



Teacher Leonie Brewer (left) with learners Isabel Fraser (obscured) and Emily Hill at the Dunedin Hospital Early Childhood Centre

From the Director

Teachers Matter

Teaching is not a mysterious occupation; after all many of us have spent a significant part of our lives attending pre-school, primary and secondary school. We all have views about the qualities that make a good teacher and can cite examples of ineffective teaching. We can cherish fond memories of our formal learning experiences and also recall moments of stress and unhappiness.

It was Neil Postman who observed that children are the messages that we send to the future. This comment captures the importance of nurturing and educating children and young people. It is true that many teachers enter the profession because of a strong sense of service and the pride of doing socially responsible work. In his book, *The Courage to Teach*, Parker Palmer noted that “many of us became teachers for reasons of the heart, animated by a passion for some subject and helping people learn”.¹

While we can often share stories of the impact teachers have made on our lives, the complexity of the role is often understated and misunderstood. For all its potential rewards, teaching is uncertain work and the professional goals are not always clear and easily measurable. Teachers are charged not only with the intellectual development of learners; they must also attend to the social, emotional and moral development of their students. They are not only supposed to build skills; they must also nurture creativity and a love for learning amongst their students. While teachers must foster the development of the individual learner, they are also required simultaneously to manage an effective learning environment for the whole group of students with whom they are entrusted.

In his address to graduating teacher education students at Massey University in May 2005, Professor Ivan Snook observed, “The ability of people to participate in society is dependent on the quality of the education they receive. And this depends, not on large bureaucracies, glossy brochures, curriculum documents, or flowery mission statements, but on *the personal qualities of teachers.*”

Teachers do matter. They are a potent force in helping shape the type of society to which New Zealanders aspire.

¹ Palmer, Parker J. (1998). *The Courage to Teach. Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass.
2 Shulman, Lee (2004). *Wisdom of Practice*. San Francisco: Jossey-Bass.

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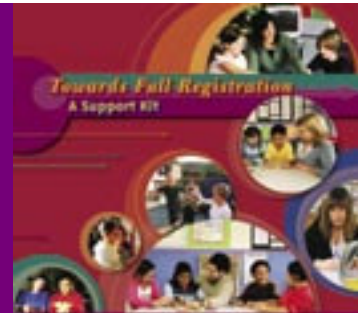


New Zealand
Teachers Council

Te Pouherenga Kaiako o Aotearoa

for TEACHERS 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



Towards Full Registration



On 6 March, the New Zealand Teachers Council launched a new expanded edition of the resource *Towards Full Registration* which has been published jointly with the Ministry of Education and produced by Learning Media.

The Minister of Education, the Hon Steve Maharey, officially launched the publication at Rangikura School in Porirua. Following a welcome by Principal Paul Nees, students from the school entertained guests from the education sector, teachers from local schools and early childhood centres, and visitors from Te Kura Kaupapa Māori o Manawatu, near Palmerston North.

This revised resource was written with wide consultation and contributions from many individuals and organisations. The resource now includes new sections that cover registration for early childhood education services and Māori medium education. These new sections are a result of two key changes in the regulations relating to teacher registration in New Zealand.

Top left: Hon Steve Maharey with students from the welcoming party

Top right: Guests were delighted with the confident performances from Rangikura students.

Bottom left: Staff of Te Kura Kaupapa Māori o Manawatu with Teachers Council Chair, Joanna Beresford. Left to right: Pereiha Kunaiti (Kaumatua), Indiana Hotereni (tutor teacher), Joanna Beresford, Asa Afemui-Nohotima (first-year teacher) and Debi Marshall-Lobb (Principal and Teachers Council member).

Bottom right: The early childhood education sector was well represented by (left to right): Karen Skett (NZEI), Penelope Janes (Barnardos), Sonja Rosewarne (Victoria University), Rose Cole (Ministry of Education), Lorraine McLeod (Ministry of Education), Sue Cherrington (Victoria University College of Education), Margaret Wilson (Manager of Dunedin Hospital Early Childhood Centre and Teachers Council member) and Jenny Varney (Wellington Region Free Kindergarten Association).

One change is the recently developed strategic plan for early childhood education requiring all teacher-led early childhood education services to phase in the registration of their teachers. The other change is a result of agreement with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa, to end the previous exemption of kura kaupapa Māori teachers from compulsory registration.

Continued opposite...



Speeches from the Minister, Teachers Council Chair, Joanna Beresford, and tutor teacher at Rangikura School, Paulette Holland, all emphasised the importance of providing excellent support to provisionally registered teachers so they can grow with confidence into wonderful teachers and, in turn, help rejuvenate the profession with their enthusiasm and new ideas.

Above left: Tutor teacher Paulette Holland (left) and Lisa Mitzi, a first-year teacher at Rangikura School, discuss the resource.

Above: Project co-ordinators (from left) Linda Gendall from the Teachers Council, Jo McCready from Learning Media and Graham Collins from the Ministry of Education

Practical Experiences in Professional Education The PEPE Conference

Surveys of newly qualified teachers often show that the most memorable parts of their teacher education programmes were the practical experiences in schools and centres. Teacher educators often feel, however, that the importance of the practical experience is put under pressure by the need to allow necessary time and resources for theory. There are also the administrative difficulties of running a good placement and supervision system.

It was concerns like these that led to the founding of the Practical Experiences in Professional Education organisation, known as PEPE, which reaches across the professions to bring together those interested in all facets of practical experiences in professional education.

In February 2006, this association met in Auckland at a conference hosted by the Faculty of Education of the University of Auckland. It drew international participants from a range of professions including social work, police, health, nursing and teacher education. The conference theme was "Towards excellence in PEPE: A collaborative endeavour." Presentations focused on the integration of professional education into the workplace and the relationships between practical experiences and campus study.



■ Dr Peter Lind

The keynote address by the Teachers Council Director, Dr Peter Lind, critically examined the role of the practicum in preparing beginning primary school teachers for the classroom. His research reinforced the need for close collaboration between the school and the university if the theory–practice divide was to be closed. He said it was critical to help student teachers solve the real

challenges they encountered during teaching practice. It was during these real experiences that student teachers developed their knowledge through reflection and inquiry-oriented activities.

The conference also heard from Professor Marilyn Cochrane-Smith, Boston College, USA. She is a prolific researcher/author and the Immediate Past President of the American Educational Research Association. She argued that all professional education is political. It involves choices about what is included and what is excluded, whose viewpoints are served and whose may not be, and what assumptions are made – whether explicit or tacit – about the purposes of schooling, health care, social work, and other professional service work in a democratic society.

Reflection and Action in an Early Childhood Setting

What does a teacher do... in a kura, in an English medium secondary school, in a rural primary school, in an early childhood centre? In this article¹ Teachers asked Council member, Margaret Wilson, to describe a day in the life of the teachers where she works.

It is a typical day at the Dunedin Hospital early childhood centres. The first staff member arrives at 6.45 am. Soon after, the first of the 70 children arrive. Many of the children are there all day, for most of the days of the year.

Most of the teachers have Bachelor of Teaching early childhood qualifications and are either fully registered or in the process of working towards full teacher registration.¹ They are enthusiastic about teaching.

Sue Johnson is one of these teachers. She is the head teacher of the over-two centre. She is a tutor teacher for two provisionally registered teachers and responsible for the day-to-day management of a team of eight teachers in all. Sue also has the responsibility for ensuring that a high quality programme is implemented, based on the principles and strands of the early childhood curriculum, *Te Whāriki*.

"One minute I am pulled away to look at a blocked drain, the next to give guidance to a reliever who is here for the first time. All the time I am thinking about the programme but also thinking about the beginning teacher I am mentoring and how I would like her to reflect on the quality of the conversations she is having with the children."

Sue describes the programme as a complex mixture of well-planned learning experiences spread over a wide curriculum range including the arts, science, literacy, numeracy and physical activity. At the same time, teachers are tuned in moment by moment to *notice* what the children are doing, recognise the learning that is occurring and respond in ways that will provoke learning to greater depths and complexities. This is at the heart of child-centred teaching and learning.

Sue describes an incident, which later became a programme focus.

"I had noticed that one of the children, Alice, was not very happy about coming to the centre. She was hiding away in wee spaces and crying when she arrived and when her mother left. I also realised that she was not in many of the photos. Somehow, Alice had become invisible in our busy programme."

I talked to Alice's mum and we discussed what could be done. I looked for opportunities to engage Alice in the programme. The next day there was such an opportunity.



Sue Johnson (left) and Alice Wassell

When Alice arrived she was sad as usual. Suddenly, she announced that she had a pocket on her skirt today, not just one pocket but lots. The other children were interested and were eager to show off their pockets. We all talked about our pockets, where they are, what goes in them and how many we have. While I was listening to the children talk, I was still thinking about Alice crying when she was dropped off. I found myself suggesting a pocket club! The children asked me what a pocket club was. I explained that you need a pocket to join, that all the people in the club are friends and that they all help each other to be happy when they come to the centre.

I suggested that we take photos of the pocket club members and think of good work to go in their profile books. The children became very enthusiastic and this led to the eventual resolution of Alice's unhappiness. I could see Alice developing skills in regard to her emotional well-being and I could see the group developing the ability to express their ideas and assist others. They were developing a sense of responsibility for the needs of the other children in the group."

There is no doubt about it. Teaching in an early childhood centre is challenging but Sue believes it's about the best job there is.

¹ The Government's strategic plan for early childhood education, *Pathways to the Future: Ngā Huarahi Arataki*, requires that by 2012 at least 70% of teachers in all teacher led ECE centres are registered. The remainder must be in the process of getting qualified and thus eligible for registration.

Connecting the Sector



The New Zealand Teachers Council actively contributes to the ICT Strategic Framework for Education, *Connecting the Sector*.¹ The vision for this initiative is “to improve learner achievement in an innovative education sector, fully connected and supported by the smart use of ICT (Information Communication Technology)”²

This strategy supports strategic goals for early childhood education, primary and secondary schooling and tertiary education. The idea is to coordinate ICT activities in learning and teaching, research, and administration and support.

There are three main components of this strategy: connectivity, content and capability. The first component aims to support a national infrastructure for ICT in education and the second aims to support digital content for learners throughout their lives. The strategy also aims to support the ability and confidence of users with ICT.

The education agencies involved in this initiative are Career Services, the Education Review Office, the Ministry of Education, the National Library of New Zealand, the New Zealand Qualifications Authority, the New Zealand Teachers Council and the Tertiary Education Commission. They work



Teachers and students working across the Virtual Learning Network

in partnership with other education organisations to support improved education outcomes. Effective and integrated use of ICT across all parts of the education sector is seen as critical to accomplish this goal.

One ICT initiative to which the Teachers Council made a significant contribution in 2005, both in terms of design and technical input, was the development of edCentre: Te Tomokanga at www.edcentre.govt.nz This portal is designed to help everyone involved in education access information quickly.

One of the most recent developments for information sharing is the Education Counts repository. This repository has been set up as the first stage of the Ministry of Education opening its data reserves to the public. The Teachers Council will offer research information to this site, along with the other agencies, this year. The easiest way for teachers to access the site is to go to the edCentre portal at www.edcentre.govt.nz to the Researchers tab, to Quick Links and then to Education Counts.

The Teachers Council has also been looking at initiatives such as the Virtual Learning Network. Chris Murcott, Corporate Services Manager, is excited about the potential this Network offers the Teachers Council to communicate with student teachers and teachers in a virtual setting.

As well as working across the sector, the Teachers Council has upgraded its own ICT system. Later this year it will be possible for teachers to submit their registration applications online. The Teachers Council has also upgraded its intranet site and has taken steps to upgrade and maintain the content of its website.

The Teachers Council will continue to work with others to harness the possibilities and opportunities that ICT offers to education and the teaching profession.

1 *Enabling the 21st Century*, (2005). Ministry of Education, Wellington.

2 *Ibid*, p.1.

Education Portal



Have you had a chance to check out www.edcentre.govt.nz – the online gateway to New Zealand education?

You probably already use Te Kete Ipurangi or Leadspace so you may wonder, “Why bookmark another education portal?” Think of the times, as a teacher or professional leader, when you have been faced with questions outside your normal expertise.

The new portal, edCentre: Te Tomokanga, is a springboard for current, authoritative information on education and related issues, providing you with that extra level of support. edCentre helps you save time finding what you need by providing quick, direct links to information held on all the government education agency websites, partner sites and other relevant government social services.

edCentre is organised by audience groups (learners, educators, parents, governance bodies, researchers and communities) and by sector (early childhood, schools and tertiary). In 2006, the learners’ section is being reviewed to include high quality curriculum-related links and useful tools to help learners succeed.

The edCentre portal is a collaborative initiative by the seven agencies in the education sector.

Research News



Professor Ruth Kane

Ruth began her career in education as a secondary teacher of geography and economics. She taught in Auckland and Whangarei, and then in Queensland where she developed an interest in indigenous education. This took her into postgraduate study and a career in initial teacher education in both Queensland and New Zealand.

As Director of Teacher Education at Otago University, then Professor of Secondary Education at Massey University, Ruth has been in a position to significantly influence practice and research in initial teacher education in New Zealand. She has recently moved to Canada, where she is Director of Teacher Education at the University of Ottawa.

Both her masters and doctoral degrees investigated the issue of integrating theory and practice in teacher education. Since then, research interests have included critical study of initial teacher education practice, beginning secondary teachers, student voice in understanding learning and the place of social justice in teacher education.

Researching Initial Teacher Education

Although opinions are many and various about the quality of initial teacher education programmes in New Zealand, research-based information has, until recently, been thin in both quantity and quality.¹ The recently published report, *Initial Teacher Education, Policy and Practice*,² (the Kane report) was commissioned jointly by the New Zealand Teachers Council and the Ministry of Education in order to address this gap in the research and inform future policy and practice. It was published in time for a special symposium at the New Zealand Association for Research in Education conference in Dunedin last December.

The third of a four-stage research project, this report provides a comprehensive overview of the content, theoretical frameworks, entry standards, modes of delivery, approaches to practicum, graduate profiles and other characteristics of all the initial teacher education qualifications in New Zealand. The research team, led by Professor Ruth Kane, sought the views of teacher educators about what they saw as the constraints, challenges and opportunities in the initial education of teachers. They did this with extensive support from the teacher education institutions and through a combination of document analysis, survey and interviews. All this material was analysed to produce some thought provoking implications

and “critical conversations” that the whole education community needs to consider.

A four-stage project

A large reference group, managed by Jenny Whatman in the Ministry of Education, has watched over the project since the preliminary investigation in 2003, and an extensive literature review³ was published in 2004. Teacher unions, employers, teacher educators, academic researchers and representatives from the Teachers Council guided the research through its stages from commissioning to receiving final reports. The wide representation on the reference group is an indication of how important the quality of initial teacher education is to all in the early childhood and school sectors, and how significant this research is seen to be.

To ensure the findings are widely disseminated and discussed, the Teachers Council and the Ministry of Education have commissioned an editor to write a summary of the four reports. It is hoped this will make the findings and issues accessible to everyone with an interest in the quality of initial teacher education, including the graduates themselves!

1 Cameron, M. & Baker, R. (2004). *Research on Initial Teacher Education in New Zealand: 1993–2004*. Wellington: Ministry of Education and New Zealand Teachers Council, pp. 65–72.

2 Kane, R. et al. (2005). *Initial Teacher Education, Policy and Practice*. Wellington: Ministry of Education and New Zealand Teachers Council.

3 Cameron, M. & Baker, R. (2004). *op. cit.*

Highlights from the Kane Report

- The report confirms that initial teacher education in New Zealand is extremely complex and multi-faceted. We experience achievements and challenges similar to those experienced by teacher educators internationally.
- Documentation of programmes reveals a lack of explicit coherence among components of some qualifications, and no clearly articulated conceptual base for many of the courses. There are worrying gaps in content in some courses; for example, in foundational knowledge about education.
- Current external quality assurance processes could be better aligned with research-based goals for initial teacher education programmes.
- While there are innovative programmes, particularly (but not only) in early childhood education, some appear to be more hidebound, evolving from past practices.
- The competitive policy context creates problems for adequately qualified staffing, practicum placements and assured funding.
- Although there is an unusually diverse proliferation of providers in New Zealand, overwhelmingly initial teacher education is provided within six universities. This shift away from traditional colleges of education (the last two are to merge with universities) represents a significant shift in culture.

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