

forTEACHERS IS PUBLISHED QUARTERLY BY THE NEW ZEALAND TEACHERS COUNCIL

SPRING - ISSUE 10



Reidun Leete, Emma Stanic, Andrea Shepherd, and Andrea Tinning of the Victoria University Faculty of Education working on a maths resource. (See article on p.3)

From the Director

Ensuring quality as an outcome

In finalising the Annual Report for 2007-2008, the New Zealand Teachers Council is proud of the accomplishments of the past financial year. Not only have we continued to strengthen our core functions and achieve the highest possible rating in our annual audit, but the Council is poised to launch new stages in each of our professional leadership projects.

The Council's research programme, Learning to Teach, has led to the development of pilot programmes for the induction of newly qualified teachers and professional support for mentor teachers, beginning in 2009. Many of you will have taken part in our consultation on the draft Registered Teacher Criteria and they, too, will be piloted in 2009.

Another significant project is the review of our processes and guidelines for approving and reapproving initial teacher education (ITE) programmes.

The Council is now preparing a consultation document based on the review report, and will be asking the profession for responses to a series

of options which we hope will provide greater assurance of the quality of graduates from the many ITE programmes provided in New Zealand.

For example, one of the issues to consider is whether or how employers of graduates should have a role in quality assurance of ITE programmes.

Also in this issue, you will be introduced to our recently appointed manager of Teacher Education, Barbara Benson. Formerly of Otago University, Barbara will be taking a lead role in implementing the new guidelines for ITE programme approvals once they are set in place by the Council.

We also welcome four new elected representatives of teachers and school principals to Council (see p.2).

The strength of the Council continues to lie in its 'grass roots' connections with the profession. The goodwill and support of teachers and others in the education sector is essential for our ongoing growth and development.

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FEEDBACK TO NEWSLETTER

If you wish to comment on or receive further information about articles in *ForTeachers*, *mō ngā kaiwhakaako*, contact comms@teacherscouncil.govt.nz



New Zealand
Teachers Council

Te Pouhereinga 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

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Election of new Teachers Council members

Four new members join the Teachers Council this month, following the election by teachers and principals that closed on 1 October 2008.

The elected members are: school principals' representative, Pat Newman; Megan Cassidy, representing secondary teachers; Ken Wilson, representing primary teachers; and early childhood education teachers' representative, Jenny Varney.

This is the third election since the Council started in 2002, and there was much support for the introduction of e-voting.

While the Council would have liked more people to vote, the percentage voting for the new Council members was slightly higher than in previous years. We thank all the candidates who stood for the election and showed a willingness to take on the responsibility of representing the profession on the Teachers Council. Congratulations to the new members.

The Council's new elected members are:

JENNY VARNEY

Early Childhood Education Representative

Jenny comes to the Council with a kindergarten background and she is currently a senior teacher with the Wellington Kindergarten Association, where she is a team leader. Jenny also has experience in Education and Care and the tertiary sector.

Jenny has been a member of the Council's Early Childhood Advisory Committee for two years and was on the writing group for the early childhood education section of *Towards Full Registration: a support kit*.

PAT NEWMAN

Principals' Representative

With more than 25 years experience as a school head behind him, including sole charge roles, Pat has worked throughout New Zealand and is currently principal of Hora Hora Primary School in Whangarei.

Pat was a national executive member of the New Zealand Principals' Federation for 13 years, representing principals at both national and international levels. In 2005 and 2006, he was elected as the organisation's national president.

Pat also served as a member of the New Zealand Educational Institute's [NZEI] collective contract negotiating team in 2004 and 2007.

KEN WILSON

Primary Education Representative

Ken is an experienced primary teacher who has taught in Taranaki, Niue Island, Wanganui and Wellington. Ken has also been a teacher educator, lecturing at the Wellington College of Education, where he was director of Post Graduate Qualifications. Ken holds a Masters of Education in Education Policy from Victoria University.

Ken was employed by the Council at its inception in 2002 and has only recently retired from his role there as manager of Teacher Education. He is currently teaching part-time in Wellington.

MEGAN CASSIDY

Secondary Education Representative

Megan has 22 years teaching experience across a wide range of schools which include St Andrew's College, Scots College, Wellington Girls' College and Kaiapoi High School. She is currently assistant principal Pastoral Care and Discipline at Christchurch's Villa Maria College.

Megan sat on her two children's primary school's board of trustees for six years, of which two were as chairperson. In 2004, she was seconded to the College of Education and appointed to the Council's Disciplinary Tribunal, recently being re-appointed for another three years.

World Teachers' Day in Aotearoa New Zealand

World Teachers' Day is celebrated annually on the last Friday of October in Australia and New Zealand to fit around the countries' school holiday periods.

This year, the New Zealand Teachers Council will celebrate World Teachers' Day by hosting a one day, invited conference titled Signposts for the Profession, Ngā Tohu o te Ngaio Pouako.

The conference will examine ways in which the profession perceives and describes the role of a teacher and will focus on the ways in which the knowledge, skills and attributes of effective teachers are described, and how we conceive the role of a teacher.

The keynote speaker is Dr Graeme Aitken, acting Dean of the University of Auckland Faculty of Education. Dr Aitken's address will explore links between concepts of teaching, as outlined in the New Zealand Curriculum and Te Whāriki, and the Council's draft Registered Teacher Criteria.

Opportunities to workshop and explore the draft Registered Teacher Criteria in more detail will follow the keynote address, and times will be set aside to discuss issues around the teacher registration policy, for example categories of registration.

It is hoped that valuable insights will be gathered from the practitioners to further inform the Council's work in these areas.



Jenny Varney



Pat Newman



Ken Wilson



Megan Cassidy

The pathway from student to teacher

Graduation is foremost in student teachers' thoughts but as that day draws closer, following the completion of assignments and other aspects of study, the task of securing the ideal teaching position becomes a new focus.

The reasons people choose teaching as a career, and their respective pre-service teacher education programme experiences, make for interesting reading. For Teachers profiles six student teachers on the eve of their graduation.



Naomi Samuelu

Naomi Samuelu enrolled in a Diploma of Teaching (ECE) after 19 years as a laboratory technician in a Samoan hospital. Naomi's first contact with early childhood education in New Zealand occurred shortly after she arrived in the country and enrolled her baby son in a language nest which was connected to her local church.

Naomi says her early childhood education study experience has been positive. One aspect that she particularly enjoyed was the cultural exchange between the students and an A'oga

Amata Samoan language education centre where she could be the 'expert' and explore the social and spiritual sides of teaching.

Naomi is proud of her academic achievements and hopes to further her studies so that she may one day operate a family early childhood education centre or return to Samoa to teach. More immediately, Naomi says she is looking forward to attending network groups for beginning teachers which will support her ongoing learning and maintain contacts.

Primary school teacher, Reidun Leete, was motivated to do further study, a Graduate Diploma of Teaching (ECE), following the positive experience she had completing a Bachelor of Visual Arts and Design. "The interactive nature of tutorials and the support from lecturers and tutors, together with the really positive relationships, were the great things about the course."

Naturally, young children's art experiences have been a focus in her studies. "Using natural resources, interacting with materials and creating environments for children are what I love doing. I really believe the environment is the 'third' teacher."

As she looks to the future, Reidun knows what is important for her to be a successful teacher. "I'm looking for a centre to complement me and my style. I know I will need a suitable mentor teacher to continue growing."



Reidun Leete



Suzi Holland

Suzi Holland knew early on that she wanted to be an early childhood education teacher and she enrolled in a Bachelor of Arts/Bachelor of Teaching (ECE) after completing a Nannies' Certificate. A highlight of the pre service teacher education programme has been the teaching placements which have enabled her to put her learning into practice and experience a range of centres. "Seeing the diversity of places has helped make up my mind about where I want to teach."

Suzi has also enjoyed the opportunity to explore a wide range of education papers, as part of her Bachelor of Arts, along with Deaf Studies. Being fluent in sign language is an additional area of expertise which she says may lead to her working in Special Education in the future

Jade Hamblyn found his Bachelor of Arts/ Bachelor of Teaching (primary, secondary) study programme very challenging and demanding but says he loved every minute of it. A course highlight was the variety of school placements. "I was able to establish relationships with a huge number of students in different settings, from a new entrant class through to high school students in a more diverse low decile school."

Jade says the relationships he formed with the students on his placement experiences taught him a lot. "The lynchpin is developing reciprocal relationships and mutual respect. If you can start at that point everything works well."

Jade is passionate about working closely with the students and using his knowledge about their backgrounds to facilitate his teaching. "I want to make use of what students already know, what they use and what they do at home. It's not always recognised. Students are way ahead of teachers with technology, for example. Teachers need to consult students and allow them to contribute ideas."



Jade Hamblyn



Christina Calcinaï

Christina Calcinaï is as passionate about her study (primary, secondary) and future career in teaching as when she started her qualification four years ago. "In the third year, after the teaching practicum, I felt ready and wanted to get out there but also realised there was still lots to learn. I've had awesome experiences in primary and secondary schools which make it difficult to decide which to choose. The insight into how both work has been really valuable."

She acknowledges the intense and demanding requirements of the conjoint degree programme but she says being part of the Te Rōpu Awhina Whānau mentoring programme has been a real bonus for her and she is now contributing as a mentor herself.

Cheryl Naylor has juggled family and other commitments while studying part-time, and online, towards a Graduate Diploma of Teaching (primary). "Getting together for the residency, doing our mihi on the marae and all the motivational practical workshops were really inspirational. Then I could do the theory at home on the computer, and study in the evenings."

A highlight of the programme was the health and physical education component and an inspiring lecturer- "who really turned me on to how vital being physically active is for learning." Cheryl says the teaching placements have been a highlight. "Teachers are an awesome community, sharing knowledge and offering support." She says she looks forward to having her own class, to put into practice all that she has learnt and to keep learning and experimenting.

"Just the different ways that you can respond to children's interests and keep that natural curiosity alive, are what drive me."



Cheryl Naylor

New Manager Teacher Education at the Council.

The Council is delighted to announce the appointment of Barbara Benson to the position of Manager Teacher Education, taking over from the recently retired Ken Wilson.

Barbara comes to the Council from the University of Otago College of Education where she held the positions of Associate Dean (Teaching) and Director of Teacher Education. As such she brings a wealth of experience with her to her new role, following a long and distinguished career in education.

Barbara has been involved in teaching since she began as a teacher at Mercy College in Timaru in 1974. A move to Dunedin and appointments at both Otago Boys High School and Otago Girls High School followed, as a teacher of biology and science and HOD Science respectively.

A move into teacher education as a Lecturer in Science Education at the Dunedin College of Education came in 1985, an institution which has been home to Barbara over the intervening years. During her career within the University of Otago College of Education, Barbara held a variety of positions, including HOD of Science

Education and Principal Lecturer and Director of the Secondary Programme. Barbara has held her current positions at the College since 2006.

As well as a career in teaching and teacher education, Barbara is also a ministerial appointee to the Veterinary Council of New Zealand and was a member of the National Executive of the Teacher Education Forum of Aotearoa New Zealand (TEFANZ).

Barbara took up her new position at the Teachers Council on 1 October. As a true South Islander, she views this as an opportunity to experience an 'OE' across Cook Strait(!), something she did not do upon graduation in the 60's, as many of her peers did by going to the UK.



Barbara Benson

Scholarships update 2008

The Teachers Council has this year continued to co-sponsor an annual scholarship programme, Linking Minds, which gives talented young teachers the opportunity to travel to the United Kingdom on a fully funded professional development programme.

Council member Jill Page, was again on the panel which selected four very worthy recipients from a very strong field of applicants. The recipients of the 2008 Linking Minds scholarships are Steven Mouldey, Tina-Maree Hooper, Hayley Ryan and Joanna Blick.

Steven Mouldey is assistant head of social sciences and Year 9 dean at Wellington High School. Among other things, Steven has been involved in Te Kotahitanga, a collaborative response to the issue of underachievement of many Māori students in mainstream schools. Steven believes his international experience, provided by the scholarship, will help with his involvement in New Zealand research and his Masters of Education.

Tina-Maree Hooper is principal of Cambridge Primary School. She is passionate about education and has demonstrated strong leadership skills, notably being appointed as a principal in just her fifth year as a teacher. Tina-Maree is eager to explore distributed leadership on the trip with an eye to applying this in her school and to her Post Graduate Diploma in Educational Leadership.

Hayley Ryan teaches at Dawson Primary School in Auckland. She has a significant role in the school's multi-cultural community with extra-curricular dance commitments. Hayley is involved in school

wide initiatives which aim to raise student achievement, such as the Ministry of Education's Numeracy project. A particular area of concern in her community is the effective teaching of Pasifika and Māori students.

Joanna Blick is deputy principal of Saint Paul's Catholic School in Nelson. Joanna has had significant

leadership experience being asked to act as principal for two terms under difficult conditions. Some of this experience involved re-creating a school vision and building community relationships. Joanna believes that schools need to develop a focus on learning for all; staff, students and the community.

The Council will be hosting a report back reception for these scholars on 20 November. All partners in the scheme are discussing how best to build on the experiences individual scholars gain each year, to sustain their learning and help them to support others in building leadership capability in the teaching profession. Greg Thornton, one of the 2007 scholars, is part of the Linking Minds Panel and is helping to lead discussion on 'what next' for alumni scholars of the Linking Minds scheme.



The recipients of the Linking Minds Scholarship for 2008
L-R (Tina-Maree Hooper, Hayley Ryan, Joanna Blick, Steven Mouldey)

Promising findings, to date, in the draft Registered Teacher Criteria consultation



Consultation with teachers and other key stakeholders on the draft Registered Teacher Criteria (RTC) has been underway since July. The RTC will replace the Satisfactory Teacher Dimensions in 2010 as the criteria which all teachers must meet to gain full registration and to maintain a current practising certificate.

Development of the draft RTC began in 2006 and has included input from a sector representative reference group and the formation of a writing group to draft the criteria.

The Teachers Council is keen to engage with teachers on the draft RTC and find out if the criteria reflect quality teaching in the range of educational settings in New Zealand. Consultation has included an online survey of teachers, a consultation pack sent to schools and early childhood education centres (on request), and a postal survey to key stakeholders.

The online and stakeholder surveys are now closed. Stakeholders returned 34 responses and just over 1,400 teachers responded to the online survey.

To date, teachers and stakeholders have provided positive feedback about the draft RTC. Preliminary findings show that the majority of stakeholders and teachers agree that the draft RTC:

- represent the key knowledge, skills and attributes needed for quality teaching in Aotearoa New Zealand (see Figure 1);
- are relevant to teachers in a range of settings;
- provide a useful framework to guide reflection on and development of teaching practice;
- provide appropriate criteria to assess teachers' practice; and
- are both achievable and aspirational for teachers.

Encouragingly, two thirds of teachers responding to the online survey indicated high support for the draft RTC (see Figure 2). A number of teachers and stakeholders have also suggested amendments to the draft RTC which will be considered by Council.

The question now is, will feedback from schools and early childhood education centres continue this trend of positive support? The consultation with schools and early childhood education centres (materials were available by post and on the Council website) ended on Friday 10 October. Results will be analysed and added to the other data.

A report on the consultation findings will be provided on the Council website and in a later edition of ForTeachers. The next step forward for the draft RTC is to trial them in a small number of schools and early childhood education centres in the first half of 2009. Refinements to the Criteria may follow this pilot programme and they will then be gazetted for use by teachers from 2010 onwards.

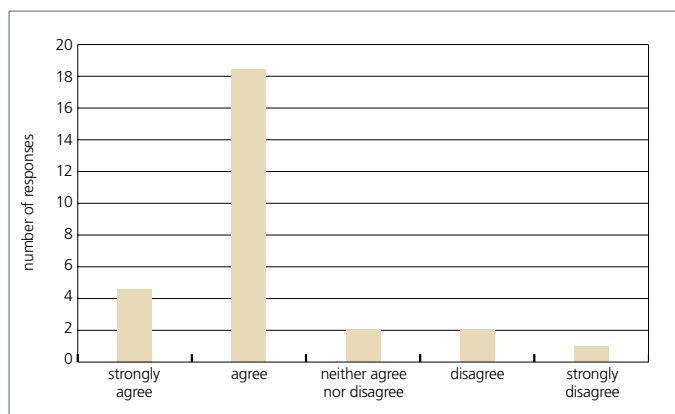


Figure 1: Stakeholders' level of agreement with the statement: "The draft RTC represents the key knowledge teachers demonstrate in their practice in Aotearoa New Zealand"

Figure 1 shows that the majority of stakeholders who responded to the survey agreed that the draft RTC represents the key knowledge teachers demonstrate in their practice.

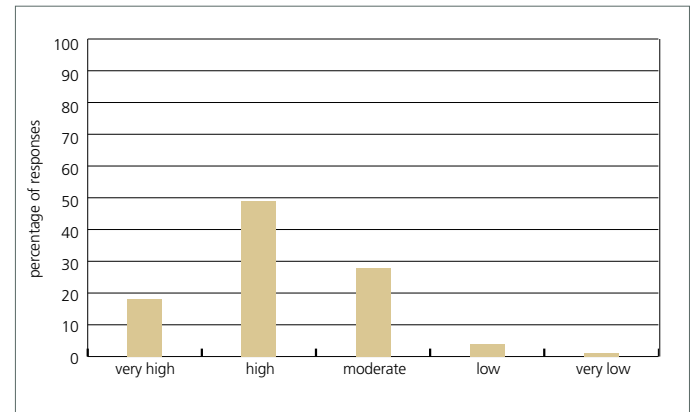


Figure 2: Teachers level of support for the draft RTC.

Figure 2 shows that of the 977 teachers who answered this question, the majority (67%) gave high or very high support for the draft RTC.

A good time to consider a return to primary teaching

The following article was provided by TeachNZ.

If you've had a break from primary teaching there's never been a better time to return to the classroom.

Until recently New Zealand has enjoyed a full supply of primary teachers in a very competitive teaching market. Over the last five years this situation has changed with the announcement by Government of 3000 plus new primary positions over and above normal roll growth. Some of these new positions have arisen from:

- the 1626 extra primary teacher positions approved through the staffing improvements process from 2001 to 2008
- the introduction of classroom release time from term 4, 2005 requiring an additional 740 teachers
- the lowering of year 1 staff to pupil ratio to 1:18 requiring an extra 702 teachers from term 2, 2008
- a further lowering of year 1 staff to pupil ratio to 1:15 from term 1, 2009 requiring an extra 762 teachers.

These measures have already led, or will lead to, additional positions in a significant number of primary schools. Auckland will continue to have teacher supply pressures as a result of these policies and the continued growth in their primary school rolls.

In addition, 2007 saw the highest number of births recorded in New Zealand since 1972, which will lead to an increased demand for teachers by 2012. This is when a good proportion of primary teachers are nearing retirement age and this is also expected to affect primary teacher supply in future years.

For those of you whose knowledge and skills need updating, retraining courses of up to 10 weeks duration are held from time to time in some of our major centres. Contact your local provider to enquire about these or phone TeachNZ on 0800 165 225. You can also read the FAQs in the *Returning teachers* section of TeachNZ's website www.teachnz.govt.nz.

Research news

Keep in touch

Are you moving soon?

Changing e-mail address?

If, so we'd like to hear from you.

You can now keep in touch via the Teachers Council website. Following the link at the foot of the home page will bring up an e-mail template. Simply update your contact details and submit the form. Your details will be automatically saved.

Contact Us

Telephone: (04) 471 0852

Fax: (04) 471 0870

Email: comms@teacherscouncil.govt.nz

Write: PO Box 5326
Wellington
New Zealand

Visit: 93 The Terrace
Level 7
Wellington
New Zealand

Website: www.teacherscouncil.govt.nz

Whakamana Te Reo Māori – Exploring te reo proficiency¹

All ten initial teacher education (ITE) providers of Māori medium programmes are concerned about ensuring their graduates have good Māori language skills, a thorough understanding of the national Māori medium curriculum (Marautanga), and second language acquisition pedagogy; and that they can apply this knowledge in practical teaching situations.

This observation is one of the key findings from the recently completed report by researchers from Haemata Ltd (see below) and it highlights the complex layering of knowledge and skill acquisition involved in becoming a kaiako in Māori Medium.

The report reflects the “strengths-based kaupapa Māori” approach used in the environmental scan of all the ITE programmes approved by the Teachers Council to prepare students to become graduate teachers in Māori medium settings.

The methodology adopted by the Haemata research team involved a programme documentation review and a series of interviews. Interviews with the programme leaders and lecturers of the ten approved ITE providers were carried out in the first half of 2008.

Although most providers identified issues unique to their programmes, it was apparent that there were also a number of common themes across all programmes. Most notably, the findings reinforced the last significant Council /Ministry of Education study of ITE programmes (Kane 2005):

This report identified that Māori medium ITE programme providers need a range of support mechanisms in order to successfully enhance the learning and teaching of te reo Māori proficiency, and pedagogical knowledge and skills for their graduates.

Other findings in the Haemata report suggest:

- A need for the establishment of a national forum whereby decision makers, including ITE providers and their teaching staff could share information and discuss common issues. Some issues to discuss could be conceptual and pedagogical frameworks, the learning and teaching of first language, second language acquisition, assessment and moderation.
- A need for strategies and frameworks to enhance or achieve appropriate levels or standards, whilst retaining uniqueness.
- A paucity of quality te reo Māori resources in some areas, especially the ongoing development of technical language or concepts.
- A need for further research to build a national perspective on the current and future demand and supply issues in the Māori medium education sector.

This report is the first phase of a comprehensive research project and is being prepared for publication later in 2008. The next phase of Whakamana Te Reo Māori will seek the information that will enable the development of meaningful kaupapa Māori policy approaches in order to achieve the vision of Te Pouherenga Kaiako o Aotearoa,

“Ū ki te ako, tu tangata ai apōpō”

Whakamana Te Reo Māori – Research Team

HINEIHAEA MURPHY

(NGĀTI KAHUNGUNU, NGĀI TAHU, NGĀTI APA)

Director and consultant, Hineihaea Murphy, has extensive teaching, management and research experience. Her academic background is in linguistics and education and she has worked across the primary, secondary and tertiary sectors.

Hineihaea was co-leader of the school based research project on the language characteristics of children in kura kaupapa Māori and was project manager of the research project Ngā Kete Kōrero to develop a set of guidelines for the grading of basal readers for children in Māori medium education.

Hineihaea was also lead consultant in the development of Te Taura Whiri i te Reo Māori national Māori language proficiency assessment system, Whakamātauria Tō Reo Māori.

SHERIDAN MCKINLEY

(NGĀTI KAHUNGUNU, NGĀI TAHU)

Sheridan is a consultant with a strong teaching, management and research background. She has worked as a researcher for a variety of projects focused on strengthening te reo Māori and education for Māori and has spent more than a decade as a teacher, manager and administrator in the primary and tertiary sectors. Her teaching experience includes two years as principal at kura kaupapa Māori and seven years teaching in adult education courses – both college of education and university courses.

NICOLA BRIGHT (NGĀI TŪHOE, NGĀTI AWA)

Nicola Bright is a consultant with a strong academic background in history and Māori studies.

She has worked on projects focused on the regeneration of Māori language, as part of the Te Taura Whiri i te reo Māori Policy team and as policy manager.

Nicola has also been a researcher for the Waitangi Tribunal.

1 Refer to our 2008 Summer - Issue 8, Research News, page (6) for previous coverage of this project.

2 Kane, R et al (2005). *Initial Teacher Education Policy and Practice*. Wellington: Ministry of Education and New Zealand Teachers Council. (See *ForTeachers* Issue 3, 2006)



Hineihaea Murphy



Sheridan McKinley



Nicola Bright