



Lilly Simpson and Mithunan Sathiyandra, Year 5 students at Thorndon School, Wellington

A Successful Year

This year has been a particularly busy one for the Council. We have embarked on a series of initiatives to provide professional leadership, enhance the professional status of teachers in schools and early childhood settings, and contribute to a safe, high quality teaching and learning environment for all children and young people.

These initiatives have included two key research projects with the Ministry of Education. The first research project will provide a detailed description of current initial teacher education provisions in New Zealand and the conceptual frameworks that underpin these programmes. The second project involves an analysis of the perceived status of teaching in New Zealand. It will address the reasons why individuals select teaching as a career, the reasons teachers stay in teaching, or decide to leave teaching. Both of these projects will be complete in the New Year.

A working party is developing draft Graduating Teacher Education Standards for consultation with the education sector. To inform this work and the proposed review of the Satisfactory Teacher Dimensions, the Council commissioned an international literature review of teaching standards and research focused on the professional learning of teachers.

A highlight of the year has been the release of the Council's *Code of Ethics* for teachers, which has been well received by the education sector and, in particular, teachers themselves.

The Council has also successfully managed other key operations, including the peak practising teacher certificate renewal and the election of teacher and principal representatives.

As the Chair, Joanna Beresford, notes in the Annual Report of the Council:

"Building an organisation that articulates the aspirations of the teaching profession and provides leadership for sound educational outcomes for all learners, requires much work and support. The Council gratefully acknowledges the goodwill of teachers and other stakeholders, and the sterling work undertaken by members of the Council's committees, advisory groups, working parties and tribunal."

Have a well deserved break, a Happy Christmas and we look forward to a successful New Year.

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New Zealand
Teachers Council

Te Pouherenga Kaiako o Aotearoa

forTEACHERS COMMUNICATES
DIRECTLY WITH TEACHERS AND OTHER
EDUCATORS ON ISSUES RELATED TO THE
WORK OF THE TEACHERS COUNCIL

Ū ki te ako, tū tangata ai apōpō



Joanna Beresford

Council Members

The richness of educational experience around the Council table was particularly evident in October when we farewelled long-standing colleagues and welcomed newly elected members.

Foundation elected members, Barbara Backshall (Early Childhood), Dave Robinson (Primary), and Patrick Walsh (Secondary) retired at the end of their three year terms. Irene Cooper, NZEI's nominee on the Council, also stood down in preparation for her term as President of NZEI Te Riu Roa.

They left knowing they will be sorely missed and, we trust, with a justified sense of satisfaction that the organisation they contributed so much to establish has now truly come of age. We are pleased too that our associations with them will continue. Irene has agreed to continue to convene the Graduating Standards Working Party through to the completion of its work, and Patrick is on the executive of SPANZ. Barbara is fully absorbed at Auckland University and Dave, in the deep South, is taking a break from teaching, although under pressure to return!

Nola Hambleton, Principal of Manurewa South School, was elected by principals to serve a further term. Attending their first Council meeting were new comers, Jill Page (Primary), Margaret Wilson (Early Childhood) and Steve Wood (Secondary).

Margaret manages the Dunedin Hospital Early Childhood Centre. Jill works with a cluster of ten schools in Auckland as a resource teacher of learning and behaviour. Steve is Head of Science at St John's College in Hamilton.

We wish them well in their important role as members of the New Zealand Teachers Council.

Joanna Beresford
Council Chair



New Council members from left to right: Steve Wood, Jill Page and Margaret Wilson.



Irene Cooper

Council's Loss; NZEI's Gain

Irene Cooper recently stood down from the Council in preparation for her term as President of NZEI Te Riu Roa. *forTeachers* interviewed Irene to find out what she had seen as the challenges and achievements of the Teachers Council since its establishment in 2002.

Irene believes that a key accomplishment of the Council since 2002 has been the establishment of the framework which has provided the platform from which professional leadership can be built. "The development of a robust structure, with a policy and rules framework and efficient technical systems, is invisible work and took a lot of effort to achieve."

In terms of professional leadership, a major highlight for Irene was the development of the Council's *Code of Ethics*. "The *Code of Ethics* is an overarching document. The principles are intended to inspire and at the same time are statements about what may be expected of all registered teachers in their professional roles." Another significant achievement has been establishing the research platform for the Council's work which ensures decisions are made from a sound basis. "It is important for the voice and reality of teachers to be set alongside an analysis of wise practice."

The Teachers Council has the continuing challenge of establishing its authority and rightful place as offering professional leadership, while also listening to the concerns of teachers who are the key stakeholders.

Irene is looking forward to her new role as NZEI Te Riu Roa President. "We are together, along with the government agencies, a professional learning community focused on achieving the best outcomes for New Zealand children."

Māori Medium Education

In the last issue of *forTeachers / mō ngā Kaiwhakaako*, we profiled one of our two advisory groups, the Early Childhood Education Advisory Group.

In this issue, we describe the work of the Māori Medium Advisory Group, convened by Dr Mere Skerrett-White of Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association. There are eight representatives on the group, nominated from a range of Māori education settings including schools and early childhood services, teacher education providers and the teachers' unions.



■ Māori Medium Advisory Group members – back row from left to right: Meremaihi Williams, Mercia Dawn Yates, Liz Patara, Ken Wilson (Teachers Council), Carle Hakaria, Hineihaea Murphy. Front row: Debi Marshall-Lobb (Council), Dr Mere Skerrett-White and Colleen Morehu. Kiri Smith (not above) is also a member.

The establishment of the Māori Medium Advisory Group as one of the first advisory groups reflects, not only the legislative requirements of the Education Act, but also the Teachers Council's strong commitment to Māori education and Māori educational communities in all sectors. The key purpose of the Group is to provide the Council with advice on a whole range of issues associated with Māori medium education.

A major early issue for the Māori Medium Advisory Group concerns the new requirements set by the Minister of Education for all teachers in Kura Kaupapa Māori to become registered with the Council by 1 January 2006. While most teachers in kura are already eligible for registration, with approved teacher education qualifications and teaching experience, a significant number have not begun this process.

Debi Marshall-Lobb, member of the Teachers Council and Principal of Te Kura Kaupapa Māori o Manawatu, is convinced that becoming registered will both enhance the professional status and support the learning of teachers in kura.

"Teachers who become registered are acknowledged as belonging to a wider community of professional educators, who seek to lead and shape the overall direction and standards for their profession."

At the third Hui Taumata Mātauranga (Māori Education Summit) in March 2003, Professor Mason Durie identified that to achieve the best results for Māori students, Māori educators must be able to "provide leadership in the wider society and identify those policies and practices that count against an appropriate process."¹

Debi believes that this idea is aligned to that of Te Pouherenga Kaiako o Aotearoa/The New Zealand Teachers Council, which emphasises a need for collaboration between all sectors of the teaching profession.

The Māori Medium Advisory group will play a major role in communicating the new expectations related to registration to Kura Kaupapa Māori teachers and in advising the Council of how best to communicate the benefits of registration.

The publication of the Teachers Council *Code of Ethics* in February 2005 gave the Māori Medium Advisory Group a further opportunity to support the Council. A Māori version of the Code, known as *Ngā Tikanga Matatika* is being developed and is close to final publication. *Ngā Tikanga Matatika* will be positioned as a key document for all teachers working in Māori medium settings and will sit alongside and support *Te Aho Matua*, the statement of philosophy and values already in place for Kura Kaupapa Māori.

The Teachers Council is proud to support the teachers, parents and learners in Māori medium education. Aotearoa New Zealand is a world leader in supporting a strong parallel education system for its indigenous people based upon the indigenous language and indigenous culture.



■ From left to right: Braxton Te Riini, Deano Treanor and Renee Te Riini, Year 3, 4 and 5 students at Te Kura Kaupapa Māori o Manawatu.

¹ Durie, M. (2003). *Māori Education Advancement: The Hui Taumata Mātauranga*. New Plymouth: NZPF Conference, 3 July.

Supporting Newly Qualified Teachers

The New Zealand system of two years provisional registration for teachers, with support for structured advice and guidance, compares well with most countries in the OECD.¹ While our system has room for improvement, teaching quality in New Zealand is underpinned by the understanding that initial teacher education does not end upon graduation from a degree or diploma course.² *“No college course can teach a new teacher how to blend knowledge of particular students and knowledge of particular content in decisions about what to do in specific situations.”*³

Provisionally registered teachers may not necessarily be ‘beginning’ teachers, particularly in an early childhood education or kura kaupapa Māori setting, where experienced teachers may be applying for registration for the first time. In all cases, however, there will be a shared responsibility for an effective advice and guidance programme for these newly qualified teachers. People involved would include the appointing employers or managers, supporting colleagues, possibly a co-ordinator or lead teacher and, above all, the supervising or tutor teacher as the key mentor.

The mentor plays a crucial role in supporting the provisionally registered teacher to grow professionally. They guide them to recognise important issues, engage with observational and other data and to participate in reflective dialogue. The supervisor/tutor teacher also provides a formative record of the teacher’s progress towards meeting the Satisfactory Teacher Dimensions to gain full registration.

While processes vary in different educational settings, advice and guidance is clearly valued by provisionally registered teachers.



Theresa Bowen (above left) is in her first year of teaching at Thorndon School. In this mentoring session, she plans resources with her tutor teacher, Diana Evans.

*“My first year as a beginning teacher was fantastic. I have been provided with tremendous support from my wonderful tutor teacher and principal. Support was given with direction, observation and specific feedback and it always helped. I feel this has empowered my love of children, teaching and learning and also my confidence in my own ability as a beginning teacher. I have been shown what characteristics of effective teaching are through observation of other teachers and opportunities for professional development. Most of all I have learned the need for continuous self-evaluation.”*⁴

Towards Full Registration

There is increasing recognition internationally that new teachers need advice and guidance to address the needs of learners as well as the complexities of the teaching profession. In New Zealand, the Teachers Council and the Ministry of Education are updating the resource *Towards Full Registration* which supports good advice and guidance programmes. The update will include sections of particular importance to early childhood teachers and to teachers in kura kaupapa Māori. This resource provides information for the different leadership roles, including supervising/tutor teachers, and for the provisionally registered teachers themselves. Guidelines for registration, appropriate advice and guidance programmes and information on available resources are provided. This resource will be distributed to all schools and early childhood education services early in 2006.



Theresa Bowen facilitates an oral language self and peer assessment activity with Year 5 and 6 students in her class.

¹ OECD (2005). *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*.

² Renwick, M. (2001). *Support for Beginning Teachers*. Final Report, Ministry of Education.

³ Feiman-Nemser, S. (2001). ‘Helping Novices Learn to Teach’, *Journal of Teacher Education*, Vol. 52, No.1 Jan/Feb p.18.

⁴ The Education Review Office (June 2005). *Voices: beginning teachers’ experiences during their first two years of teaching*. Education Evaluation Reports.



Mentoring for Professional Growth



There is a growing realisation that effective mentoring of other teachers, especially beginning teachers, is a highly skilled practice, characterised by very specific approaches and conditions. Sharon Feiman-Nemser (2001), a leading researcher in this field, points out that mentoring is often constructed as helping a teacher to 'settle in' to the setting, or giving technical advice or providing emotional

support. All of these can be very important to a newly qualified or employed teacher but these approaches do not promote a teacher's professional deep learning. Rather, a skilled mentor provides what Feiman-Nemser calls 'educative mentoring' which involves a vision of good teaching and an understanding of teacher learning.

"Mentors who share this orientation attend to beginning teachers' present concerns, questions, and purposes without losing sight of long-term goals for teacher development. They interact with novices in ways that foster an inquiring stance. They cultivate skills and habits that enable novices to learn in and from their practice."¹

This means that both the mentor and teacher being mentored need to have a shared understanding of what the effective teaching practices are that they are aiming to develop or refine. Both parties need an understanding of the 'theory', based on quality research, that helps them reflect on situated practice and guides them to frame their questions about 'what is going on here'.

This comment from a beginning secondary school teacher illustrates the importance of an approach to mentoring which helps to build good practice from good theory.

"My opinion is that teaching is mostly learnt on the job. It is important to be provided with quality teacher education but I don't think anything can fully prepare you for the complexity of teaching. In the classroom you either sink or swim. You need to be very resourceful and use initiative in order to meet the vast range of needs in any one classroom. I am having difficulty marrying educational theory with educational practice." (Gray and Renwick, 1998.)²

Associate teachers who act as on-site teacher educators when they mentor student teachers, require the same skilled approaches. Teaching practice has always been rated highly by student teachers but the problem of linking teaching and

learning theory has occupied the thinking of many educators in the last twenty years.

A number of universities have developed courses to help address this issue. Massey University lecturer, Janis Carroll-Lind, offered an on-line extra-mural paper for associate/mentor teachers working in a range of settings from early childhood, primary to secondary classrooms. The course was highly rated by the participants, as for example, one teacher wrote:

"I am learning a lot about my role in teacher education. As I do the readings I am wondering how I can best share this information with colleagues at school who also take student teachers/beginning teachers. It is one thing to model our 'craft' to others but to understand the importance of leading learning to the higher level (developing reflective skills) is something I don't hear being discussed by associate/tutor teachers at my school. Is it happening behind closed doors? Perhaps not! Is it an issue that needs to be raised if we continue to be involved in teacher education? I believe so."



In our last issue of *forTeachers*, we profiled the form of collaborative professional inquiry that can happen when a whole staff systematically engages in creating a 'professional learning community'. One to one mentoring is another form of collaborative professional inquiry and can benefit the mentor or teacher educator equally as much as the student or beginning teacher if a truly 'educative' approach is taken. The Teachers Council intends to have a strong focus on this aspect of professional leadership in the coming year, as part of its support for quality induction of newly qualified teachers.

¹ Feiman-Nemser, S. (2001). 'Helping Novices Learn to Teach', *Journal of Teacher Education*, Vol.52, No. 1. p18.

² Gray, A. & Renwick, M. (1998). *A study into the effectiveness of teacher education programmes*. Report for the Ministry of Education and the Teacher Registration Board. p52.

Teachers of Promise

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One of the key goals of the Teachers Council is to support and help develop great teachers for quality teaching and learning. We were therefore most interested to receive a progress report from NZCER about its 5-year study on the factors that maintain newly registered teachers' enthusiasm and on-going commitment to teaching. The project is *Teachers of Promise: Aspirations and Realities (2005-2008)*. This research project, directed by Marie Cameron, has the potential to make a significant contribution to our understanding of what is needed to support our very good young teachers in their early years as fully registered teachers. The teachers in the study were recommended by both their initial teacher education providers and confirmed by their current professional leaders as "having promise and likely to make a significant contribution to teaching and learning."

Through listening to and reflecting on their stories, the research aims to "uncover what sustains and develops these teachers' commitment to teaching, and what factors impact on their development as teachers."¹ Here are some highlights from the first interviews in Term Two, this year:

- These teachers were attracted to teaching by motivations such as enjoyment of children and wanting to 'make a difference' to their life chances. Some teachers, particularly secondary teachers, wanted to share their passion for their teaching subject.
- The majority felt generally well prepared by their initial teacher education programmes, although there were some areas where particular teachers felt poorly prepared.
- They had expected hard work but had underestimated the intensity of the work.



- One third had found it hard to get a teaching position and some had started with a series of short-term positions.
- Their induction experiences had been very variable, with some receiving valuable support while others had received little or minimal advice and guidance.
- The best induction experiences had included personal and professional support and encouragement from senior management and their own syndicates or departments, opportunities to work collaboratively with other teachers and getting targeted feedback on their teaching, not just their 'classroom management' (see article on mentoring).
- The main 'satisfiers' were seeing success in student learning and getting feedback from their students: "Miss, you know this is the most productive year of my life... Miss, you make me think!"

This study will also complement the *Status of Teachers* research we are engaged in together with the Ministry of Education. Findings from that project will be reported in the next issue of *forTeachers*.

¹ NZCER (2005). *TipTop, The Teachers of Promise Project. Newsletter Issue No. 1.* October. Available from natasha.kenneally@nzcer.org.nz

