

Forum Report

Education Workforce Sector Forum

April 2011

Report for the Minister of Education

Education Workforce Sector Forum

(7 and 8 April 2011)

Executive Summary

On 7 and 8 April I chaired a Sector Forum, at your request, facilitating discussion on the proposals put forward in the Education Workforce Advisory Group's report to you: *A Vision for the Teaching Profession*.

The Forum provided for a positive, and robust, debate about the issues and proposals identified by the Advisory Group, with a general consensus about those issues and the characteristics needed for strong initial teacher education, career pathways and professional leadership of the sector.

There was significant discussion of what changes might be needed to see a shift in the profession and general agreement that the design and implementation of any initiatives will need to be carefully worked through. The Forum agreed that this design work has to be undertaken in conjunction with the sector if any shifts are to be successfully achieved.

Detailed work will also be required to consider how a vision might also be identified for the Māori medium sector, and how any changes might be applicable for the early childhood sector.

I recommend that the Government pursue ongoing engagement with the sector, with the aim of clarifying the recommendations outlined in the Workforce Advisory Group report and reflecting on the practical implications of the proposals.

Background

The Education Workforce Advisory Group met over 2009 and 2010, at your request, to discuss how the overall quality of teaching across the schooling system might be strengthened.

The Group provided you with a report in April 2010, which was then released for public comment. The submissions received indicated a real desire on the part of both the early childhood and schooling sectors to contribute to further discussions and engage more meaningfully on the recommendations in the Advisory Group report.

As a result, an Education Workforce Sector Forum was convened to meet on 7 and 8 April 2011, to discuss and workshop the recommendations of the Workforce Advisory Group. The Forum participants (see list attached as annex one) included representatives from sector groups.

Advisory Group members facilitated the two days with the goal of testing their proposals with the Forum to inform advice to you on how the recommendations in the Advisory Group report might be progressed.

Summary of Discussion

The Forum provided for all sections of the Advisory Group report to be considered. The overarching messages from the Forum appear to be that whilst the general direction and principles for change in the Advisory Group report are sound, significant

work (which is inclusive of the sector) is required to work through the detail design options and implementation of any changes.

Initial Teacher Education

The Advisory Group report recommends significant shifts in the provision of initial teacher education. The Group suggests that the characteristics of initial teacher education and induction into the profession should be:

- *high entry standards set by the professional body*
- *merging of initial teacher education and the provisional period*
- *improved links between providers, schools and student teachers*
- *ongoing assessment of graduate teachers throughout their initial teacher training by schools and the professional body.*

This is an area that has particularly engaged sector leaders. There was substantive debate about the proposal, and particularly the detail of what the approach might mean, in terms of the level of study envisaged and the role of different providers.

An initial discussion was facilitated by members of the Advisory Group, followed by ITE providers on current and anticipated models of provision.

Through the workshops (which were then held), it is clear that the Forum participants consider that there is a need for:

- diversity in the provision of initial teacher education, to meet the needs of different parts of the sector – a desire to see a variety of pathways / models of provision was expressed at the Forum and has been reinforced in comments received from the Council of Deans and TEFANZ
- a strong pedagogical grounding within initial teacher education – with a good balance between the theoretical and practical knowledge required to be an effective teacher
- a need to strengthen the capability of those providing mentoring and coaching of new teachers – building from the New Zealand Teachers Council's guidelines.

On the whole, whilst Forum participants generally supported the articulation of the high level characteristics for initial teacher education they have concerns about how these might be translated into actual provision. Significant work will be required to design and implement change in this area.

Career Pathways

The Advisory Group considered that it is important to provide teachers with clear career pathways to incentivise ongoing professional development and to provide options for teachers with strong skills to be recognised and rewarded other than through movement into management type roles.

The Group's report recommends, therefore, that the characteristics of an appropriate reward, recognition and progression system should be:

- *High professional and ethical standards and expectations*
- *Ongoing development and mentoring*
- *Flexibility for teachers to determine their own career paths and to progress at differential rates*

- *Collaborative approaches to sharing good practice within and across schools.*

This is an area of the report that provoked a high level of debate throughout the course of the forum, which reflected much of the comment from the submissions received from the sector.

Concerns tended to focus on whether the Group was recommending some form of performance pay for teachers and views that attempts have been made on the part of professional organisations to have career pathway approaches introduced and implemented in the past.

There was, however, general consensus that there is a need to focus on career pathways for teachers, and that the characteristics highlighted by the Advisory Group are appropriate.

Forum participants suggested that there is a real need for the profession to look at how great teachers can be incentivised to stay in the classroom. They recognised that this might need to be reflected through shifts in current salary scales and are keen to engage on how current initiatives might be built from. They also noted that there will be a cost to any changes in this area, and reflected some level of concern that Government may not be willing to meet these costs.

Leadership in schools

Implementation of any vision for the teaching profession will be dependent on a strong professional leadership within schools. There has been a significant amount of work undertaken in this area over the last few years and the Advisory Group drew from that work in developing its recommendations for you.

The Advisory Group report suggests that professional leadership of the sector should be characterised by:

- *High entry standards set by the professional body*
- *High professional and ethical standards and expectations*
- *Ongoing development and mentoring*
- *Flexibility to utilise staff skills sets and reward effective teaching*
- *Collaborative approaches to sharing good practice within and across schools.*

This section of the Forum was led by the principals on the Advisory Group with reflections sought from four of the principals attending the Forum. On the Friday, the issue was work-shopped to seek a view from Forum participants about where a focus is required.

Forum participants agreed that there is a real need for focus in this area, and that there is a particular need for a structured process to build capability of the professional leaders in the sector. This would include moving towards a pre-principalship qualification.

There is also strong support for improved mentoring, coaching and support (all of which require different forms of engagement) for principals and head teachers (in the early childhood sector).

Leadership of the profession

Throughout the course of the Advisory Group's report we reflect on the need for stronger professional standards, and support for mentoring and coaching of teachers and principals / head teachers. We noted that there are a number of issues in relation to the current articulation of the role of the Teachers Council as our professional body, and its structure, which may act as barriers to the Council being able to fully meet its mandate.

The Teachers Council was asked to facilitate a session focused on the future role of the Council during the course of the Forum. That session focused on a range of discussion questions, as well as outlining some of the work the Council is undertaking in relation to the *Registered Teacher Criteria* and identifying guidelines for *mentoring and coaching*. The latter were strongly supported by Forum participants, with the suggestion that they should have a higher status than 'guidelines' when looking to implement changes in mentoring and coaching approaches for teachers and principals.

The overall view of the Forum was that the Council's core role should be to provide for and enforce high entry standards into and expectations of the profession. There was also a clear view that the Council should have a role of acting as an advocate for the profession, with a related view that the Council should be independent and free from perceptions of political influence.

Māori Medium sector

Representatives from the Māori medium sector were invited to participate in the Forum, but unfortunately only Te Runanga Nui o ngā Kura Kaupapa Māori o Aotearoa was able to be represented over the course of the two days.

The Advisory Group is very clear that further work is required to consider how a vision for the Māori medium workforce might be developed, which may or may not coincide with that put forward in our report to you.

Early Childhood Sector

A key criticism of our report is its focus on the schooling sector, rather than the profession as a whole. A number of participants at the Forum either represented the Early Childhood Sector or have a particular interest in that sector.

There appeared to be general consensus that the characteristics for initial teacher education, career pathways and professional leadership – as outlined above – are appropriate for the Early Childhood Sector. This was balanced by a reflection that the design and implementation of initiatives will need to be tailored for the sector.

Overall comment

There was a high level of engagement on the recommendations put forward by the Advisory Group and a demonstrated willingness on the part of the Forum's participants to engage on issues. I consider that there is a willingness to continue to engage, formally, on the proposals put forward by the Group – with a clear message from the Forum that change will only occur successfully if developed and undertaken with the sector, rather than to the sector.

Recommendations

- Direct the Ministry of Education to work with key stakeholders to begin initial scoping of a work programme to address the recommendations outlined by the Advisory Group
- Ensure that the work programme provide for ongoing productive engagement with the schooling and early childhood sectors.
- Establish an Advisory Group to explore the development of a vision for the Māori Medium sector workforce.

Barbara Ala'alatoa

Chairperson

Education Workforce Sector Forum

Education Workforce Sector Forum

| Participant List | | | |
|-----------------------------------|--|--|---|
| Name | Job Title | Organisation | Representing |
| Dr Alison Kearney | Head of School | School of Curriculum and Pedagogy Massey University College of Education | Special education |
| Dr Peter Lind | Director | | New Zealand Teachers Council |
| Dr Kevin Knight | Ministerial Nominee | | New Zealand Teachers Council |
| Alison McAlpine | Chair | | New Zealand Teachers Council |
| Barbara Benson | Manager | | New Zealand Teachers Council |
| Jenny Thomas | Manager Registration | | New Zealand Teachers Council |
| Cynthia Shaw | Manager Strategic & Policy Development | | New Zealand Teachers Council |
| Associate Professor Graeme Aitken | Dean, Faculty of Education | The University of Auckland | The University of Auckland |
| Steve Hayward | Principal | Green Island School | The Otago Primary Principals' Association |
| Professor Gail Gillon | Chair | New Zealand Council of Deans of Education | New Zealand Vice Chancellors' Committee and New Zealand Council of Deans of Education |
| Professor Dugald Scott | Dean | Education at the Faculty of Education | New Zealand Council of Deans of Education |
| Peter Weir | Principal | Sir Douglas Bader Intermediate in Mangere | New Zealand Association for Intermediate and Middle Schooling |
| Mary Simpson | Deputy Chair TEFANZ | | Teachers Education Forum of Aotearoa New Zealand (TEFANZ) |
| Michelle Hards | Principal | Manukau Institute of Technology's School of Secondary-Tertiary Studies | Manukau Institute of Technology (as a polytechnics and institutes of technology representative) |
| Francie Guy | NZEI Te Riu Roa Vice President | | New Zealand Education Institute (NZEI) |
| Jane Porter | Schools Team Leader | | New Zealand Education Institute (NZEI) |
| Irene Cooper | President | | Normal and Model Schools' Association |
| Clare Wells | Chief Executive | | New Zealand Kindergartens Inc |
| Lorraine Kerr | President | | New Zealand School Trustees Association |
| Ray Newport | General Manager | | New Zealand School Trustees Association |
| Leayne Huirua | National Board | | New Zealand School Trustees Association |
| Chris Haines | National Board | | New Zealand School Trustees |

Participant List

| Name | Job Title | Organisation | Representing |
|-------------------------|------------------------------|--|--|
| | | | Association |
| Peter Reynolds | CEO | | Early Childhood Council |
| Dr Elizabeth Clements | | | Early Childhood Council |
| Tom Parsons | Vice President | | Secondary Principals' Association of New Zealand (SPANZ) |
| Graham Yule | Headmaster | Scots College | Independent Schools of New Zealand |
| Robin Duff | President | | New Zealand Post Primary Teachers' Association (PPTA) |
| Bronwyn Cross | Deputy General Secretary | | New Zealand Post Primary Teachers' Association (PPTA) |
| Shaun Sutton | | | Teach First NZ |
| Tanya Harvey | General Manager | | Early Childhood Leadership |
| Sue Vaealiki | Director Academic Programmes | | NZ Childcare Association |
| Hone Mutu | Te Tumu Whakarae | Te Runanga Nui o ngā Kura Kaupapa Māori o Aotearoa | Māori schools representative |
| John Garner | Principal | Collingwood Area School | New Zealand Area Schools Association |
| Barbara Ala'alatoa | Principal | Sylvia Park School | Education Workforce Advisory Group |
| Byron Bentley | Principal | Macleans College | Education Workforce Advisory Group |
| Barbara Cavanagh | Principal | Albany Senior High School | Education Workforce Advisory Group |
| Peter Ferris | Principal | Ilinster Intermediate School | Education Workforce Advisory Group |
| Professor Gary Hawke | Professor | Victoria University of Wellington | Education Workforce Advisory Group |
| Professor Alister Jones | Dean | Faculty of Education, Waikato University | Education Workforce Advisory Group |
| Dr John Langley | Chief Executive | Cognition Education Limited | Education Workforce Advisory Group |
| Sally Webb | Leadership Consultant | | Education Workforce Advisory Group |