing development of Hong Kong children between the ages of 4 and 6”. A number of institutions identified staff who carried out research on multicultural topics. Unless these entries specifically stated the inclusion of Asian cultures, they were not included in the analysis.

3. Other links with Asian tertiary institutions

One university is developing an overseas campus for ITE in an Asian country, two institutions deliver short-term ITE courses and programmes in Asia, and another has a shared ITE degree with an Asian institution. Two institutions identified the BEd (TESOL) as a programme under development (Teaching English to speakers of other languages). There was mention by two respondents of close personal professional relationships with staff at Asian institutions.

Student enrolment and support:

In the five universities who responded, there are support structures for international students including those from Asian countries. Examples of these include staffing provisions to look after the needs of international students, which would be consistent with New Zealand’s national requirements for the pastoral care of international students studying in this country. One university specifically notes a commitment to creating learning environments that are able to support people from varying cultural backgrounds. They also mentioned an awareness of the need to rise to challenges presented by students whose first language is not English, as well as by those students who have diverse approaches to learning and social interaction. All universities indicated that they provide a range of institution-wide support mechanisms for all students such as learning support, orientation day programmes, language support, peer support, accommodation assistance and cultural groups. These provisions are available and seen as appropriate for Asian students.

Although all institutions offered programmes for international students, only four universities specified that they had Asian students in the ITE programmes. Responses indicate a limited number of international students in ITE programmes. These comprised Malaysian, Chinese, Korean and Japanese students. There are a few examples of international ITE students engaging with local ITE students. These include groups of
teachers from Hong Kong and Malaysia in New Zealand studying to upgrade qualifications through enrolment in particular papers and working alongside students in an ITE classes.

The surveys sought information on numbers of Asian students in ITE, and on students’ experience of Asia. Asian domestic student numbers were low across teacher education programmes. However, one programme located in a large New Zealand city reported a total of 65 Asian domestic students. Most were unable to answer whether any students in their programmes had teaching or other work experience in Asia. The coordinator of the one programme with the highest number of Asian domestic students commented that many of these were mature students who would have previously taught or worked in their country of origin.

**Case Study**

A case study was undertaken to illustrate the extent of Asia-related references throughout the programme documentation of a four-year ITE programme in one institution. It is not intended to be an exemplar but rather, indicative of the types of documentation available from the participating institutions.

This documentation was examined for specific reference to Asia dimensions and/or diverse student populations including students with Asian background/s. The documents examined were assembled for programme approval by the New Zealand Teachers Council and included:

- conceptual framework, graduate profile graduating teacher standards; programme aims, design, structure and progression; assessment policies and procedures; practicum information; and monitoring and moderation reports
- semester handbooks
- course outlines, and
- guidelines and manuals for teaching experience (field work in schools)

The conceptual framework underpinning the programme was a key component of the approval documentation. This framework emphasised an overarching focus on meeting the needs of diverse learners, through the use of learner-centred pedagogies, and the importance of culture in the global context. The programme’s graduate profile included the need to recognise and value multi-cultural diversity. The Guide for Prospective Students states that international students were welcome to apply. Those from non English-speaking backgrounds had to achieve an individual score of at least 7 in speaking and listening in the International English Language Testing System (IELTS). The guide identified Chinese and Japanese languages as approved subjects for the programme. It also mentioned that student learning support and teaching and learning resources were available for those from non-English speaking backgrounds.

The semester handbook provided more specific information about the structure of the programme including an overview of courses, course pre-and co-requisites, and related policies and procedures. There were no specific references to Asian dimensions. Closer examination of specific courses revealed some general references that aligned with the principles of the conceptual framework. Examples of these learning outcomes included:

- Identify educational requirements of students with diverse backgrounds
- Apply knowledge of the role of social, intellectual and cultural diversity in learning
- Identify and describe a range of inclusive environments for diverse learners
- Incorporate bicultural and multicultural perspectives within Arts teaching and learning
- Base teaching decisions on current second language teaching and learning research, current pedagogies for teaching and learning languages, and knowledge of students’ learning needs (including learners who speak English as an additional language)

A group of senior secondary curriculum courses included the explicit learning outcome ‘demonstrate knowledge of a range of effective teaching and management strategies to enhance motivation and achievement and encourage success for diverse learners.’
The aim of one course was to prepare teachers for ESOL demands of many NZ schools by providing a focus on developing lesson and unit plans which support the learning of English language learners, especially advanced learners. Information relating to fieldwork in schools did not specifically refer to Asian dimensions.

This case study provides a 'snap-shot' of one specific programme, identifying very few references to an Asian dimension in initial teacher preparation. It exemplifies an approach of addressing the diverse nature of learners in New Zealand, supporting the pattern of findings from documents analysis and questionnaire data that is similar across universities and programmes preparing teachers to educate their students to actively engage as global citizens, and in particular to interact effectively and appropriately within the Asia Pacific region.

Challenges

A number of challenges to inclusion of Asia-related content were identified in the questionnaires completed by ITE staff. Respondents at one university discussed a focus being on general principles of teaching and learning rather than on specific Asian related content. A respondent remarked, “In terms of training teachers of Asian languages, the major challenge is the low numbers of any specific Asian language.” Another commented that there was little room for specific Asian content with the time constraints in an overcrowded curriculum. Two institutions noted that lack of staff knowledge or expertise was a constraint. The danger of generalising across cultures with regards to learning styles, expectations and challenges was identified as an issue. Lack of resources was explicitly mentioned as an issue for one university.

The development of Asia related projects is affected by a range of factors including the numbers of Asian students in the university, the support from other faculties, logistical issues such as tight time-frames, staff availability, and the challenge of provision of accommodation for large groups. Staff at one university noted that the provision of specific language support for students was important for successful projects. Another commented on the need to ensure financial viability for any project.

Several respondents felt additional resourcing was required to assist in further development of Asia-related content in their programmes. The need for locally sourced materials on how to address specific learning needs of Asian students was identified as an enabling factor. The development of partnerships was suggested by one, but no specifics were given regarding with whom.

One Dean said, “There is a whole raft of changes, ranging from the wider attitude of society to Asia and Asians, to the specific ways in which the curriculum is structured, resourced, and delivered which would be necessary to ensure wide ranging changes”. Three of the Deans mentioned the constraints imposed by the professional focus of the delivery of teacher education. Staff at three universities suggested that partnerships as well as exchanges of staff and students would be beneficial.

Discussion

In general there are very low levels of specific Asia-related aspects in ITE in New Zealand. What does exist is primarily implied in content and pedagogies focused on teaching strategies for diverse student populations, without explicitly mentioning Asia populations or students, or how to prepare students for future participation in the global economy and society.

The existing focus on diversity in general reflects current research and knowledge of effective pedagogy supported by the New Zealand Government’s strategic directions including the Graduating Teacher Standards (2007); The New Zealand Curriculum (2007); Best Evidence Synthesis: Quality teaching for diverse learners, and professional development projects in numeracy, literacy, and assessment. A key Ministry of Education
focus is promotion of teaching that addresses *diversity* in the classroom through pedagogical approaches that are said to be ‘generic’ to all students but more sensitively chosen to ‘fit’ the individual experience and needs of each student. There is also a major focus on *raising achievement* for those with low success rates at school (i.e., specific Māori & Pacific Island groups). It can be posited that as students of Asian ethnicities are largely achieving the same or better than average levels in schools, Asian students and dimensions have not received particular attention. Recent research on the impact of the NCEA (Secondary School National Assessments) on student motivation, for example, has revealed consistently that Asian students generally have more positive motivation orientations and are performing well in comparison to other ethnic and cultural group,(Meyer, McClure, Walkey, Weir and McKenzie, 2009). This means that where diverse learners are identified by ethnicity in ITE programmes, priority may be given to Māori and Pasifika students and that in many cases specific Asia-related content is not obvious.

The New Zealand Teachers Council Graduating Teacher standards do not explicitly refer to Asian languages, cultures, or communities within New Zealand. Nor do they mention having the knowledge and dispositions to prepare learners for living and working in any international context such as the Asian region. However, the standards do not preclude Asia related content. For example the third and sixth standards state:

- *Understand how contextual factors influence teaching and learning*
- *Developing positive relationships with the learners and members of learning communities* (New Zealand Teachers Council, 2007).

Therefore, in individual courses student teachers could be working with Asia-related content in the form of themes, case studies, materials and settings to illustrate the needs of Asian students. As inclusion of Asia-related content is scarce, the nature of those aspects that are present is also limited.

This limited Asian presence in New Zealand’s ITE programmes is also evident in the demographics of the teacher education academic staff. College managers and programme directors were unable to identify more than a very small number of staff who themselves held an Asian cultural identity or who had considerable experience and expertise with aspects of Asia. Some respondents suggested increasing numbers of staff with Asian expertise would be a useful way to raise the profile of Asia-related issues and content. In addition, there are few Asian students enrolled in ITE programmes in New Zealand.

There are teacher education training programmes for secondary teachers of Asian languages such as Japanese, Chinese and Korean. However, these are small programmes targeted for particular school employment needs. They do not target the majority teacher education students who will be working with Asian students.

There was general agreement amongst the respondents that ITE programmes were ‘crowded’, and they felt there was little time available for attention to specific areas such as Asia-related content. Respondents suggested that for Asia-related content to increase, official sanction from accreditation bodies and/or a change in Ministry of Education requirements or directives would be necessary. Aligned with this, there is a need for an increase in Asia-related teaching and learning resources and funding. Sustaining and developing partnerships and interchange with Asian institutions was mentioned as another key mechanism for increasing Asia-related content in ITE.

**Limitations of the research**

The research findings present a baseline overview of the current status of Asia-related content in ITE in New Zealand. However, the findings may not have identified all Asian dimensions that are present in programmes. It should also be noted that this research did not encompass Asian studies and Asian language courses in other, non-teacher education degrees and programmes within the wider university context.
Whilst every effort was made to contact key personnel in each university’s ITE programmes, the data collection process was affected by a number of factors. The tight timeframe for the research project coincided with recent mergers and major restructuring into new organisational units at several of the university providers. This meant that competing challenges demanded higher priority for senior managers and programme directors at the time that the research request was being negotiated. Staffing changes due to various factors such restructuring issues and competing research needs meant that key staff were in transition or on leave. Documents analyses were limited to perusal of publicly available information. Although access to more detailed and course-specific programme materials may have yielded richer data, such documents are not publicly available, and respondents were reluctant to share materials where there were issues of intellectual property and commercial sensitivities. This research project did not investigate the proportion of teacher education students who are Asian and whether these graduates attain employment as teachers; anecdotally, figures are reported to be disproportionately low.

Implications

Based on these findings, the authors conclude that ITE in New Zealand is not adequately equipping teachers who can prepare children either for participation in regions that include Asian populations or for becoming members of a global community including Asian nations. University teacher education programmes in New Zealand currently enrol students and graduate New Zealand teachers who are predominantly mono-cultural and who are overwhelmingly New Zealand European. A number of factors such as the changing demographics of New Zealand context, the growing importance of Asian nations and peoples to New Zealand’s economy, culture and security, and the growing expectations that New Zealanders develop global perspectives, combine to highlight the importance of preparing teachers. The authors suggest that in order to ensure that New Zealand teachers are more responsive to Asia-related matters and more globally focused, a number of strategies need to be adopted including:

- Changes in professional registration requirements for teachers to highlight the need for knowledge, experiences and understandings of the international community with a special focus on the Asia-Pacific region.
- The development of a centre of specialised knowledge and expertise of Asian-related content for ITE providers.
- Provision of targeted resourcing for innovative, culturally responsive approaches to the inclusion of specific learning opportunities that expand teacher education students’ knowledge, experiences and understandings internationally with a special focus on the Asia-Pacific region.
- Research on effective Asian-related dimensions in ITE including the impact of different course components on teacher attitudes, practices and career choices
- Funding teacher exchange programmes, summer school type programmes for ITE staff and other partnerships.
- Leadership training experiences for senior managers and tertiary teachers in New Zealand universities so that they can become better versed with regard to Asia content that meets the needs of an increasingly globalised world.

To effect a change in the current situation, specific government directives and targeted resourcing with mandated requirements from the New Zealand Teachers Council will be needed. Teacher education providers attest to the difficulties in enhancing Asia-related content without both directives and resources. Our research findings document the current paucity of actual Asia-related experiences in ITE. However there is also evidence of openness to opportunities for the development and provision of professional development and locally-produced teacher education resources focussing on effective pedagogies for Asian students in New Zealand schools.
Further research is needed to gain a wider perspective regarding Asian-related dimensions in ITE. Such research could address the ITE experiences of Asian student teachers and beginning teachers in New Zealand; willingness of New Zealand’s educational leaders (in schools and in universities) to recruit and hire Asian staff and staff with Asian cultural experiences; attitudes of New Zealand schools and associate teachers to Asian student teachers working in their schools; ITE student teachers’ confidence to teach Asian students and dimensions in schools; the extent to which Asian students in New Zealand schools feel affirmed culturally and linguistically; and the impact of joint ventures between Asian and New Zealand teacher education institutions on the attitudes, knowledge and understanding of New Zealand teacher educators.

When addressing Asia-related content in ITE, respondents largely referenced preparing teachers for “diversity” and/or cited responsibilities to Maori derived from the Treaty of Waitangi. Clearly, responsibilities to Maori as the indigenous people of New Zealand stand paramount. However, vague generalities around notions of diversity have been interpreted as covering other cultural issues, a position that may not only be naïve, but could be detrimental to our ability to be culturally respectful and responsive. Initial teacher education programmes may need to move beyond general notions of “diversity” so that those learning to be teachers are assisted to develop the deeper cultural understanding and skills necessary to prepare children for the realities of the global society in which they will live.

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References


Appendix 1: Glossary of Terms for the Research

Asia: (as defined by Asia:NZ for the purposes of this research)
National identities and countries within the scope of the project include: India, Pakistan, Bangladesh, Sri Lanka, Indonesia, Malaysia, Singapore, Thailand, Cambodia, Laos, Myanmar, China, Taiwan, Hong Kong, North Korea, South Korea, Japan, and Mongolia.

Asia related content:
Asia related content within the scope of the project include references to: Asian languages, use of Asian related themes, Asian settings, case studies focused on Asia, and Asian materials and/or resources.

Academic/management expertise:
Academic expertise/management expertise was evaluated with respect to the presence and involvement in initial teacher education of academic/management staff who:
- identify as Asian;
- have qualifications from, or teaching or work experience in, Asian tertiary institutions;
- speak or use Asian languages;
- are currently involved in Asian related research.

Off-shore connections:
This component required evidence of relationships with Asian-based tertiary institutions including: staff exchanges for research or teaching; international student exchanges; overseas campuses; and research partnerships and other agreements for collaborative research.
Appendix 2: Initial teacher education in New Zealand

Initial teacher education in New Zealand is complex and diverse. The number of providers increased significantly from the six colleges of education which were the sole providers of teacher education until the 1990s, to 27 providers in 2005 comprising nine private training establishments, seven polytechnics, six universities, three wānanga and two colleges of education. However Kane\(^2\) found universities and colleges of education dominated primary and secondary provision, accounting for more than 90% of primary and 96% of secondary student teacher enrolments in 2005. By 2008, the six colleges of education had merged with universities in their regions. The six university providers that are the focus of this report deliver the vast majority of pre-service teacher education.

In the context of examining the Asian dimension of initial teacher education, it is noteworthy that the programmes offered are focused predominantly on curriculum and pedagogy. Initial teacher education programmes for secondary teachers are underpinned by the expectation that subject or disciplinary knowledge has already been acquired and that the teacher education programme is about learning how to teach. This means that a foreign language teacher would have successfully completed their language studies prior to enrolling in an initial teacher education programme.

Initial teacher education is provided from a variety of sites and by a range of modes of study, including multi-site delivery through main and satellite campuses; face-to-face, distance and web-based learning; and flexible and part-time courses. The distance, web-based and flexible delivery models make the qualifications available to rural communities and students who are unable to attend a course at a main centre. Web-based courses are also increasingly used to supplement campus-based courses.

Kane reported that the universities offered a variety of teacher qualifications including three-year undergraduate primary, one-year graduate diploma (early childhood, primary and secondary) and a number of three and four-year degree combined qualifications that prepared for teaching across the early childhood and early primary years or across the primary and secondary years. There were also specialist two-year qualifications, and four-year double degree qualifications (for example, a Bachelor of Arts or Science with teaching). See following grid for details of teacher education qualifications currently offered by the six universities in New Zealand. Kane\(^3\) found that despite the wide range of qualifications, the nature of the qualifications in primary and secondary was similar, which she suggested was a reflection of the historical structure. The programmes offered by the six participating providers are similar in their shape, content and structure. The similarities exist partially for historical reasons and partly from the need to meet the requirements of the accreditation bodies: The Teachers Council and the CUAP.

Committee on University Academic Programmes (CUAP)

The six major providers of initial teacher education included in this review are required to meet approval and accreditation standards required for New Zealand universities. It is noteworthy that New Zealand universities are relatively unique in working together nationally across individual institutions towards maintaining the academic quality and credibility of their programmes. In contrast, Australian universities are self-accrediting for the purposes of academic programme review and approval (although they have similar professional registration accountabilities to a parallel teacher registration body). The New Zealand Vice-Chancellors' Committee has a specific committee with these responsibilities: the Committee on University Academic Programmes (CUAP).

CUAP has a very limited role in relation to an Asian dimension of initial teacher education. CUAP would be involved in situations where the initial teacher education is a New Zealand qualification or is part of a “sandwich programme”. CUAP specifies what the requirements are for such

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\(^3\) Kane, *Initial Teacher Education Policy and Practice*. 

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agreements for quality assurance purposes, and programmes may be required to confirm that arrangements to meet the requirements are in place.

To date CUAP has not had involvement with the development of any off-shore initial teacher education provided by a New Zealand university. It would become involved in situations where either there was a proposal to offer a New Zealand qualification overseas or to licence an overseas institution to offer a New Zealand initial teacher education qualification in New Zealand.

Representatives of the Teachers Council and CUAP did not see any obstacles preventing New Zealand initial teacher education providers from increasing the Asian dimension of their programme(s). The main requirement would be that any change to a programme or a new programme must ensure that it meets the Graduating Teacher Standards. It also would be possible for such a dimension to be part of a distinctive contribution to ITE.

The New Zealand Teachers Council

The New Zealand Teachers Council – Te Pouherenga Kaika o Aotearoa – is the Crown agency responsible for the registration, leadership and coordination of the teaching profession for schools and early childhood education. Pertinent to this report are the responsibilities of the Council for the establishment, maintenance, approval, monitoring and re-approval of ITE programmes.

The Graduating Teacher Standards

In 2006/2007 the Teachers Council implemented the first national Graduating Teacher Standards for Aotearoa New Zealand. These standards provide a benchmark for the approval, re-approval and monitoring of teacher education programmes. Programmes must be approved at least once every five years. The Teachers Council would seek to ensure changes to programmes were in keeping with the Standards.

The Graduating Teacher Standards provide overarching standards and criteria expected of teachers entering the profession, and these are organised around the dimensions of professional knowledge, professional practice, and professional values and relationships. The overarching standards are that graduating teachers:

1. know what to teach
2. know about learners and how they learn
3. understand how contextual factors influence teaching and learning
4. use professional knowledge to plan for a safe, high quality teaching and learning environment
5. use evidence to promote learning
6. develop positive relationships with learners and the members of learning communities
7. are committed members of the profession.

This document was added to the Education-line collection on 8 March 2010
### Appendix 3: ITE programmes in the study.

#### Overview of initial teacher education for primary and secondary teachers in six universities

<table>
<thead>
<tr>
<th>University</th>
<th>Qualification</th>
<th>Length of programme</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VUW</strong></td>
<td>BTeach conjoint with B.A/BCa/BSc (Primary and Secondary)</td>
<td>4 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Grad Dip Tchg (Primary)</td>
<td>1 year</td>
<td>On campus or on-line</td>
</tr>
<tr>
<td></td>
<td>Grad Dip Tchg (Secondary)</td>
<td>1 year</td>
<td>On campus or on-line</td>
</tr>
<tr>
<td><strong>Waikato</strong></td>
<td>BTeach (Secondary) conjoint with B.A, BSc, etc</td>
<td>4 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Grad Dip Tchg (Secondary)</td>
<td>1 year</td>
<td>On campus or on-line</td>
</tr>
<tr>
<td></td>
<td>Grad Dip Tchg/Grad Dip Tourism and Hospitality</td>
<td>2 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Grad Dip Tchg/Gard Dip Materials and Process Engineering</td>
<td>2 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>BTchg (Primary) conjoint with B.A, BSc, etc</td>
<td>4 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>BTchg (Primary)</td>
<td>3 years</td>
<td>On campus or distance/mixed media</td>
</tr>
<tr>
<td></td>
<td>BTchg (Kakano rua) Primarykaupapa Maori</td>
<td>3 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Grad Dip Tchg (Primary)</td>
<td>1 year</td>
<td>On campus or distance/mixed media</td>
</tr>
<tr>
<td><strong>Auckland</strong></td>
<td>Bachelor of Education (Teaching) - Primary Specialisation</td>
<td>3 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education (Teaching) - Huarahi Maori Specialisation</td>
<td>3 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Physical Education</td>
<td>4 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Grad DipTchg (Primary)</td>
<td>1 year</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Grad Dip Tchg (Secondary)</td>
<td>1 year</td>
<td>On campus</td>
</tr>
<tr>
<td><strong>Canterbury</strong></td>
<td>BTchLn(Primary)</td>
<td>3 years</td>
<td>On campus or distance</td>
</tr>
<tr>
<td></td>
<td>GradDipTchLn(Primary)</td>
<td>15 months</td>
<td>On campus/distance</td>
</tr>
<tr>
<td></td>
<td>GradDipTchLn(Secondary)</td>
<td>1 year</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>BEd GradDipTchLn (PE) Conjoint</td>
<td>4 years</td>
<td>On campus</td>
</tr>
<tr>
<td><strong>Otago</strong></td>
<td>BTchg (Primary)</td>
<td>3 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>BedSt/GradDipEdTchg (Primary)</td>
<td>4 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Grad Dip Tchg (Primary)</td>
<td>1 year</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Grad Dip Tchg (Secondary)</td>
<td>1 year</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>BTchg (Secondary) (graduates)</td>
<td>2 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>BPhysEd/ BTchg (Secondary)</td>
<td>5 years</td>
<td>On campus</td>
</tr>
<tr>
<td><strong>Massey</strong></td>
<td>B Ed (Tchg) - Early Years (Birth to Eight)</td>
<td>3 years</td>
<td>On campus/extramural</td>
</tr>
<tr>
<td></td>
<td>BEd(Tchg) Primary ends 2008</td>
<td>3 years</td>
<td>On campus/extramural</td>
</tr>
<tr>
<td></td>
<td>BEd(Tchg)Primary/DipEdStuds</td>
<td>4 years</td>
<td>On campus/extramural</td>
</tr>
<tr>
<td></td>
<td>Te Aho Tātairangi ( Kura Kaupapa)</td>
<td>3 years</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Grad DipTchg (Primary)</td>
<td>1 year</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Grad DipTchg (Secondary)</td>
<td>1 year</td>
<td>On campus/extramural</td>
</tr>
</tbody>
</table>