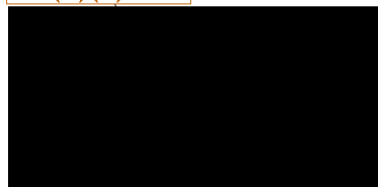


13 FEB 2017

s 9(2)(a) OIA



I am writing to you regarding your request to the Ministry of Education requesting information about TeachFirst NZ under the Official Information Act 1982 (the Act) as shown below:

1. *Any contracts, service level or other agreements between the Ministry and Teach First*
2. *Briefings from the Ministry to the Minister of Education (and other Ministers) regarding Teach First*
3. *Any financial information that the Ministry has gathered about Teach First (including, for example, annual financial statements or profit and loss statements)*
4. *Any evaluations, commissioned or held by the Ministry that evaluated Teach First's operations or impact*
5. *Any information about the number and profile of Teach First participants, including information held about what they do once they complete their Teach First qualification*
6. *Correspondence between Teach First and government Ministers.*

We responded to you on 15 August 2016, and in our response we refused Part 2 of your request under section 18(d) of the Act, as the information requested was soon to be made publicly available.

I am writing to apologise as there has been a delay in making the information release about TeachFirst NZ available on our website. The information release includes briefings between the Ministry and the Minister of Education regarding TeachFirst NZ.

We expected to have the release available on our website by late last year, and unfortunately this did not happen. For this reason, I am now responding to you directly in relation to Part 2 of your request as outlined below:

**2. Briefings from the Ministry to the Minister of Education (and other Ministers) regarding Teach First**

I have identified nine documents in scope of Part 2 of your request. I am releasing all nine documents to you, and these have been outlined in the detailed document table attached as **Appendix A**.

All provisions for information withheld under the Act are outlined in the attached document table.

You have the right to ask an Ombudsman to review this decision. You can do this by writing to [info@ombudsman.parliament.nz](mailto:info@ombudsman.parliament.nz) or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Karl Le Quesne', with a stylized, cursive script.

Karl Le Quesne  
**Acting Deputy Secretary**  
**Early Learning and Student Achievement**

## Appendix A

Number	Date	Document Title	Decision
1.	15 October 2010	Education Report: Teach First New Zealand	Release with information withheld under section 9(2)(g)(i) of the Act.
2.	22 November 2010	Education Report: Proposal to introduce Teach First programme in New Zealand	
3.	29 March 2011	Education Report: Limited Authority to Teach (LAT) in relation to Teach First New Zealand	Release with information withheld under section 9(2)(g)(i) of the Act.  Out of scope information deleted.
4.	21 September 2011	Education Report: University of Auckland and Teach First New Zealand application for an exemption from the moratorium on initial teacher education funding, for a Postgraduate Diploma in Teaching (Secondary Field-based)	Release in full.
5.	13 February 2012	Education Report: Background on Teach First NZ	Release in full.  Administrative documents not included.
6.	31 July 2012	Education Report: Pilot and funding options for implementation of the University of Auckland Postgraduate Diploma in Teaching (Secondary-field based) in partnership with Teach First New Zealand	Release with information withheld under section 9(2)(g)(i) and section 9(2)(b)(ii) of the Act.
7.	19 June 2014	Education Report: Teach First New Zealand pilot programme scope variation	Release with information withheld under section 9(2)(g)(i) of the Act.
8.	4 June 2015	Education Report: Teach First NZ update	Release with information withheld under section 9(2)(g)(i) of the Act.  Out of scope information deleted.

9.	3 November 2015	Education Report: Aligning decisions on the future of post-graduate initial teacher education programmes.	Release with information withheld under section 9(2)(f)(iv), 9(2)(g)(i) and 9(2)(h) of the Act.
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15 October 2010

## Education Report: Teach First New Zealand

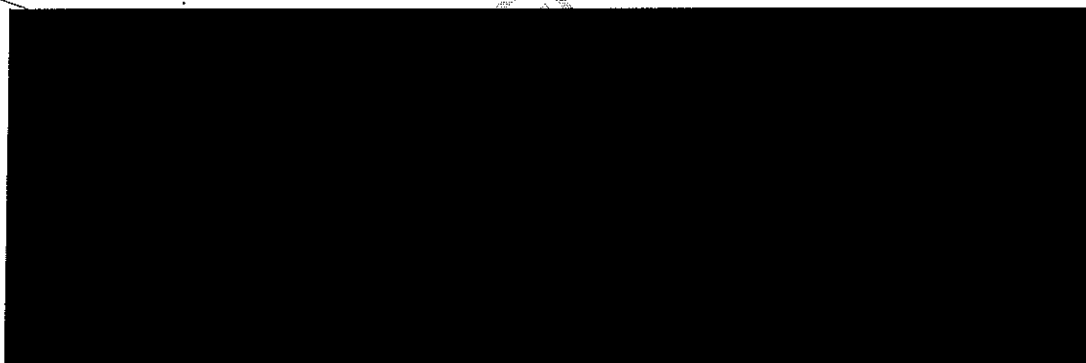
### Executive Summary

On 19 October you will be meeting with Mr Shaun Sutton (Teach First New Zealand) and Mr Graeme Aitken (Dean of the Faculty of Education Auckland University). Mr Sutton and Mr Aitken will be seeking to convince you of the merits of introducing the Teach First New Zealand model in New Zealand.

Teach First New Zealand is a philanthropic organisation based on the international model introduced by Teach for All. Teach for All is an international network of agencies that has established an alternative model for teacher recruitment and preparation, to produce more effective teachers able to lift achievement amongst students from the lowest decile schools.

The Teach for All model recruits top-performing tertiary graduates and takes them through a short but intensive programme to prepare for teaching, before placing them in schools for up to two years. Teach First New Zealand aims to introduce this model in New Zealand secondary schools and is working towards a first intake of graduates in 2013.

s 9(2)(g)(i) OIA



## Recommended Actions

### We recommend that you:

- a. note that if implemented, the preparation of graduates involved in Teach First New Zealand would differ considerably from that of New Zealand's established initial teacher education programmes

s 9(2)(g)(i) OIA



- d. note that there is unlikely to be sector support for the introduction of Teach First New Zealand model
- e. note that before Teach First New Zealand could be implemented it would need to meet the requirements for an exemption from the moratorium on new or upgraded initial teacher education programmes

Judy Kavanagh  
Group Manager  
Schooling Policy

NOTED / APPROVED

Hon Anne Tolley  
Minister of Education

19.10.10.

NOTED / APPROVED

## Education Report: Teach First New Zealand

### Purpose of Report

1. On 19 October at 5.15pm, you will be meeting with Mr Shaun Sutton (Teach First New Zealand) and Mr Graeme Altken (Dean of the Faculty of Education Auckland University) who will wish to discuss the introduction of the Teach First New Zealand model for teacher recruitment, selection and preparation in New Zealand. This report provides background information about Teach First New Zealand.

### Background

2. Teach First New Zealand is based on the model launched in 2007 by Teach for All. Teach for All is now established in fifteen countries including England, the United States and Australia, with a further twenty in early development. The organisation in each country is completely independent and unique to the education context of that nation.
3. If implemented, the preparation of graduates involved in Teach First New Zealand would differ considerably from that of New Zealand's established initial teacher education programmes. This alternative approach would be of much shorter duration (approximately eight weeks of training prior to starting teaching), combining distance and independent learning with a residential course, and offering an extensive programme of development and support over teachers two year involvement with the organisation. Annex One provides further detail on Teach First New Zealand's background and teacher selection and training processes.

### Impact of the Model on Teacher Effectiveness

4. Teach for All introduces an approach that differs significantly from established teacher recruitment, selection, preparation and induction. As a result, the separate organisations in different countries have attracted significant debate and a level of criticism, particularly Teach for America. Available research which explores the impact of the Teach for All model is focused on Teach for America.
5. Despite the rapid growth of Teach for America, research to examine the impact of this approach is relatively limited. The five studies available compare the effectiveness of these teachers against others prepared through established programmes by exploring the performance of students in standardized tests or exams. Of the five studies:
  - Three found that Teach for America participants outperform both beginning teachers and experienced teachers in maths achievement, and showed little or no difference of performance in reading achievement<sup>1</sup>.

<sup>1</sup> Studies by Decker, P.T., Mayer, D.P., and Glazerman, S. (2004), Kane, Thomas J., Jonah E. Rockoff, and Douglas O. Staiger. (2006) and Boyd, D., Lankford, S., Loeb, J., Rockoff and J. Wyckoff (2007)

- One study found that Teach for America participants perform worse overall than traditionally prepared teachers in their first year of teaching but 'catch up' in later years<sup>2</sup>. However this study again confirms that Teach for America teachers outperform all others in maths achievement from the outset.
  - A fifth study of Teach for America participants in secondary schools<sup>3</sup> found that these teachers are more effective than traditional teachers. Moreover, the study shows that the Teach for America effect exceeds the impact of additional years of teaching experience, implying that these teachers are more effective than experienced secondary teachers. These results were found to be robust across subject areas but are particularly strong for maths and science classes.
6. Nevertheless, Teach for All organisations have many examples of participant schools which are enthusiastic about the quality and effectiveness of the teachers in the programme, from principals, parents, students and teacher recruits.
  7. Research results which explore the impact of Teach for All organisations are challenging the traditional approach to teacher recruitment, selection, preparation and induction. While as yet there is no consensus emerging from the research results, indications that these teachers are more effective than others suggests that countries should focus more on teacher selection and less on retention if the concern is to lift the achievement of disadvantaged students, particularly in maths and science subjects.
  8. The latest research from the McKinsey Group<sup>4</sup> shows that high performing education systems recruit from the top third of graduates, and require a post graduate qualification.

s 9(2)(g)(i) OIA

## Discussion



<sup>2</sup> Boyd, Donald J., Grossman, Pam., Lankford, Hamilton., Loeb, Susanna., Nichelli, N., Wyckoff, J. (2006) complex By Design. Investigating Pathways into Teaching in New York City Schools. *Journal of Teacher Education* 67(2) 165-168

<sup>3</sup> Xu, Zeyu., Hennaway, Jane., and Taylor, Colin., (2007). Making a Difference? The Effects of Teach for America in High School. Working Paper 17. The Urban Institute and CALDER

<sup>4</sup> Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching. McKinsey & Company. September 2010





*Potential Union reaction*

11. We would anticipate strong negative reaction to the Teach First model in New Zealand from sector groups such as the New Zealand Education Institute and Post Primary Teachers Association. These views would likely be based on the perspective that the much shorter teacher education programme afforded by the Teach First New Zealand model would undermine existing training programmes that take significantly longer to complete.

*Moratorium on initial teacher education programmes*

12. The development of Teach First New Zealand would be subject to the current moratorium on funding new or upgraded initial teacher education programmes. The moratorium was put in place to ensure the quality of initial teacher education programmes until stronger quality assurance processes were established through the New Zealand Teachers Council and the Tertiary Education Commission.
13. You have recently agreed to retain the moratorium in order to keep an overview of initial teacher education provision, and wait until the future direction of initial teacher education becomes clear (Metis 442313). It is not clear that the proposal would meet the current requirements for an exemption from the moratorium.

*Approval from the New Zealand Teachers Council*

14. Consideration will also have to be given to whether graduates of the proposed programme would meet the Teachers Council requirements for registration. Currently registration requires the completion of an approved Initial Teacher Education qualification together with a period of induction as a beginning teacher.
15. The current expectation is that initial teacher education programmes are at a graduate level 7 and are of at least one year in length. The programmes must meet the requirements set by the New Zealand Teachers Council and this includes a minimum of 14 weeks practicum experience.

## Annex One

### Teach First New Zealand

Teach First New Zealand lists their sponsors as the Tindall Foundation, The Woolf Fisher Trust and the Julian Robertson Foundation.

Graeme Aitken, Dean of the Faculty of Education, University of Auckland is personally involved in the presentation of this proposal from Teach First New Zealand. The University of Auckland offers several initial teacher education programmes. The University is also trialling a mentoring project for providing sustained support to beginning teachers in their first two years of teaching.

Teach First New Zealand state that their mission and vision is to:

- Mission - To address educational inequality by engaging top graduates in a movement to become effective and inspirational teachers, leaders and change makers in all sectors
- Vision - That one day all children in New Zealand will have the opportunity to attain an excellent education.

### Teach First New Zealand Selection

The model proposed by Teach First New Zealand will focus on recruiting exceptional graduates who may not otherwise have considered teaching as a career or may plan to leave New Zealand. The model is underpinned by a selection process that requires candidates to demonstrate:

- a commitment to the Teach First New Zealand mission and vision
- at least a B+ grade average in a discipline related to a school subject
- personal and professional competencies such as leadership, humility, respect, planning, organisation, empathy, problem-solving, resilience and self-reflection
- an understanding and appreciation of Maori and Pacific peoples and cultures.

The selection process for Teach First New Zealand will begin with a written application and telephone interview. If successful at this point, candidates will participate in a full-day assessment which includes a further interview, group role play and the teaching of a mini-lesson.

### Teacher preparation

The preparation programme for Teach First New Zealand comprises:

#### (a) Independent study

This initial aspect of teacher preparation includes at least five days in a secondary school observing lessons and other aspects of school life, together

with online learning to complete readings and exercises. This aspect of teacher preparation will be completed prior to the start of a residential programme and requires the equivalent of two study weeks.

(b) **Intensive residential course**

The second phase of preparation involves a residential course which totals six weeks over November, December and January – three weeks of lectures, two weeks of summer school and one week of placement in a school. This component of the programme will include intensive lectures and tutorials to combine pedagogy, experiential learning and the enhancement of specialist subject knowledge. The curriculum will be evidence-based with a focus on practices proven to raise achievement, encompassing classroom management, literacy development, curriculum preparation, assessment and leadership.

(c) **Teaching and leadership development**

Over the following two years, as beginning teachers in secondary schools, Teach First New Zealand recruits will complete a field-based teacher education programme supported by university coaches and in-school mentors. In their first teaching year, the focus of their development programme will be on teaching effectiveness, while in the second year the emphasis will shift to raising student achievement.

The new teachers will be clustered in low decile schools in groups of at least three, to ensure they are well supported and feel part of a larger movement. Throughout their two years with Teach First New Zealand, participants will take part in occasional lectures, readings, business-led events and assignments to continue their study programme. They will be awarded a Postgraduate Diploma at the completion of the programme, with the option of upgrading to a Masters Degree if they also complete a dissertation.

Teach First New Zealand participants will be full-time employees of their school and take responsibility for classes in the same way as other beginning teachers in secondary schools. However they will be paid two salary scale steps behind a beginning teacher as they will not have completed an approved teacher qualification. This will equate to approximately \$36,523 for year one and \$40,434 for year two of the programme.

(d) **Alumni**

Teachers who complete the two year programme will become Teach First New Zealand alumni. The organisation argues that challenging educational inequality in New Zealand will require leaders with experience as successful teachers who have moved to other areas of influence such as policy, advocacy and business.

The Teach First New Zealand model includes an alumni programme of structured training, support and events for those who remain teachers and those who choose a different career. Teachers who move away from the classroom will also be supported if they choose to return at a later date in their careers.

22 November 2010

Metis 517842

## **Education Report: Proposal to introduce a Teach First programme in New Zealand**

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### **Executive summary**

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You met with advocates for the Teach First New Zealand proposal on 19 October. They have supplied you with further information, at your request.

The Teach First New Zealand organisation would like to introduce the programme here. The programme would invite high performing graduates to teach for two years in low decile secondary schools in south Auckland. Teach First says it will particularly look at candidates with strengths in mathematics, science, technology or te reo Māori. They plan to begin with 20 candidates in the first year (2013), and rising after that.

Although this programme has been operating in other countries for a number of years, it has received mixed evaluations as to its efficacy. Most overseas programmes target mathematics and reading in the primary level of schooling, in poor or remote areas.

We would welcome the opportunity to discuss these further issues with you.

Recommendations

**We recommend that you**

- a. note the attached Aide Memoire, as requested s 9(2)(g)(i) OIA
- b. [REDACTED]
- c. note that we would welcome the opportunity to discuss how the proposal to introduce a Teach First programme to New Zealand might fit within the wider workforce strategy.

*J. M. Kavanagh*

**Judy Kavanagh**  
Acting Group Manager  
Schooling Policy

NOTED / APPROVED

*Anne Tolley*

**Hon Anne Tolley**  
Minister of Education

24/10/10

*We should invite them  
to present at the Forum  
next year. HT.*

## Education Report: Proposal to Introduce a Teach First programme in New Zealand

### Purpose of report

1. You requested an aide memoire to take to Cabinet. This is attached.
2. This report provides you with background information for your consideration, alongside the Teach First material.

### Background


3. The Teach First New Zealand proposal is based on the Teach for All model of teacher recruitment, training and induction to engage top performing graduates to teach in under achieving, 'hard-to-staff' schools for a period of at least two years. The model began with Teach for America in the US and Teach First in the UK. Other countries have also started similar schemes or are considering introducing this model.
4. Websites for Teach for America, Teach First in the UK, and Teach for Australia present a positive and convincing picture of their respective goals, expectations and achievements. The programmes are altruistic with short term and long term goals to address education inequality. Short term is to address teacher supply problems in hard to staff schools and to raise student achievement. Long term the goals include raising awareness of education inequality, through this experience, which will lead to change and improvements coming from other sectors in the future.
5. Applicants are recruited from top performing university graduates, undergo a rigorous selection process, and undertake an 8 week 'pressure cooker' training programme prior to being placed in schools. They will be employed in schools for two years with a teaching load of 0.8, given support and mentoring with their teaching, and undertake further study and workshops.<sup>1</sup>
6. At the end of that time, it is envisaged that Teach First associates finish with an applied post graduate qualification in teacher education. Teach First is working with the University of Auckland to develop the programme and qualification.
7. Teach First teachers may choose to continue on in teaching or may move to other careers. Either way Teach First alumni will continue to have opportunities for structured training and support.

<sup>1</sup> See Annex 1 of previous report (Metis 506366) for further detail on Teach First NZ. Also Teach First NZ material in Annex 1 to this report.

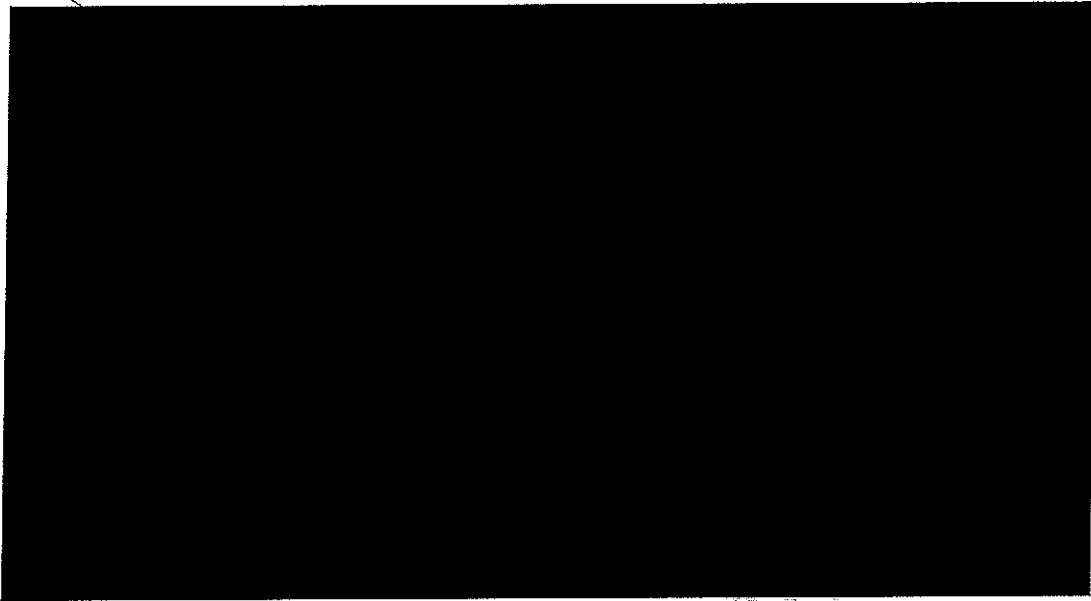
Proposal to introduce Teach First New Zealand

8. On 19 October you met with Mr Shaun Sutton (Teach First New Zealand) and Mr Graeme Aitken (Dean of the Faculty of Education Auckland University) to discuss a proposal to introduce a Teach First programme in New Zealand (Metis 506366).
9. You asked Mr Sutton to provide you with an outline of the Teach First New Zealand programme that you could take to Cabinet, which he has subsequently provided.
10. Teach First New Zealand proposes that candidates have a B+ average in their undergraduate degree, exhibit personal and professional competencies, have a commitment to the Teach First mission and vision, and an understanding of Māori and Pacific peoples and cultures. Teach First hopes to place their teachers in low decile secondary schools in south Auckland.
11. The programme could appeal to graduates who:
  - may be thinking about going teaching but are not prepared to do another year's study for a graduate diploma
  - have decided on their career path in another field, but wish to 'give something back' in the first instance
  - have been unsuccessful in securing their first option for a career and the salary combined with a further qualification and job experience is progress forward (this may be particularly the case in a tight graduate job market).
12. There has been limited evaluation of Teach First UK and Teach for America. The websites tend to contain papers and articles that are supportive. However, more independent evaluations are less enthusiastic.

s 9(2)(g)(i) OIA



s 9(2)(g)(i) OIA



<sup>2</sup> See Annex 2: Supplementary information, which outlines other implications for implementation.



## Aide Memoire: Teach First New Zealand Proposal

Date:	19 November 2010	Priority:	High
Security Level:	In Confidence	METIS No:	517842

The Teach First New Zealand proposal is a programme designed to:

- Attract and recruit top university graduates to teach in hard-to-staff, low decile secondary schools for an initial period of two years
- Candidates are put through a rigorous selection process to identify individuals who demonstrate the attributes needed to excel as effective teachers
- The participants undergo an intensive eight week summer school course
- Teach First teachers continue their studies through the two years of teaching and are supported by university tutors and in-school mentoring to complete an applied postgraduate qualification in teacher education.

### Teach First Mission

Teach First state that their mission is to address educational inequality by engaging top graduates in a movement to become effective and inspirational teachers, leaders, and change makers in all sectors.

The organisation argues that challenging educational inequality in New Zealand will require leaders in all sectors who have had experience as successful teachers in under achieving schools and who have moved to other areas of influence such as policy, advocacy and business.

At the same time, these high performing graduates provide valuable teaching service, particularly in low socio-economic urban areas, or rural and isolated schools.

Experience from overseas indicates that, in many cases these teachers can engage young people in learning and raise student achievement.

The Education Workforce Advisory Group recommended changes to initial teacher education, including:

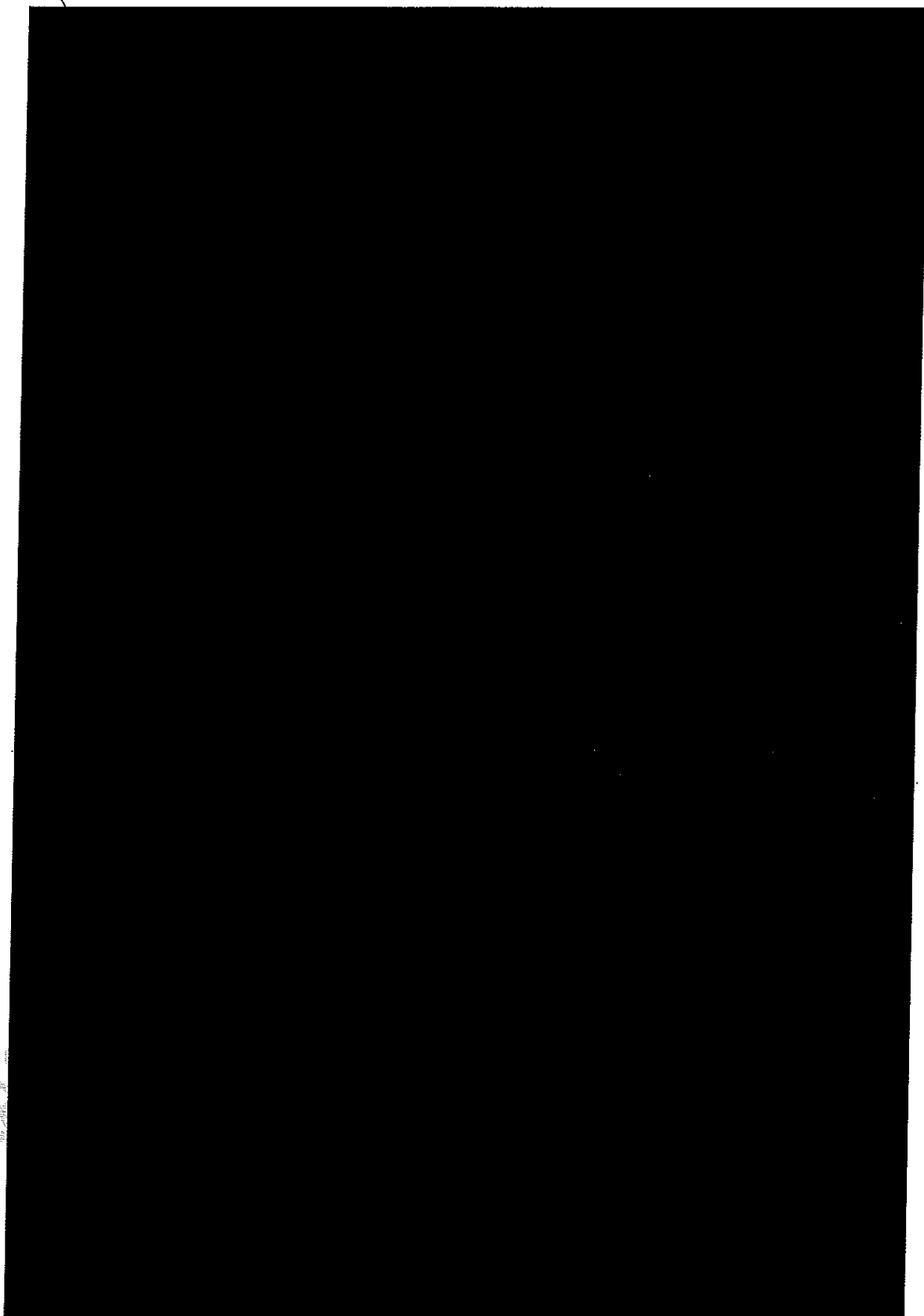
- move toward initial teacher education being provided only at postgraduate level
- ensure that trainee teachers are accepted into initial teacher education programmes only after being assessed with a disposition to teach through a formal selection process
- complete a one year initial teacher education programme which includes extensive practicum experience
- in the first two years of teaching, beginning teachers continue working towards an applied post graduate qualification with further study and support from the initial teacher education institution and in-school mentoring

- finish the postgraduate qualification on full registration as a teacher rather than the beginning of the provisional registration period
- change how initial teacher education is delivered to strengthen links between trainee and beginning teachers, and teacher education providers and schools
- provide more rigorous assessment and moderation of registration and entry to the profession.

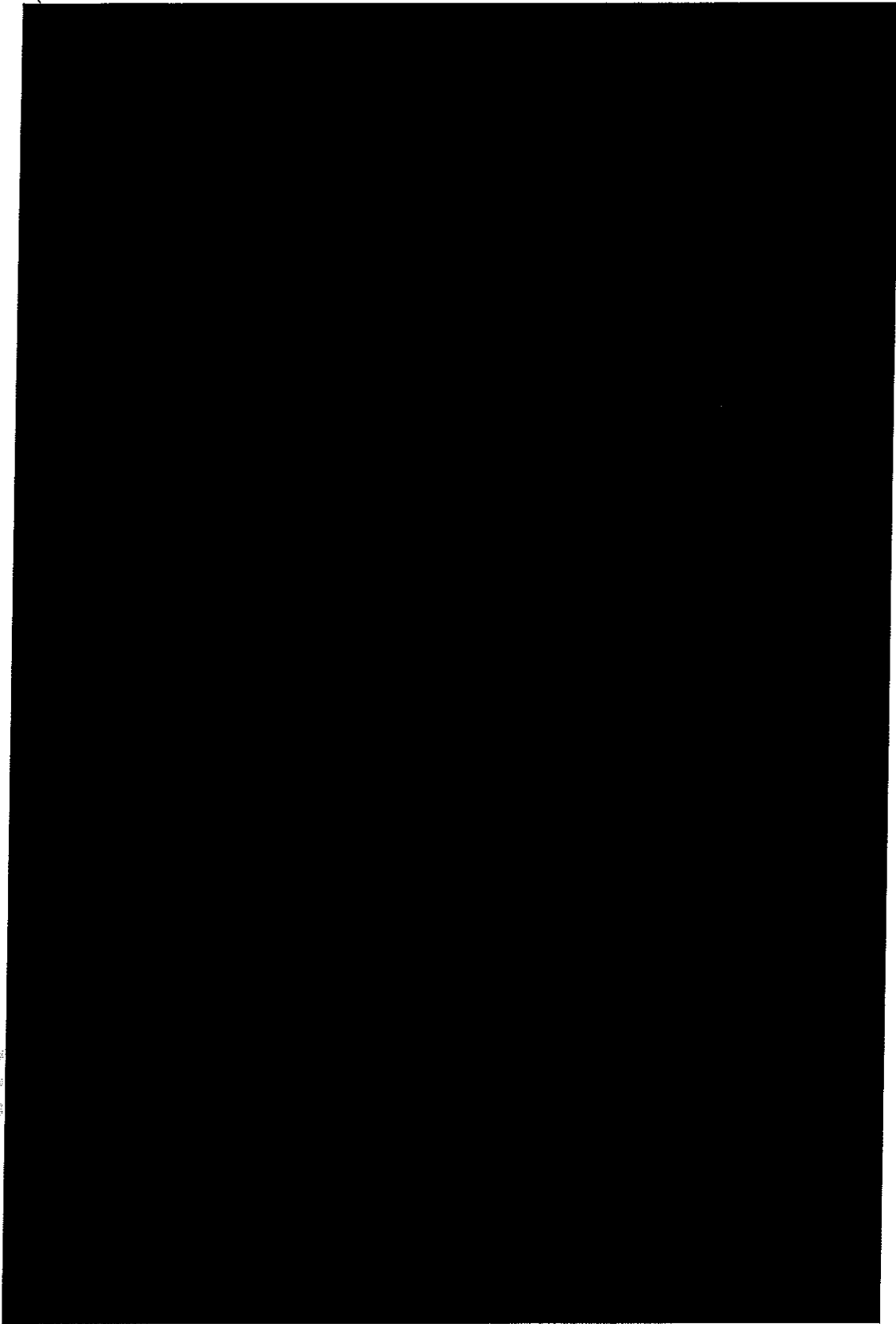
Both the Teach First proposal and the Advisory Group have similar approaches to mentoring, coaching and focusing on graduates but the Advisory Group proposals would also be consistent with looking to improve the quality and status of the teaching profession, in the long term.

I propose to progress engagement with Teach First New Zealand with a view to implementation of this programme and would welcome your views.

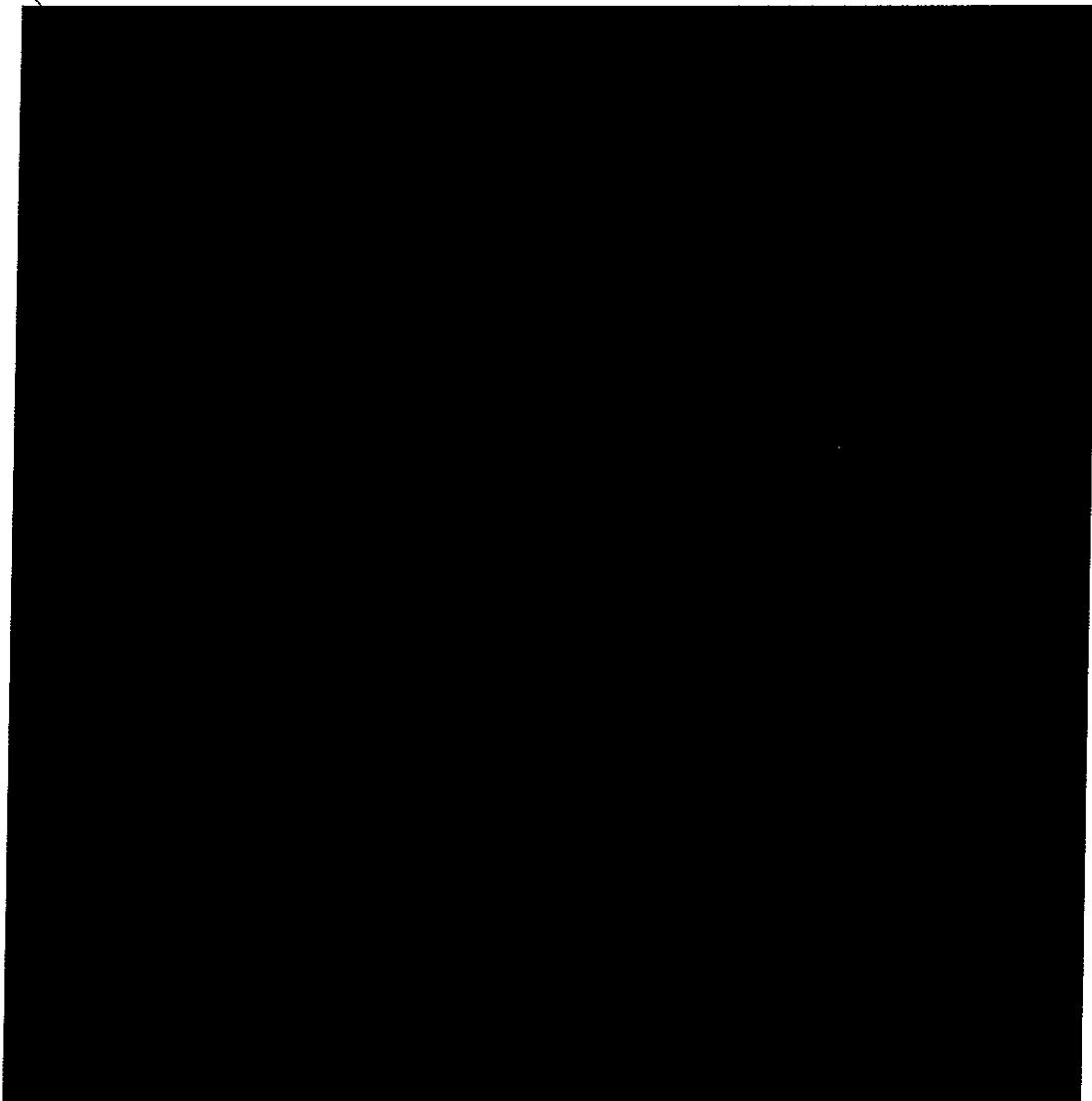
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29 March 2011

## **Education Report: Limited Authority to Teach (LAT) in relation to Teach First New Zealand**

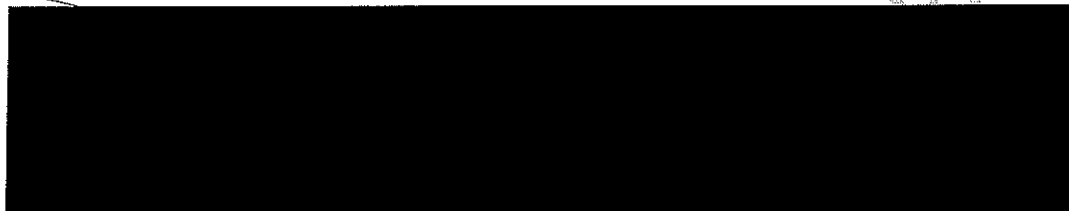
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### **Executive Summary**

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Out of scope

You have requested information on where the proposed Teach First New Zealand programme would fit in relation to the Limited Authority to Teach (LAT) policy and the requirement that all New Zealand teachers must be registered.



LATs are issued by the Teachers Council only where a registered teacher is unavailable to fill a teaching role. Certain requirements must still be met before a LAT is granted.

All teachers in New Zealand are required to be registered. Registration (including provisional registration) cannot be awarded unless the applicant is suitably trained and qualified to be a teacher.

It is unclear, at this stage, whether the representatives for the Teach First programme will be seeking LATs for their beginning teachers or some type of provisional registration. Either path will need further discussions with the Teachers Council to implement, as the outline provided for the Teach First proposal does not meet current requirements for either. We understand Teach First is meeting with the Teachers Council later this month.

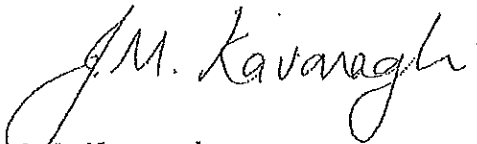
### **Recommended Actions**

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**We recommend that you**

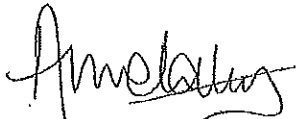
- a. **note** that all teachers in New Zealand are required to be registered; registration cannot be awarded unless the applicants are suitably trained and qualified
- b. **note** that the Limited Authority to Teach policy is designed to cater for appointing a non registered person to a teaching role where a fully trained, qualified and registered teacher is unavailable
- c. **note** that Teach First representatives will need to seek special arrangements with the Teachers Council to provide a starting point for their teachers, as the current

Teach First proposals will not be sufficient to meet either the Limited Authority to Teach or provisional registration.



Judy Kavanagh  
Acting Group Manager  
Schooling Policy

NOTED / APPROVED



Hon Anne Tolléy  
Minister of Education

7 / 4 / 11

## Education Report: Limited Authority to Teach (LAT) in relation to Teach First New Zealand

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### Purpose of Report

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1. In January we reported to you on the implications for a Limited Authority to Teach (LAT) policy in relation to trades qualified people delivering elements of the Youth Guarantee policy. (METIS 533722)
2. You asked for comment on how the proposed Teach First New Zealand programme would fit with the recommendations outlined in the briefing paper.

### Background

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#### Teach First New Zealand proposal

3. You met with Teach First New Zealand representatives in October 2010 to discuss a proposal to introduce a Teach First programme in New Zealand. (METIS 506366)
4. You asked for further information from Teach First and requested a briefing paper on the proposals. (METIS 517842)
5. Implications and risks around the introduction of a Teach First programme within the New Zealand system were attached to the briefing paper as *Annex 2: Supplementary information*.
6. You have asked that Teach First representatives be included in the invitations to the Education Workforce Sector Forum on 7 April 2011 to discuss their proposal for introducing Teach First to New Zealand with the sector representatives at the forum.

#### Limited Authority to Teach

7. It may be technically possible for Teach First teachers to be granted a Limited Authority to Teach.
8. An application for a LAT is the joint responsibility of the applicant and the principal of the school. It is based on a fixed term employment offer for a specific:
  - person
  - setting
  - subject or teaching role, and
  - time-frame.
9. The Teach First proposals for entry to the programme set high expectations which aim to attract top candidates. These requirements are likely to meet the Teachers Council minimum expectations for the holders of a LAT, which are:
  - holds the minimum standard of education and qualifications relevant to the role



- has the skills and experience necessary to enhance the quality of student learning
  - is familiar with the Teachers Council Code of Ethics for Registered Teachers
  - is of good character and fit to be a teacher.
10. Teach First representatives have already indicated in their proposals that teachers in their programme would start two salary steps below provisionally registered teachers (fully trained and qualified), as an indication of their "untrained" status.
  11. However, the primary reason for the LAT policy is to address situations where a fully trained and qualified person is unavailable. LATs are only to be used on a temporary basis, can only be fixed term appointments, and cannot be used to circumvent the requirements in the Education Act.<sup>1</sup>
  12. In order for the Teachers Council to grant a LAT the principal of the school who wishes to employ a person under a LAT needs to demonstrate that they have been unable to secure an appropriately registered teacher (fully or provisionally) for the teaching position.
  13. There may need to be a special arrangement between the provider offering a Teach First programme (likely to be the University of Auckland) and the Teachers Council to grant a LAT for Teach First teachers.

#### Registration

14. Instead of pursuing LATs for teachers in the Teach First programme, the programme leaders may seek provisional registration for Teach First beginning teachers.
15. The registration policy in New Zealand is that all teachers and professional leaders in early childhood education and schooling are registered (or provisionally registered) and hold a current practising certificate. This policy is to ensure that teachers contribute to and promote a safe and high quality teaching and learning environment for students.
16. In current settings, a graduate teacher needs to have completed either a 3 to 4 year teaching degree (primary) or a 1 year graduate diploma following an under graduate degree (secondary) before they can gain provisional registration and seek employment in schools. Those that follow this pathway to teaching will view a Teach First pathway as considerably easier, if they are granted provisional registration without a teaching qualification.
17. Full registration is only granted after completing two years as a beginning teacher following a programme of advice and guidance in the school that has employed them.
18. The registration policy often affects teachers coming from overseas who have been through an employment based route to teacher registration, such as gaining


<sup>1</sup> Education Act 1989: 120A (2) "*No employer shall permanently appoint to any teaching position any person who does not hold a practising certificate*".

Qualified Teacher Status (QTS) in the UK. Often, if they are unable to demonstrate academic study in teacher education and evidence of guided practical learning, they are unable to be granted registration. Teach First will need clarification from the Teachers Council that their programme will meet requirements for registration at the end of the two year programme.

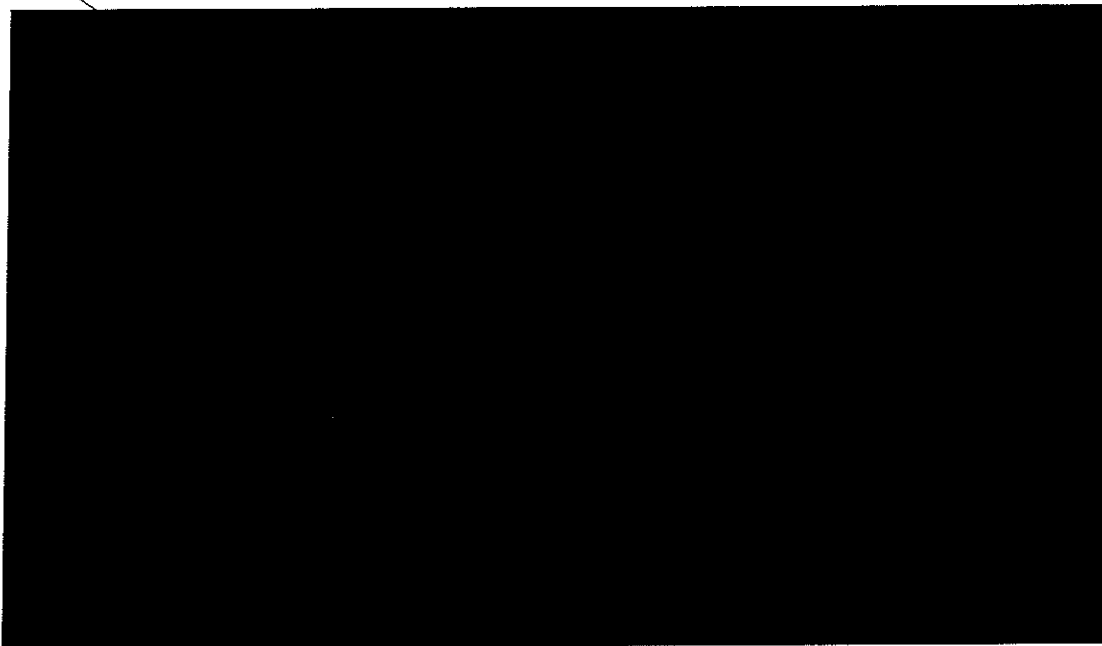
#### Teachers Council Responsibilities

19. The Teachers Council is responsible for approving and monitoring all initial teacher education programmes. The requirements in the guidelines for approval, review and monitoring (reviewed and published October 2010) would be unlikely to be met by the Teach First proposals for establishing an employment based pathway and qualification leading to registration.
20. The Teachers Council is also responsible for approving provisional registration which is done in conjunction with initial teacher education providers, as they award completed degrees or diplomas to graduate teachers.
21. As Auckland University is working with Teach First to design and provide the qualification for Teach First graduates, it will need to meet the requirements that the Teachers Council expects, for the quality of the initial teacher education programme leading to registration. It may also need an arrangement about provisional registration, if that is the way they want to go to start teachers into an employment based programme and teaching qualification, rather than a LAT.
22. Auckland University will also need to meet the expectations and requirements of the Committee of University Academic Programmes (CUAP) for approval of its programme/qualification.

s 9(2)(g)(i) OIA



s 9(2)(g)(i) OIA



RELEASED UNDER THE OFFICIAL INFORMATION ACT

21 September 2011

METIS 598267

**Education Report:** University of Auckland and Teach First New Zealand application for an exemption from the moratorium on initial teacher education funding, for a Postgraduate Diploma in Teaching (Secondary Field-based)

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Executive summary

The University of Auckland and Teach First New Zealand have applied for an exemption from the Initial Teacher Education (ITE) funding moratorium to offer a Postgraduate Diploma in Teaching (Secondary Field-based). The Ministry considers that the application meets all the moratorium exemption criteria.

The proposed qualification is intended for graduates who would not otherwise consider teaching as a career. The intention is to develop highly effective and reflective teacher-practitioners with the commitment and capability to reduce education inequality in low decile secondary schools.

The qualification is envisioned as a small complementary pathway to the university's existing ITE programme. However, implementation has implications for existing ITE funding and beginning teacher employment arrangements. The Ministry considers that the most appropriate way of testing the efficacy of the proposal and the case for change is to introduce it as a pilot programme. This recognises both its dedication to reducing education inequality and its potential as a change management vehicle that anticipates the shifts in ITE provision recommended by the Education Workforce Advisory Group. It will also provide an opportunity to monitor, assess and resolve funding and other issues arising from the implementation of new models.

Recommended Actions

We recommend that you:

- a. **note** that the University of Auckland and Teach First New Zealand have applied for an exemption from the initial teacher education funding moratorium to offer a Postgraduate Diploma in Teaching (Secondary Field-based)
- b. **note** that the Ministry of Education considers that the University of Auckland and Teach First New Zealand have provided sufficient evidence to meet all the moratorium exemption criteria
- c. **agree** to grant the University of Auckland and Teach First New Zealand an exemption from the moratorium

AT ☒ AGREE ☐ DISAGREE

- d. **sign** the attached letter to the University of Auckland and Teach First New Zealand approving their application for an exemption from the moratorium

- e. agree that a pilot programme is the preferred option for the implementation of the University of Auckland and Teach First New Zealand proposal.

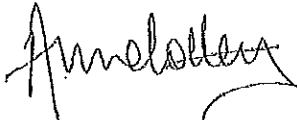
AT

AGREE / DISAGREE



Fiona McTavish  
Group Manager  
Education Workforce

NOTED / APPROVED



Hon Anne Tolley  
Minister of Education

27/9/11

**Education Report: University of Auckland and Teach First New Zealand application for an exemption from the moratorium on initial teacher education funding, for a Postgraduate Diploma in Teaching (Secondary Field-based)**

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**Purpose of Report**

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1. The University of Auckland and Teach First New Zealand have applied for an exemption from the Initial Teacher Education (ITE) funding moratorium to offer a Postgraduate Diploma in Teaching (Secondary Field-based).
2. We recommend that you approve this application and sign the attached letter to the Dean of Education University of Auckland and the Chief Executive of Teach First New Zealand.

**Background**

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3. You met with representatives of Teach First New Zealand on 19 October 2010 and subsequently. We provided advice about the Teach First programme (METIS 506366, 517842, and 552878 refer).
4. You have agreed subject to approval of the qualification by the New Zealand Teachers Council (NZTC), that 20 scholarships to support students on this programme are included in the 2012 targets for TeachNZ (METIS 592018 refers).
5. You have recently received advice about the implementation of the recommendations in the Education Workforce Advisory Group (WAG) Report, including proposals for changes to initial teacher education (METIS 588657 refers). This application was foreshadowed with WAG and is consistent with most of its recommendations.
6. We are continuing to work with the university and Teach First to progress their proposed employment arrangements. These are discussed in the section, Implications arising from the exemption application.
7. The NZTC is responsible for approving ITE programmes and for setting standards for graduates from the programmes. Approval of the Limited Authority to Teach applications, that the University of Auckland and Teach First New Zealand have indicated they will be seeking for students on this programme, is also within the NZTC's remit.
8. Exemptions from the moratorium are considered on a case-by-case basis and in line with a set of criteria (Appendix A).

### The exemption application

9. The University of Auckland and Teach First New Zealand have applied for an exemption to the moratorium to offer a Postgraduate Diploma in Teaching (Secondary Field-based) that will be delivered by the University in partnership with Teach First.
10. The qualification is intended as a complement to the university's existing ITE programme for secondary teaching. It has a distinct approach to recruitment, placement and delivery. The extended and applied field-based practice that will focus on
  - a. developing and extending pedagogical content knowledge for the secondary classroom
  - b. providing opportunities for field based student teachers to engage in meaningful research that will develop a critical understanding of the interplay between theory and practice
  - c. developing 'leadership in learning' skills to ensure good learning outcomes for diverse learners in diverse contexts
  - d. encouraging application of knowledge to new situations, rigorous intellectual analysis, independent learning, academic criticism and problem solving.
11. The university and Teach First have identified these intended outcomes of offering the qualification:
  - a. reduction of education inequality in low decile secondary schools
  - b. development of highly effective and reflective teacher-practitioners with the capabilities to meet the needs of an increasingly diverse community of students, and with knowledge and enthusiasm for this work

### **Moratorium criterion 1 – Contributes to key Government outcomes**

12. The University of Auckland and Teach First New Zealand have demonstrated the potential contribution of the programme to Government outcomes set out in the key strategic documents for the education sector, the Tertiary Education Strategy, Ka Hikitia, the Pasifika Education Plan and the Ministry of Education's Statement of Intent.
13. Their particular focus and expressed commitment is addressing educational inequality and improving education outcomes in low decile schools with high Māori and Pasifika enrolment.
14. The programme also incorporates many elements of the Education Workforce Advisory Group Report's recommendations about initial teacher education.

### **Moratorium criterion 2 – Timeliness of qualification**

15. The application argues that students not achieving their full educational potential continue to accrue personal and national costs and that implementation of this programme should begin as soon as possible to address these costs. Overseas research is cited to show that teachers trained under similar models have a marked impact on educational inequality.

16. The qualification is intended to be offered from 2013 as a two year programme with an initial intake of 20 students. The emphasis is on addressing educational inequality by increasing the number of quality teachers in hard-to-staff positions in low decile schools. The application argues that the small scale of the programme, the focus on shortage subject areas, and the intention to develop a culturally responsive pedagogy make it a strategic initiative and not a teacher supply initiative or a solution to teacher shortages.
17. The application contends, using Ministry published data,<sup>1</sup> that there continue to be difficulties in recruiting quality teachers in certain subject areas and in certain schools. The University of Auckland reports that there has been a decline since 2005 in the number of students applying to established ITE programmes to train in shortage subjects. They also comment that beginning teachers do not elect to teach in low decile schools as a first choice.
18. The application also notes that teaching vacancies are most likely to be found in low decile schools, schools with higher Māori student rolls and schools located in South Auckland; and that some advertised positions received no applications from New Zealand trained candidates with culturally-responsive pedagogy skills and understanding of the New Zealand curriculum.
19. There may be advantages to this programme being rolled out sooner rather than later as an example of the kinds of shifts anticipated in the provision of ITE recommended by the WAG. This could be supported by a pilot programme, a suggestion detailed below.

#### **Moratorium criterion 3 – Difference from currently offered qualifications**

20. There are a number of features that distinguish the qualification from current provision. The delivery mode is innovative and distinct. The application is positioning the qualification as a specialist or niche qualification for low decile schools and it "aims to explicitly make teaching in a low decile school a top choice for graduates" to address underachievement in these schools. Māori and Pasifika education underachievement is specifically identified.
21. As well as targeting top Māori and Pasifika graduates for recruitment onto the programme the proposal describes the partners intention to develop a research informed culturally-responsive pedagogy that will be informed by the NZTC guidelines; include a dedicated *te reo Māori* learning outcome; and will embed *Tātalako – cultural competencies for teachers of Māori learners*.
22. The partnership between the University of Auckland and Teach First New Zealand introduces an internationally proven leadership development and career planning model that can sit alongside ITE, and provide motivation and incentives for recruitment of a wider group of graduates. Teach First is affiliated to overseas institutions with a similar focus that includes addressing educational inequality.
23. The qualification creates a distinct alternative route into teaching that the university and Teach First believe likely to appeal to graduates who may not have previously considered teaching as a career. The proposal cites OECD research

<sup>1</sup> Lee M, *Monitoring Teacher Supply: Survey of staffing in New Zealand schools at the beginning of the 2011 school year*, Ministry of Education



indicating that more flexible ITE structures can be effective in appealing to wider groups of graduates.

24. The delivery method differs from one-year, full-time initial teacher education programmes. Participants will complete a front-loaded residential block of university study, including a formative teaching practice experience, before beginning work in schools. They will also complete their academic study part-time during their two year field-based teaching within a school. Over this period of field-based teaching participants will receive ongoing supervision, from in school mentors and visiting faculty that will support a sustained focus on experiential learning and rigorous inquiry based research. The proposal considers that the critical connections between content knowledge, pedagogy and practice will be strengthened through ongoing integration of these elements during the two year field-based period.
25. The proposal states that this post-graduate diploma in teaching has a significantly increased emphasis on research and critical analysis when compared with the established graduate level programme. The focus is on the practice of 'teaching as inquiry' which is well researched and described in the context of New Zealand secondary schools. The programme is expected to be highly demanding and only suitable for relatively small groups of graduates.
26. Other university ITE providers could develop a similar field-based qualification. They may consider that an exemption for this programme will give the University of Auckland a competitive advantage.

#### **Moratorium criterion 4 – Demand for the qualification**

27. This application seeks to address criticisms that ITE does not adequately prepare graduating teachers for low decile schools and that high quality graduates are not attracted to teaching.
28. The University of Auckland and Teach First New Zealand have consulted widely and evidence of support from four low decile Auckland schools is provided as well as indications of more general support from other school principals. Wider sector consultation continues to be ongoing as sector bodies identify and work through issues with the partners to this proposal. The partners also report that there have been have also been discussions with other ITE providers.
29. Focus groups have been conducted with prospective graduates and the partners anticipate that around 200 applications will be received for the first 20 places. Māori and Pasifika students were among the attendees. The Māori Into Tertiary Education conference was attended in July 2011 for the purpose of understanding the likely demand from prospective Māori candidates.
30. This programme provides an innovative and well-considered response to persistent education underachievement especially that of Māori and Pasifika.

#### **Moratorium criterion 5 – Capacity and capability of the provider, including the research culture**

31. The University of Auckland has an established capacity and capability in teacher education and research. The application includes details about the staff who will

be providing academic leadership for this programme. Other staff are expected to be appointed during 2012.

32. It is intended that staff from the Starpath and the Woolf Fisher research centres will also be involved in delivery of this programme, and that they will be introducing relevant research, including the extensive Te Kōtahitanga research evidence
33. The proposal states that the programme will build on the established expertise of existing secondary teacher education staff members as well as wider Faculty staff.

#### Implications arising from the exemption application

34. The University of Auckland and Teach First New Zealand have proposed an employment based model that includes different class contact time and mentor time arrangements to established ITE programmes and beginning teacher arrangements. We are continuing to work with the partners to clarify the details and implications arising from the proposed employment arrangements.

#### **Employment arrangements**

35. Under the proposed model it is likely that the participants will have to be employed by the schools under the provisions of the *Secondary Teachers' Collective Agreement (STCA)* or the *Area Teachers' Collective Agreement (ATCA)*. These positions could be fixed term for the duration of the programme or permanent.
36. If vacancies are not available the partners have requested that positions for participants be resourced in addition to the school's teacher entitlement. Funding positions above entitlement would raise equity issues with other schools who must fund teachers appointed to positions over entitlement from school based resources such as the operational grant. This would also create a precedent and disincentive for schools to employ future participants from their staffing entitlements.
37. The partners are proposing that the participants will have a teaching workload that includes less class-contact time (0.7 (Full time teacher equivalent) FTTE)<sup>2</sup> than year-one (0.8 FTTE) or year-two (0.9 FTTE) beginning teachers<sup>3</sup> which impacts on staffing, and potentially class size.
38. It is also proposed that participants receive more mentoring time (0.3 FTTE) than year-one (0.2 FTTE) or year-two (0.1 FTTE) beginning teachers. The quality of mentoring has been highlighted in the WAG report as an existing issue in schools. The application indicates that the university's faculty visiting lecturer will work in consultation with the in-school mentor which suggests possibilities for capacity building. A more formal professional development programme may be required in due course.

<sup>2</sup> 14 hours per week excluding non-contact time entitlements

<sup>3</sup> 16 or 18 hours per week excluding non-contact time entitlements under the provisions of the STCA

39. The five year plan provided by the partners shows the increase in participant numbers and EFTS.

Year	Participant Numbers		EFTS
2013	20	1 <sup>st</sup> year students	10
2014	41	1 <sup>st</sup> & 2 <sup>nd</sup> year students	22
2015	54	1 <sup>st</sup> & 2 <sup>nd</sup> year students	27
2016	64	1 <sup>st</sup> & 2 <sup>nd</sup> year students	32
2017	74	1 <sup>st</sup> & 2 <sup>nd</sup> year students	37

40. As the number of positions to be found in schools increases there is likely to be commensurate pressure for above entitlement positions from schools. There are also likely to be concerns about placement and support for other beginning teachers.

#### Financial implications

41. The University of Auckland and Teach First New Zealand have based the proposed participant salary of \$36,523 on a National Qualifications Framework level 7 subject/specialist qualification. Assuming the participants are being employed as untrained teachers under the terms and conditions of the STCA entry salaries for a level 8 subject/specialist qualification will be \$44,348 and for a level 9 subject/specialist qualification \$45,653.
42. Alternative contact time and mentor time arrangements have financial implications for schools. It is not clear from the proposal how the mentor costs in schools will be funded and/or if this mentoring is at the expense of other/beginning teachers.
43. These costs could be compounded by school employment decisions. For example, any over entitlement participant employed on a permanent basis for whom there is not a position at the end of the programme would be entitled to surplus staffing provisions.
44. The additional cost per participant (over employing a beginning teacher) is broadly calculated as:
- a. 0.4 FTTE in year one (or 8 FTTEs in total for the 20 interns) and 0.5 FTTE in year two (or 10 FTTEs). This assumes that the positions are funded from teacher entitlement and that schools receive additional resource for the additional release time and mentor time (assuming all the mentor time is supported teachers within each school)
- OR
- b. 1.3 FTTE per year (to a maximum of 26 FTTEs). This assumes both the position and the release time of teacher(s) within the school to mentor the participant are funded above current teacher entitlements.
45. The proposal, anticipates the financial implications for the tertiary sector arising from implementation of the WAG recommendations. Postgraduate programmes are eligible for higher levels of EFTS funding. Universities charge tertiary students higher fees for post graduate programmes.

46. There are precedence and opportunity costs if TeachNZ awards are used to fund training for Teach First students into the future.

#### **Sector reaction**

47. The information provided by the University of Auckland and Teach First New Zealand indicates extensive sector consultation has been initiated and that engagement is continuing. Nevertheless, there is some likelihood of public criticism if this application is granted an exemption from the moratorium. This will be mitigated to some extent by the intention to focus on low decile schools and educational inequality.
48. The university and Teach First have also provided assurances that while the concept is similar to some overseas programmes it will be contextualised to New Zealand circumstances and legislation.
49. Other university providers may feel aggrieved that they have waited for decisions about the WAG recommendations, particularly in regard to postgraduate qualifications, and this proposal may be perceived to have circumvented process.
50. Meetings have been held with the Post Primary Teachers Association (PPTA) and the New Zealand Educational Institute. There is evidence of an ongoing dialogue with the PPTA to explain the programme and address concerns about for example, ongoing support and supervision of participants in schools.
51. Schools, particularly low and medium decile, are more likely to adopt a wait and see approach until evidence becomes available about this programme's capability to produce classroom ready teachers in shortage subjects able to make an impact on underachievement and expand educational opportunity in schools.

#### **Implementation**

52. This qualification and the proposed employment arrangements raise some implementation challenges, especially where different approaches to established practice are proposed with unresolved funding implications.
53. Rather than seeking to embed this as a new programme from the outset there may be merit in introducing it as a pilot or trial programme. This provides an opportunity to signal that innovation is supported, especially when it addresses education inequality, but also signals that financial implications need to be managed.
54. The following attributes support the delivery of a successful pilot:
- a. a clear exposition of purpose and goals
  - b. alignment with Government outcomes
  - c. exemplar response to WAG proposals to move to applied masters ITE qualification
  - d. an innovative delivery model
  - e. a small number of participants
  - f. participants disposition to teach assessed through a distinct selection model
  - g. credible and established providers

- h. potential support and advocacy from Māori and Pasifika.
55. These identified risk factors can be managed and more readily responded too in a pilot setting:
- a. Government funding support
  - b. non-standard (for ITE and beginning teachers) employment arrangements
  - c. non-standard mentoring arrangements
  - d. financial implications for school teacher entitlement funding
  - e. negative reactions from some parts of the sector
  - f. some inconclusive evidence in overseas research about Teach First
  - g. an expected oversupply of beginning teachers coinciding with the introduction of this programme.
56. The University of Auckland is well placed through its relationship with the Starpath and the Woolf Fisher Research Centres to research and evaluate this programme. This could be considered as a condition of Government support for this programme.

### Conclusion

57. The University of Auckland and Teach First New Zealand have developed an innovative programme that seeks to raise student achievement and attract high quality graduates into teaching. The application meets the criteria for an exemption to the moratorium.
58. Associated with the application are proposals for the development and implementation of the programme including innovations to ITE delivery, beginning teacher employment arrangements, mentoring support, and funding for the programme. The Ministry considers that these may be best tested and finessed through a pilot approach rather than seeking to embed the programme from the outset. This also signals that sector innovation is a welcome response to WAG recommendations.

## Appendix A

### *The criteria for an exemption from the moratorium on initial teacher education*

Exemptions to the funding moratorium may be granted when the following criteria apply:

- 1) where the qualification to be offered:
  - i) contributes to key outcomes the Government has indicated that it wants to achieve; and
  - ii) is critical to the achievement of those outcomes; and
- 2) where waiting until the end of the moratorium would seriously compromise the achievement of those outcomes; and
- 3) where no other recognised provider is able to offer, or has the capacity to offer, the qualification to the same target group in a similar timeframe; and
- 4) where the demand for the qualification has been established, and
- 5) where providers demonstrate that they have the capacity and capability to develop and implement quality programmes, including:
  - i) that the institution offers or has capacity and capability to offer initial teacher education degree programmes;
  - ii) that teaching staff are actively engaged in research and that a rigorous research culture is established and sustained (as identified by the Performance Based Research Fund (PBRF)).

13 February 2012

**Education Report: Background on Teach First NZ**

**Recommendations**

**We recommend that you**

- a. **note** that Teach First NZ has been in discussions with the Ministry of Education and New Zealand Teachers Council over the last year, seeking approval to introduce a new approach to initial teacher education.



**Rebecca Elvy**  
Group Manager Education Workforce  
Schooling Group

**NOTED**



**Hon Dr Pita Sharples**  
Associate Minister of Education

12, 12, 12

## Education Report: Background on Teach First NZ

### Purpose of report

1. This report provides an overview of discussions with Teach First NZ, in response to your request for information following recent media items which have highlighted this programme as an alternative to existing initial teacher education (ITE) options.

### Background

#### *The Teach First NZ Programme*

2. Teach First NZ is an independent not-for-profit charitable trust that has formed a partnership with the University of Auckland and a number of schools to offer a Postgraduate Diploma in Teaching (Secondary Field-based). Teach First NZ is affiliated to overseas institutions that share a similar focus on addressing educational inequality.
3. The qualification is intended to complement the University's existing ITE programme for secondary teaching and will be offered from 2013 as a two year programme with an initial intake of 20 students. It has a distinct approach to recruitment, placement and delivery, including extended and applied field-based practice.
4. Intended outcomes of the programme are to:
  - Reduce education inequality in low decile secondary schools
  - Recruit high-quality graduates who have strengths in shortage subjects and would not otherwise consider teaching as a career
  - Develop highly effective and reflective teacher-practitioners capable of meeting the needs of an increasingly diverse community of students, and with knowledge and enthusiasm for this work.

#### *Issues involved in the introduction of the Programme*

5. The Hon Anne Tolley met with representatives of Teach First NZ on a number of occasions from October 2010. We provided advice about the Teach First NZ programme in a series of briefing papers (METIS 506366, 517842, and 552878 refer).
6. Minister Tolley agreed that the Ministry of Education will offer 20 TeachNZ scholarships to support students in the Teach First programme, subject to approval of the qualification by the New Zealand Teachers Council (NZTC). These scholarships will be offered in the 2013 academic year and be included in TeachNZ scholarship targets for 2013. The scholarships will cover study fees and also contribute to the residential costs of individual students attending the Teach First NZ programme (METIS 592018).



7. On 28 September 2011, Minister Tolley also agreed to grant the University of Auckland and Teach First NZ an exemption from the initial teacher education moratorium to offer a Postgraduate Diploma in Teaching (Secondary Field-based) (METIS 598267).
8. NZTC is responsible for approving ITE programmes and for setting standards for graduates from those programmes. An NZTC Approval Panel was held on 5-7 December 2011 to review the programme proposed by Teach First NZ. The Panel identified twelve Requirements to be met and made two Recommendations. All requirements must be met before the Approval Panel will recommend that the Council approve this programme.
9. Although the Teach First NZ proposal incorporates many elements of the Education Workforce Advisory Group (WAG) recommendations for reform of initial teacher education, there are also significant differences. Providing support for this programme will present risks through the precedent set, and is likely to raise expectations due to the funding and employment arrangements agreed for beginning teachers. Accordingly, Minister Tolley agreed that a pilot programme is the preferred option for implementation of the University of Auckland and Teach First NZ proposal (METIS 598267).
10. Education Workforce staff have met with Teach First NZ to discuss their proposed employment arrangements and subsequently provided advice to Minister Tolley in October 2011 about the funding and employment implications. Minister Tolley agreed that we would provide more detailed advice about employment arrangements and funding implications (METIS 622016).

#### *Current activity*

11. We met with Teach First NZ in December 2011 and received a verbal update on progress. This included advice about increased interest and commitment from low decile schools in South Auckland, together with neutral or supportive signals from other sector bodies and institutions.
12. We understand that NZTC officials consider the requirements of the Approval Panel can be met by the University and Teach First NZ subject to clarification in certain areas from the Minister of Education. These include details of the pilot and the employment arrangements for trainee teachers and mentors. Clarification will also be required from the Council of the NZTC regarding the possibility for Teach First NZ teachers to be granted a Limited Authority to Teach (LAT). NZTC officials have identified a possible way forward with the LAT requirement and are awaiting a request for assistance from Teach First NZ.
13. We indicated to Teach First NZ that any requests for support and financial assistance needed to be made formally to the Minister of Education with supporting information. The Minister of Education received a letter from the University and Teach First NZ seeking a meeting to discuss the programme. The Minister responded in January 2012 to Professor Altken from the University of Auckland, requesting that more background information be provided, including details of the participating schools and the nature of the assistance being sought.

14. Teach First NZ advised that they had been discussing options for the support and mentoring of trainee teachers with other parties, including the Post Primary Teachers Association. The Ministry indicated that options beyond the existing provisions of the Secondary Teachers' Collective Agreement may have wider industrial implications that need to be considered.
15. When the Ministry has received more detailed information about the number of participating schools, their proposed commitment in terms of beginning teacher vacancies, class contact time, mentor time and arrangements, it will be possible to update our advice about funding and employment. Our understanding is that philanthropic investment in the programme will support the Teach First NZ organisation and partnership with the university, the Teach First NZ "proprietary" model of recruitment, selection and complementary leadership programme, and the alumni programme. The Australian model is fully subsidised by the state and Federal government. The New Zealand model involves less intervention than that implemented in Australia.
16. The Ministry's initial thinking is that a pilot should extend over four years so that the first cohort from Teach First NZ have an opportunity to work as registered teachers. The number of the initial cohort has been set at twenty by Teach First NZ. The Ministry also propose to review the programme at the end of the first two years. In addition, an evaluation of the pilot would also be undertaken.

31 July 2012

IR01/22/00/3

**Education Report:** Pilot and funding options for implementation of the University of Auckland Postgraduate Diploma in Teaching (Secondary Field-based) in partnership with Teach First New Zealand

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Executive summary

1. This report outlines the proposed University of Auckland Postgraduate Diploma in Teaching (Secondary Field-based) programme delivered in partnership with Teach First New Zealand (TFNZ), and seeks your agreement to a preferred implementation approach and funding model.
2. The proposed pilot length is four years, allowing three cohorts to complete the two year programme from 2013 to 2016. Participants will be employed in low decile Auckland and Northland secondary schools with large proportions of Māori and Pasifika learners. It is preferable that there are two participants in each school, but roll size and other factors may make this difficult.
3. Your decision about which pilot option, and your preferred funding model is needed by 13 August 2012, to enable Auckland University to deliver the programme in 2013. The New Zealand Teachers Council (NZTC) requires confirmation that additional in-school mentor time and funding will be available, as requested by Auckland University and TFNZ, before final approval for the programme is given at the Council's Tuesday, 28 August 2012 meeting. Papers for this meeting are posted to Council members one week in advance.
4. We are proposing that the pilot be funded, for its duration, as follows:
  - a. student fees and allowances through existing TeachNZ Scholarships baseline, approved by Hon Anne Tolley for 2013 only, therefore approval is needed to extend this for the duration of the pilot
  - b. in-school mentor support of up to 0.2 full-time teacher equivalent (FTE) from existing mentoring provisions
  - c. participant salary costs through shared funding model between participating schools and the Ministry of Education.

## Recommendations

### We recommend that you

- a. **note** most parameters for the pilot programme have been agreed to by TFNZ, Auckland University, the Ministry and NZTC.
- a. a four year pilot of three intakes, with each intake undertaking field-based teacher training for two years (no new intake in year four)
  - b. up to two participants employed in a secondary school with high Māori and Pasifika rolls in Auckland and Northland. The secondary schools are mainly, but not exclusively, decile 1 and 2
  - c. in-school mentor support of up to 0.2 FTTE per participant, with class contact time limited to 0.6 FTTE
  - d. a formal agreement between Auckland University, TFNZ and each school at the point of participant placement that includes the terms of employment
  - e. an annual review process to gauge the programmes progress
  - f. a governance structure through a Memorandum of Understanding (MoU) between Auckland University, TFNZ, NZTC and the Ministry.
- b. **indicate** your preferred model for the pilot programme

**Option 1:** Ministry preferred model (\$8.1 million over four years to train up to 60 participants)

- i. intake of 20 participants per cohort (because few vacancies are expected to be available, and to manage the uncertainties and risks around participant recruitment, participating schools and funding)
- ii. participants in cohort one are Ministry funded above-entitlement (cost \$1.5 million). Above-entitlement FTTEs are inclusive of non-contact time in schools
- iii. participant salaries for cohort two and three are funded either above-entitlement, and/or within vacancy (if available) by the participating schools. The estimated salary cost for cohort two and cohort three for the duration of the pilot is \$3.05 million<sup>1</sup>
- iv. Ministry funding of teacher relief costs for in-school mentors (cost \$1.8 million)
- v. Ministry funding of teacher relief costs for non-contact time should some schools choose to appoint participants to a within entitlement school vacancy<sup>2</sup>
- vi. Auckland University and the Ministry will each fund half of the evaluation costs of approximately \$160,000 for the duration of the pilot.

AGREE / DISAGREE

OR

<sup>1</sup> The total cost for one school to employ two participants over two years is approximately \$152,352

<sup>2</sup> Cost cannot be determined at this time as the number of vacancies within participating schools is unclear

**Option 2:** Auckland University and TFNZ preferred model (\$11.3 million over four years to train up to 74 participants)

- i. intake of 20 participants in year one (to manage the uncertainties and risks around participant recruitment, participating schools and funding), 24 in year two and 30 in year three to demonstrate that the model is sustainable and scalable
- ii. participants in cohort one are Ministry funded above-entitlement (because few vacancies are expected to be available) (cost \$1.5 million for above-entitlement appointments). Above-entitlement FTTEs are inclusive of non-contact time in schools
- iii. cohort two are employed to a mix of 12 above-entitlement, funded by schools (cost \$0.9 million), and 12 within entitlement school vacancies (cost \$0.9 million)
- iv. the third cohort are all appointed to school vacancies (cost \$1.14 million from within teacher supply entitlements)
- v. the salary costs for cohort two and three, either above entitlement and/or vacancy appointments, will need to be covered by the schools
- vi. Ministry funding of teacher relief costs for non-contact time by participants when appointment is to a within entitlement school vacancy (cost \$2.5 million)
- vii. Ministry funding of teacher relief costs for in-school mentors if appointed to above-entitlement positions (cost \$1.2 million)
- viii. Auckland University and the Ministry will each fund half of the evaluation costs of approximately \$160,000 for the duration of the pilot.

AGREE / DISAGREE

- c. **note** that TeachNZ scholarships will be made available to participants to cover student study fees and allowances. The annual review of TeachNZ scholarships and recruitment incentives will include provision for participants on the Auckland University and TFNZ programme.
- d. **agree** an exception to business rules requiring provisional registration for non-contact funding and mentor release funding will need to be made to extend this entitlement to programme participants with Limited Authority to Teach (LAT) status

AGREE / DISAGREE

EITHER

**agree** to use the projected underspends in benefit expense Teacher Trainee Scholarships in 2012/2013 to fund estimated salary costs of \$1.5 million above entitlement for cohort one in both options

AGREE / DISAGREE

OR

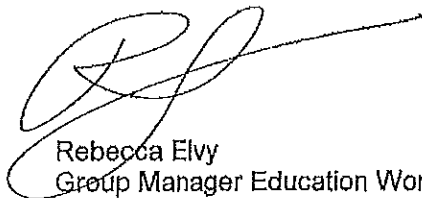
direct Ministry staff to identify an alternative source of funding from within existing baselines

AGREE / DISAGREE

OR

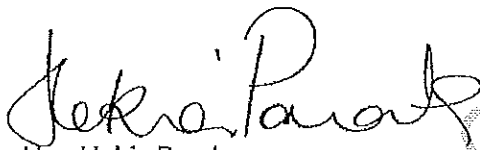
agree to consider this programme within Budget 2013, when the size of any education allocation, impact of forecast changes in schooling and early childhood sectors, potential reprioritisation options and other priorities for 2013 are known. However, funding sources for the first half of 2013 still need to be identified.

AGREE / DISAGREE



Rebecca Elvy  
Group Manager Education Workforce

NOTED / APPROVED



Hon Hekia Parata  
Minister of Education

19.8.12

Is there any emphasis on  
reuniting Maori & Pasifika  
as opposed to assigning to  
M & P schools?

**Education Report:** Pilot and funding options for implementation of the University of Auckland Postgraduate Diploma in Teaching (Secondary Field-based) in partnership with Teach First New Zealand

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Purpose of report

1. This report seeks your agreement, by 13 August 2012, to implementation arrangements and a preferred funding model for the Auckland University Postgraduate Diploma in Teaching (Secondary Field-based), to be delivered in partnership with TFNZ, so that NZTC approval can be obtained on 28 August 2012.

Background

2. Auckland University and TFNZ have developed a new initial teacher education (ITE) programme that recruits highly-qualified university graduates to teach in schools with high Māori and Pasifika rolls serving lower-decile communities. The programme prioritises hard-to-staff secondary schools and subjects, and will support the government's priority to raise achievement and support delivery of the Better Public Service target for 85% of 18 year olds to achieve NCEA Level 2 by 2017.
3. On 28 September 2011, Auckland University and TFNZ were granted an exemption from the moratorium on ITE by the Hon Anne Tolley.
4. This was to be trialled as a pilot programme, and 20 TeachNZ scholarships were made available to support students study fees and residential costs of the 2013 year (METIS 598267 and 592018 refer).
5. Auckland University has agreed to reduce the number of students in its Graduate Diploma in Teaching (Secondary) programme by the same number, so that the new pilot does not increase the overall number of teaching graduates, given the current teacher supply and demand dynamics.

The Programme

6. After an initial six weeks of intensive teacher training, participants will be employed in low decile secondary schools with high proportions of Māori and Pasifika learners in Northland and Auckland.
7. The programme offers an alternative and innovative field-based pathway to teaching, with proven positive learner outcomes in overseas jurisdictions. Participants receive higher than normal levels of support and mentoring from their host school, 0.2 FTTE (five hours per week), compared to 0.04 FTTE (one hour per week) for typical graduate teachers. In addition, mentor support is provided by the University, and pastoral care by TFNZ. Nominated staff from host schools receive specialist mentor training from the University of Auckland, a service not provided in current graduate secondary ITE training.

8. Class contact time for TFNZ participants is limited to 0.6 FTTE, compared to 0.8 and 0.9 FTTE for standard Beginning Teachers. This ratio, which will be reviewed during the pilot, recognises the teaching, co-curricular and study demands of the participants, while still maintaining adequate levels of classroom experience. Participants also undertake brief practicums in higher decile 'affiliate' schools to ensure a diverse range of experiences is gained.
9. A key factor of this programme that differs from overseas trials is the adaptation of the content for New Zealand, with a significant focus on cultural intelligence and competence, as well as pedagogy.
10. The NZTC Approval Panel will make a recommendation at the Council's August 28 meeting to approve the programme once all the requirements, including confirmation of the pilot length, granting of LAT status, mentor payments and release time details, are met. Some of these requirements are dependent on the Ministry of Education agreeing to the necessary funding. The proposed pilot and funding options are consistent with NZTC recommendations.

#### The Pilot

11. Most components of the pilot have been agreed between Auckland University, TFNZ, NZTC and the Ministry of Education. The key components are:
  - a. pilot programme over four years of three intakes, with each intake undertaking field-based training for two years
  - b. up to two participants employed per secondary school with high Māori and Pasifika rolls in Northland and Auckland that are mainly decile 1 and 2
  - c. provide in-school mentor support of 0.2 FTTE per participant with class contact time limited to 0.6 FTTE
  - d. a formal agreement between Auckland University and TFNZ, and each school at the point of participant placement
  - e. an annual review process to gauge the programme's progress, and a Memorandum of Understanding (MoU) between Auckland University, TFNZ, NZTC and the Ministry.
12. The remaining areas for decision relate to the cohort size, nature of employment of participants, and funding for salaries. Two options for the pilot have been developed, and there are a number of options for funding.

#### **Option 1 – Fixed Cohorts**

13. Under this option, 20 participants enrol per year over the next three years. Each cohort of 20 participants would be enrolled for two years, and employed, ideally in pairs, as above-entitlement staffing (not filling a teaching vacancy). This option has a projected cost of \$8.1 million over four years, noting that some costs, excluding salaries, are funded from identified existing provisions.
14. The salaries of participants in cohort one are Ministry funded above-entitlement, including teacher relief costs for in-school mentors. Schools are to be advised that they will need to fund the salaries above-entitlement and/or within entitlement for cohorts two and three.





#### Option 2 – Escalating Cohorts

16. Under this option, 20 participants enrol in year one, 24 in year two, and 30 in year three. In year one, all 20 participants are employed, ideally in pairs, as above-entitlement staffing (not filling a teaching vacancy). In year two, half of the 24 participants would be employed as above-entitlement staffing and the remaining half would fill vacancies within schools. In year three, all 30 participants would fill vacancies within schools. This option has a projected cost of \$11.3 million over four years, noting that some costs, excluding salaries, are funded from identified existing provisions.
17. The salaries of participants in cohort one are Ministry funded above-entitlement, including teacher relief costs for in-school mentors. Schools are to be advised that they will need to fund the salaries above-entitlement and/or within entitlement for cohorts two and three.
18. Requiring some of the students to be employed in existing vacancies increases risks for employing schools, and, given the current rate of teacher turnover, there is a risk that not all of the students would be able to be placed. Until the success of the programme is proven, schools may be reluctant to fill an entitlement FTE position with a student teacher.

#### Funding

19. The participant salary costs during the two years of placement for the duration of the pilot will have to be met either by the participating schools or the Ministry, or some combination of the two. The programme's non-standard design and delivery elements means that the cost of the qualification is substantially different to the University's existing Graduate Diploma in Teaching (Secondary), which does not include an 'employment while training' component.
20. However, the cost of a TFNZ participant compares favourably with a standard Beginning Teacher ITE training and employment pathway over a two year period. The estimated cost of a TeachNZ Scholarship recipient Beginning Teacher over two years is \$124,154. The cost of a TFNZ participant employed above-entitlement over the same period is \$125,438. Similarly, a TFNZ participant appointed to vacancy, including non-contact time allowances, costs \$156,222.
21. Table One outlines the various components, and compares the associated costs of the two options. Section A outlines the costs to be funded from identified existing provisions and school contributions, while section B requires additional funding from unconfirmed sources within the Ministry.

Table One: Cost Breakdown of Pilot Options by Financial Year

COMPONENT	OPTION	2012/13	2013/14	2014/15	2015/16	2016/2017	TOTAL
<b>A. Identified funding from existing provisions and participating school contributions</b>							
TEC/SAC funding per EPTS <sup>3</sup> (2012 rates excl. GST)	1	\$54,875	\$164,625	\$219,500	\$164,625	\$54,875	\$658,500
	2	\$54,875	\$175,600	\$268,888	\$230,475	\$82,313	\$812,160
TeachNZ scholarships <sup>4</sup>	1	\$89,000	\$217,000	\$256,000	\$187,000	\$39,000	\$768,000
	2	\$89,000	\$234,800	\$326,100	\$238,800	\$58,500	\$947,200
Salary <sup>5</sup> (School funded)	1	\$0	\$380,880	\$1,142,640	\$1,142,640	\$380,880	\$3,047,040
	2	\$0	\$457,056	\$1,485,432	\$1,599,896	\$671,320	\$4,113,504
Non-contact relief <sup>6</sup>	1	\$0	\$0	\$0	\$0	\$0	\$0
	2	\$0	\$176,880	\$795,960	\$1,061,280	\$442,200	\$2,476,320
Mentor <sup>7</sup> release	1	\$147,400	\$442,200	\$589,600	\$442,200	\$147,400	\$1,768,800
	2	\$0	\$88,440	\$397,980	\$630,640	\$221,100	\$1,238,160
Evaluation <sup>8</sup>	Both options	\$15,000	\$30,000	\$40,000	\$50,000	\$25,000	\$160,000
SUBTOTAL	1	\$321,275	\$1,264,705	\$2,287,740	\$2,016,465	\$672,155	\$6,562,340
	2	\$158,875	\$1,391,304	\$3,314,360	\$3,482,363	\$1,400,433	\$9,747,334
<b>B. Additional funding</b>							
Salary <sup>9</sup> (Ministry funded)	1	\$380,880	\$761,760	\$380,880	\$0	\$0	\$1,523,520
	2	\$380,880	\$761,760	\$380,880	\$0	\$0	\$1,523,520
GRAND TOTAL	1	\$702,155	\$2,026,465	\$2,668,620	\$2,016,465	\$672,155	\$8,085,860
	2	\$539,755	\$2,153,064	\$3,695,240	\$3,482,363	\$1,400,433	\$11,270,854

22. An exception to business rules requiring provisional registration for non-contact funding and mentor release funding will need to be made to extend this entitlement to programme participants with LAT status. Participants will need to teach a further two years to gain provisional registration.

<sup>3</sup> Offset by Auckland University agreeing to reduce its Graduate Diploma in Teaching (Secondary) intake

<sup>4</sup> The difference in amount between the two options is due to the size of the cohort (escalating in Option 2)

<sup>5</sup> Differences in salary costs between the two options are also due to cohort size

<sup>6</sup> Non-contact class time for TFNZ participants is 0.4 FTE (for standard Beginning Teachers they are entitled to the STCA standard of 0.2 FTE plus an additional 0.2 FTE in year one, and 0.1 FTE in year two). Above-entitlement FTEs are inclusive of non-contact time in schools

<sup>7</sup> The difference in cost between the two options is due to escalating cohort size, and mixed above-entitlement and within school vacancy employment model

<sup>8</sup> Evaluation costs to be funded equally by Auckland University and the Ministry (\$30,000 each in year one and year two, and \$100,000 for the final two years)

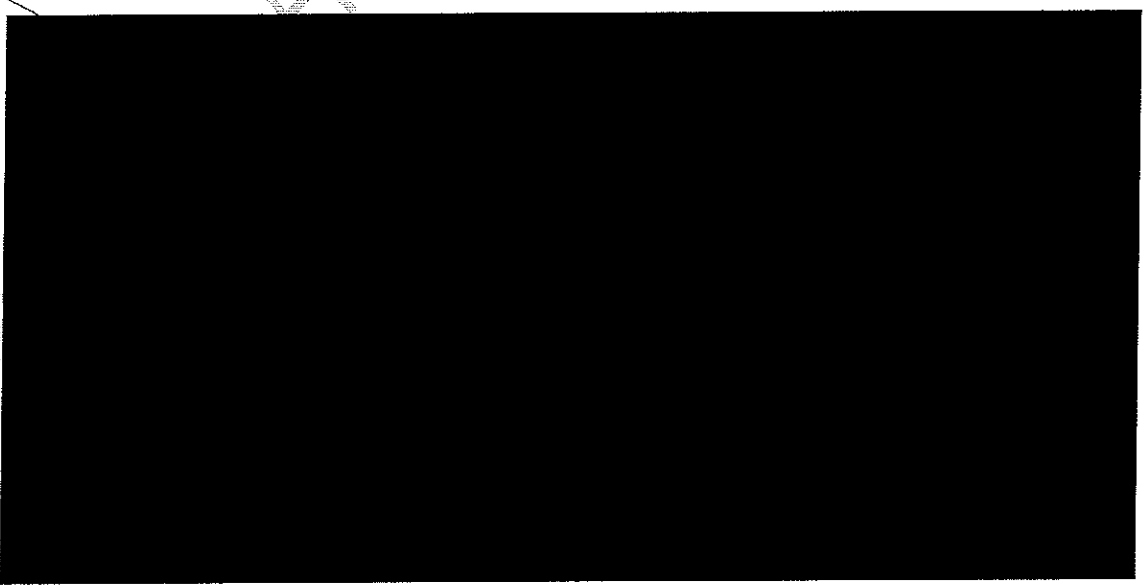
<sup>9</sup> Ministry funded salary costs of cohort one in both options from yet to be identified sources

23. The Ministry does not support growth in intake numbers in the absence of information on performance. This could also lead to an expectation of resource entitlement among low decile schools. We consider that the longer-term future of the programme should be determined in the context of the overall Quality Teaching work programme.
24. Under both options, it is suggested that the Ministry should fund the salary costs for the first cohort of \$1.5 million, as a one-off contribution to the pilot. The salary costs of the remaining two cohorts (ranging between \$3.05 million for **Option 1**, and \$4.1 million for **Option 2**) would need to be covered by the participating schools.
25. The salary costs for participants are set at 'untrained' teacher rates estimated at \$38,088 per year per participant.<sup>10</sup> If a school employs two participants, the estimated salary cost over two years to the school is \$152,352 in total. There is no obligation on schools to employ participants from multiple cohorts.
26. The salary of a full time registered teacher on an average FTTE (salary plus allowances) is \$73,700 per year. This means that schools are benefiting from the participants' teaching services (at 0.6 FTTE), for less cost than a standard teacher appointment.
27. In addition to the teaching benefits, mentor training will be provided by Auckland University to selected teachers from the school, including regular support and engagement with the University Education Faculty, none of which occur with traditional in-class teacher education.

#### Evaluation

28. A comprehensive independent evaluation is proposed that will determine whether the programme is culturally intelligent and competent, and achieving intended outcomes. The Ministry proposes to fund half of the evaluation costs together with Auckland University. The estimated cost is \$30,000 each in years one and two, and between \$50,000 and \$100,000 for the final two years of the pilot.<sup>11</sup>

s 9(2)(g)(i) OIA





#### Financial implications

34. Under **Option 1**, the overall estimated cost is \$8.1 million to train up to 60 participants over four years. **Option 1** will require \$1.5 million in additional funding for above-entitlement salaries over two years for the first cohort. The balance of the funding will come from reprioritising and reallocating existing baselines such as Teach NZ scholarships, mentoring and research. Participating schools will be required to cover approximately \$3.05 million in salary costs either above-entitlement and/or within school vacancies (if available) for cohort two and cohort three.
35. Under **Option 2**, the overall estimated cost is \$11.3 million to fund a mixed model approach for up to 74 participants over four years. **Option 2** requires the Ministry to provide \$1.5 million additional funding for above-entitlement salaries over two years for cohort one. The balance of the funding will come from reprioritising and reallocating existing baselines (Teach NZ scholarships, mentoring and research). The mix of above-entitlement and within school vacancy (if available) salary costs for cohort two and three (\$4.1 million) will be met by participating schools (assuming some students will be placed in existing vacancies).
36. To manage the risks of escalating costs, the second and third cohorts will only proceed if participating schools agree to contribute to the cost of the programme. Should schools disagree, other options will need to be explored or the programme may need to be deferred until funding is secured. However, since the recruitment process for the first cohort is underway, it is worth noting that some risks may arise should the programme be deferred.

37. The increased cost in Vote Education in 2012/13 and outyears will be initially funded from projected underspends in the Teacher Trainee Scholarships appropriation which has been underspent in 2011/12, due to lower than anticipated demand for bonding in light of the turnaround in the teacher supply situation where there is now a surplus of teacher graduates. This trend is expected to continue in 2012/13.
38. Alternative funding for the Auckland University Postgraduate Diploma in Teaching (Secondary field-based) pilot in partnership with TFNZ, could be considered in the context of Budget 2013 when the size of any education allocation, the impact of forecast changes in the schooling and early childhood education sectors, potential reprioritisation options and other priorities for 2013 are known. However, the programme would not be confirmed for 2013.

#### Next Steps

39. The Ministry will notify the University and TFNZ once your decision is confirmed so final approval can be sought from NZTC.
40. Further work will be undertaken to determine the content of the MoU and agreements with schools, including whether LATs will be cancelled if the participant withdraws from the programme, and the nature and type of employment agreement, including coverage of collective agreements.

s 9(2)(b)(ii) OIA

10

19 June 2014

**Education Report:** Teach First New Zealand pilot programme scope variation

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Recommendations


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**We recommend that you**

- a. **note** that in July 2012 you agreed that the Teach First New Zealand (TFNZ) pilot programme would recruit highly qualified and high performing graduates and professionals in Te Reo Māori, English, Maths, Physics and Chemistry to teach for two years in secondary schools with high proportions of Māori and Pasifika students in Auckland and Northland.
- b. **note** that the TFNZ Partnership between TFNZ and the University of Auckland is seeking a variation to the scope of the TFNZ pilot programme by broadening the geographic area to include Eastern Bay of Plenty, Thames/Coromandel, Tokoroa, Kawerau, the King County and Gisborne, redefining the decile level from decile one-two to include up to decile six for eligible schools, and a change in the subject areas.
- c. **approve** a variation to the scope of the TFNZ pilot programme to include Eastern Bay of Plenty, Thames/Coromandel, Tokoroa, Kawerau, the King County and Gisborne, redefining the decile level from decile one-two to include up to decile six for eligible schools.

  
Sarah Borrell  
Group Manager Education Workforce  
Student Achievement

NOTED / APPROVED

  
Hon Hekia Parata  
Minister of Education

10/7/14

**Education Report:** Teach First New Zealand pilot programme scope variation

**Purpose of report**

1. This report seeks your approval to vary the scope of the Teach First New Zealand pilot programme (TFNZ) to broaden the geographic location of eligible schools and to increase the decile level of eligible schools. The variation applies to the third and final cohort, who will begin teaching in 2015.

**Background**

2. The University of Auckland Postgraduate Diploma in Teaching (Secondary, Field based) programme is delivered in partnership with Teach First New Zealand Trust (TFNZ partnership).
3. The pilot programme is being delivered over four years from 2013 to 2016, allowing three cohorts of up to 20 participants each to complete the two year teacher training programme. There is no intake in 2016.
4. In July 2012 [METIS 666311: Pilot and funding options for implementation of the University of Auckland Postgraduate Diploma in Teaching, Secondary, field-based, in partnership with Teach First New Zealand], you agreed that the programme would:
  - a. target highly qualified and high performing graduates and professionals in Te Reo Māori, English, Maths, Physics and Chemistry; and
  - b. ensure that participants are employed to teach in low decile schools (mainly, but not exclusively, decile levels 1 and 2) with high proportions of Māori and Pasifika students in Auckland and Northland; and
  - c. be partly funded by Government for the duration of the pilot programme from re-appropriated sources and offsets in some areas as follows:

	Appropriation	Total
<b>Teach First New Zealand</b>		
Teacher salaries (cohort 1)	Secondary Education	\$1,287,706
In-school Mentor Time (cohort 1, 2 & 3)	Secondary Education	\$1,768,800
Teacher Relief costs for non contact time	Secondary Education	\$2,358,400
Course fees and residential costs (cohort 1, 2 & 3)	Teacher Trainee Scholarships	\$666,456
Evaluation (0.5 of total cost)	Secondary Education	\$100,000
<b>Sub Total</b>		<b>\$6,181,362</b>
TEC/SAC funding (based on 2012 rates)	Offset by AU reducing its Grad Dip in Teaching (Secondary)	\$658,500
<b>Grand Total</b>		<b>\$6,839,862</b>



5. The Memorandum of Understanding (MOU) and Funding Agreement signed between the Ministry and the TFNZ partnership in November 2012 included the above parameters and funding options. Any changes to the scope will be added to the MOU.
6. The proposed variation is part of the TFNZ partnerships' strategic plans to grow and expand the project following the pilot phase.
7. The New Zealand Council for Education Research has completed the first of four independent evaluation reports. Overall, the findings are positive. A copy of the evaluation report and the Education Report [METIS 861397: 2013 Annual Evaluation Report – Teach First New Zealand programme pilot delivered in partnership with the University of Auckland] seeking your permission to release the report was forwarded to your office on 26 May.

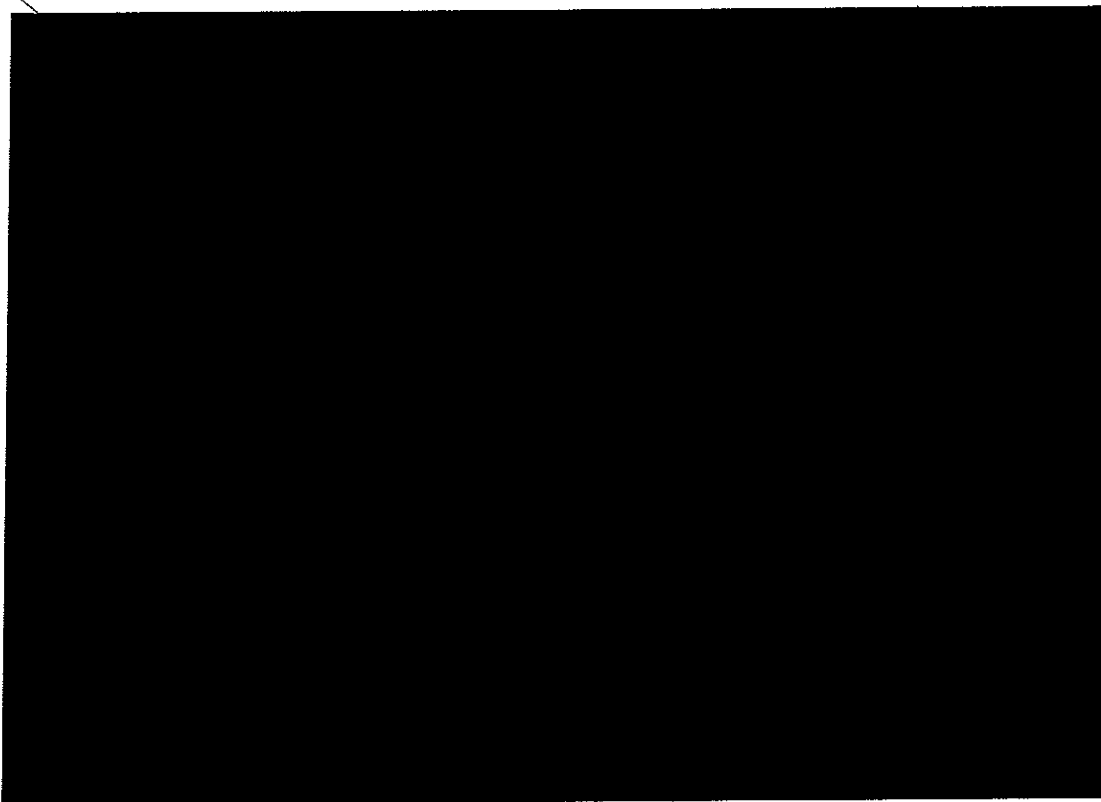
#### Progress to date

8. All 16 participants from cohort 1 are in their second and final year of teaching Maths, Chemistry, English and Te Reo Māori in secondary schools serving decile 1 to 3 communities in Auckland and Northland.
9. There are 19 participants from cohort 2 in their first year of teaching the same subjects as well as Physics in similar schools. This includes some schools who are hosting cohort 1 participants.
10. Recruitment and selection for the third and final cohort has commenced. Cohort 3 participants will begin teaching in schools at the beginning of term 1, 2015.

#### Scope variation

11. The TFNZ Partnership is seeking a variation to the scope to:
  - a. allow participants to teach in eligible schools, including small rural schools in Eastern Bay of Plenty, Thames/Coromandel, Tokoroa, Kawerau, the King Country and Gisborne, in addition to Auckland and Northland; and
  - b. include secondary schools serving up to decile six communities that have a high proportion (up to 30 percent) of Māori, Pasifika students, students from low socio-economic backgrounds, and those with special needs; and
  - c. an expansion in subject areas to include general science teachers.
12. The Ministry has considered the TFNZ partnership request and supports the variation to the change in geographical location of eligible schools and to raising the decile level in eligible schools. The Ministry does not support the change to the subject areas as the existing subject areas reflect areas of shortage.
13. The variation will assist with the successful completion of the pilot programme. It was developed in the context of sector, evaluation and reputational risks, as well as the feasibility of carrying out these changes within tight timeframes.

s 9(2)(g)(i) OIA



RELEASED UNDER THE OFFICIAL INFORMATION ACT

ON ACT

Out of scope

4 June 2015

**Education Report: Teach First NZ update,** [REDACTED]Executive summary

1. This report provides you with an update on the University of Auckland's Postgraduate Diploma in Teaching (Secondary, field-based) delivered in partnership with Teach First NZ Trust (TFNZ) and [REDACTED]


Out of scope

2. Cohort one participants have now completed the programme with the majority remaining in teaching, while cohort two participants are in their final year of the programme. Cohort three participants commenced their first year of teaching in term one of this year. The participants will need to teach a further two years as provisionally registered teachers and meet relevant criteria to become fully registered. The pilot phase of the programme ends in 2016.
3. The evaluation findings to date have been positive whereby participants compare favourably with more experienced teachers. Rigorous selection, mentor coaching and support, and the leadership development strand are some of the programme's strengths. The second evaluation report is due to you in June 2015.
4. The Post Primary Teachers' Association (PPTA) has filed legal proceedings against the Ministry of Education and the Teach First NZ partnership with the Employment Relations Authority regarding the employment status of the participants in schools. The Ministry is continuing to work with the PPTA to resolve this operational matter.

Recommendations**We recommend that you**

- a. **note** the update on the University of Auckland's Postgraduate Diploma in Teaching (Secondary, field-based) programme delivered in partnership with Teach First NZ Trust.

Out of scope

  
**Graham Stoop**  
 Deputy Secretary Student Achievement

NOTED / APPROVED

**Hon Hekia Parata**  
 Minister of Education

\_\_\_\_/\_\_\_\_/\_\_\_\_

Out of scope

## Education Report: Teach First NZ update, [REDACTED]

### Purpose of report

1. This report provides you with an update on the University of Auckland's Postgraduate Diploma in Teaching (Secondary, field-based) programme delivered in partnership with Teach First NZ Trust.

s 9(2)(g)(i) OIA

### Background

3. The University of Auckland's Postgraduate Diploma in Teaching (Secondary, field-based) programme, delivered in partnership with Teach First NZ Trust, targets high performing graduates and professionals in key subject areas to train and teach with limited authority to teach status, in schools serving low decile communities.
4. This innovative approach provides an alternative initial teacher education (ITE) pathway into teaching and is currently New Zealand's only field-based ITE training programme.
5. The programme aims to address education inequalities by attracting talented individuals into teaching who are committed to making a positive difference in schools serving low decile communities.
6. In July 2012, you agreed to the following key parameters for the pilot phase of the programme between 2013 and 2016 [METIS 666311] including:
  - a. three intakes of up to 20 participants per intake, with each intake undertaking field-based teacher training for two years following the six week initial summer interval intensive residential component. They will need to teach a further two years to gain full teacher registration
  - b. up to two participants are placed in schools serving decile one to three communities with high Māori and Pasifika rolls in Auckland and Northland
  - c. a teaching workload of 0.6 full time teacher equivalent (FTE), 0.2 FTE mentor support and 0.4 FTE non-contact time per participant.
7. You also agreed that the Ministry would support the programme during the pilot phase by funding the mentor support and non-contact time costs for all three cohorts and the salary costs of cohort one. Schools cover the salary costs for cohort two and cohort three participants.
8. The evaluation costs are shared equally between the Ministry and the Teach First NZ partnership.

9. In June 2014, you agreed to vary the scope to include schools in other areas of high need such as Gisborne and Bay of Plenty, and those serving up to decile six communities with high numbers of Māori and Pasifika students [METIS 868231].
10. This programme complements other exemplary ITE postgraduate programmes and initiatives aimed at lifting the status and quality of teaching and leadership.
11. Upon completion of the initial two years, participants become part of the Teach First NZ and Teach For All global alumni. The alumni provides an opportunity for participants to remain connected to each other, to support, learn and share new ideas and continue to make an enduring contribution to addressing educational inequality.

#### Programme update

##### **Cohort information**

12. Cohort one participants have now completed the programme and graduated with their postgraduate teaching qualification. Of the 15 who completed the programme, 13 have remained in teaching, some in the same school; one has an offer of a teaching position upon returning from overseas in a year; while the other participant is now living abroad. The majority of those returning to teach as provisionally registered teachers are employed in lower decile schools.
13. There are 19 cohort two participants now in their second and final year of teaching and 20 participants in cohort three have commenced with their first year of teaching. Participants will need to teach a further two years as provisionally registered teachers and meet relevant criteria to become fully registered.
14. Of the 56 participants in total from all three cohorts: 64 percent identified as female; 18 percent identified as Māori and 13 percent Pasifika; the breakdown of areas taught include 45 percent English, 20 percent Mathematics, 16 percent Te Reo Māori, 13 percent Chemistry and seven percent Physics.

##### **Evaluation**

15. The New Zealand Council for Educational Research (NZCER) is contracted to evaluate the programme throughout the pilot phase.
16. The NZCER completed and provided you with the first of four independent evaluation reports in June 2014 [METIS 861397]. Overall, the findings were positive with Teach First NZ participants comparing favourably with more experienced teachers.
17. The evaluation report also found that the programme was successful in attracting and retaining talented graduates and professionals, noting the rigorous selection process, academic, pastoral and teacher mentor coaching and support, and the leadership development strand as some of the programmes key strengths.
18. The second report is in the process of being finalised and is due to your office in June 2015.

#### Future of the programme

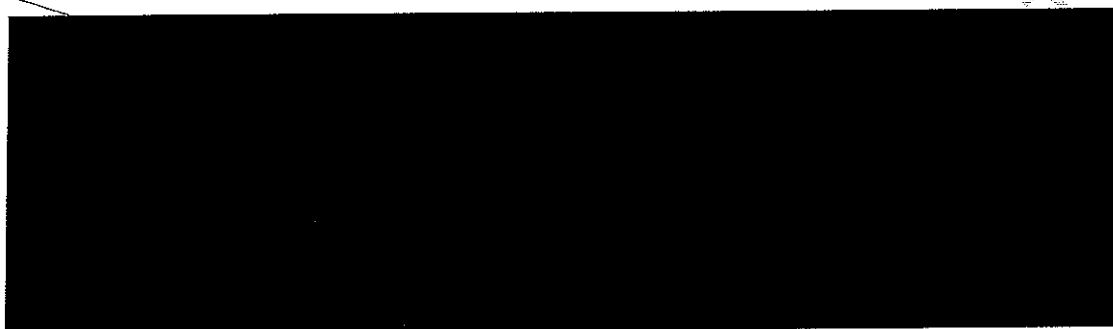
19. Teach First NZ Trust and Auckland University are seeking to continue the programme as an ongoing aspect of the ITE landscape in New Zealand beyond 2016. This includes increasing the number of participants per cohort, expanding the geographic boundaries and subject range.
20. The Teach First NZ partnership have stated that they are working with the New Zealand Teachers Council (NZTC) to look at ways in which graduating participants who meet full teacher registration criteria at the end of the first two years can become fully registered in a shorter timeframe than the additional two years currently. It is unclear if this will occur and, if it did; under what conditions. However it is likely that such a change may have industrial, funding and other implications that would require thorough investigation.
21. Moving forward, the Ministry will arrange a meeting with you to seek your views and direction about where and how this programme fits within the broader ITE platform, such as the postgraduate ITE exemplary programmes; before determining any post-pilot support.
22. The Ministry is also working with the NZTC and the Teach First NZ partnership to progress the necessary steps, as part of this process, to ensure the sustainability of the programme.
23. These steps include funding support, whereby existing mechanisms do not accommodate field based programmes, exemption from the funding moratorium on ITE programmes and approval from the NZTC or the Education Council of Aotearoa New Zealand.
24. There is some indication that certain schools who would benefit greatly from this type of programme would struggle to meet their share of the funding commitments in the current business model and prevent them from participating in this or similar programmes. These include schools in rural areas such as Northland and those with falling school rolls.
25. Alternative funding approaches may be needed to support these schools. The findings from the second and remaining evaluation reports may provide more information about this.
26. A report with the final details and options for Ministry support, if any, for the programme beyond 2016 will be forwarded to you for your consideration in July 2016.

#### Legal issue

27. The Post Primary Teachers' Association (PPTA) has filed legal proceedings against the Ministry and the Teach First NZ partnership with the Employment Relations Authority regarding the employment of Teach First NZ participants in schools.
28. The PPTA considers that the Teach First NZ participant employment arrangements breach aspects of the State Sector Act 1988 and the Secondary Teachers' Collective Agreement and, as a funder, the Ministry is aiding and abetting this breach.

29. School boards are responsible for employment matters and the Teach First NZ partnership is responsible for marketing, selecting and matching the participants with schools. The Ministry has no involvement in either.
30. A date for the hearing is yet to be confirmed. The Ministry is continuing to work with the PPTA and the Teach First NZ partnership to resolve this operational matter.
31. Resolution of this dispute or an appropriate contingency is critical to the continuation of the programme.

Out of scope



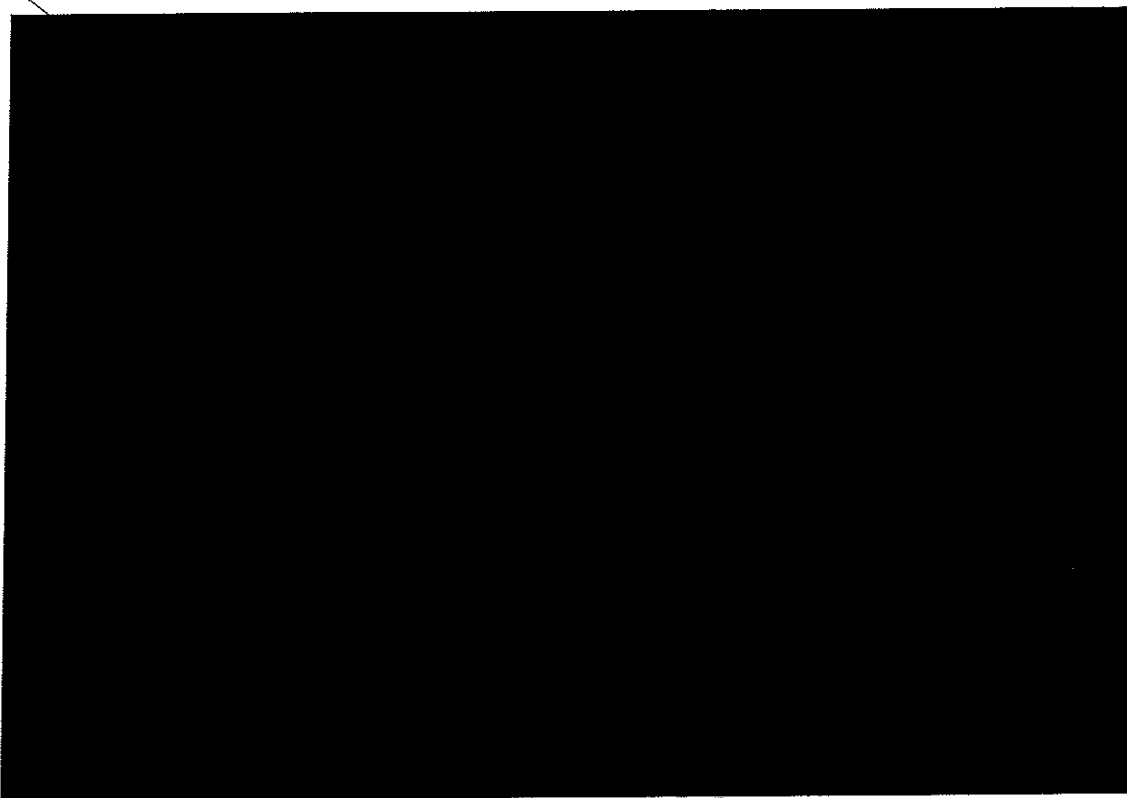
#### Moratorium status

34. The Teach First NZ partnership wrote to you on 9 April 2015 seeking clarification on the moratorium status of the programme [METIS 921503]. The Hon Anne Tolley, Minister of Education at the time, granted moratorium exemption status in September 2011 on the understanding that employment and funding arrangements in separate discussions with the Ministry and NZTC were being confirmed.
35. Teach First NZ Trust indicated in its letter to you on 30 March [METIS 918964] that they have commenced recruiting for up to 30 places in the first post-pilot cohort which is expected to commence teaching in term one in 2016.
36. This differs from the existing agreed parameters of up to 20 participants per cohort and is considered a change in the programme for the purposes of granting an exemption for the ITE funding moratorium.
37. This means that the University of Auckland and Teach First NZ Trust will need to re-apply for an exemption from the ITE funding moratorium if they wish to commence with recruiting up to 30 participants to begin teaching in 2016.
38. A response letter was provided to you on 5 May 2015 [METIS 926169].

Out of scope



Out of scope



RELEASED UNDER THE OFFICIAL INFORMATION ACT

ON ACT



## **Education Report: Aligning decisions on the future of post-graduate initial teacher education programmes**

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### Executive summary

1. The Teach First New Zealand pilot programme delivers a field-based post-graduate qualification. The current pilot is due to end in December 2016.

s 9(2)(f)(iv) OIA



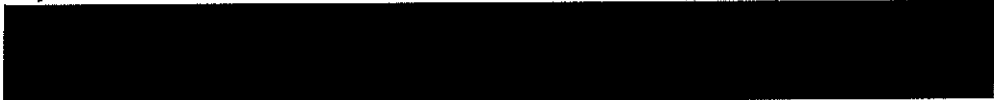
3. This proposal includes minor changes to the programme, in part to address some of New Zealand Post Primary Teachers' Association's concerns, and seeks your agreement to extend by three years allowing for two further cohorts (cohort 4 and cohort 5) of up to 20 participants per cohort to enrol and complete the qualification. The proposed extension will be funded within Ministry baselines. Teach First NZ Trust, the University of Auckland and the Education Council of Aotearoa New Zealand have all agreed to the changes.
4. The Ministry has been advised that the New Zealand Post Primary Teachers' Association have sought an injunction on 3 November to prevent the appointment of a new cohort by the boards of the participating schools pending a decision on its substantive claim by the Employment Relations Authority. The Authority expects to make its decision in late November. The New Zealand Post Primary Teachers' Association have previously indicated that any decision to support the extension of the programme will be seen as an endorsement of the current pilot and processes.
5. Conditional offers have been made to the cohort 4 participants who will begin their training with the campus-based eight week summer interval intensive on 15 November 2015. An urgent decision on the proposed extension and changes to the programme, which confirms Ministry support, is required to meet this deadline. Participating schools are also in the process of finalising employment arrangements with the participants at this time to fit within their staffing requirements for 2016. The offers are conditional on confirmation of Ministry support and funding. The cohort 4 participants begin teaching in Term 1, 2016.

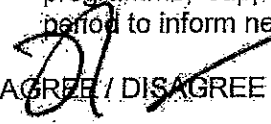
### Recommendations

#### **We recommend that you**

- a. **note** the Teach First New Zealand post-graduate pilot programme is due to end in December 2016.

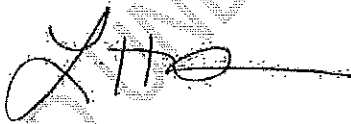
- b. **note** that the New Zealand Post Primary Teachers' Association have sought an injunction on 3 November seeking to prevent the appointment of a new cohort by the boards of the participating schools pending a decision on its substantive claim by the Employment Relations Authority in late November.
- c. **note** that conditional offers have been made to the cohort 4 participants who will begin their training with the campus-based eight week summer interval intensive on 15 November 2015. An urgent decision on the proposed extension and changes to the programme is required to meet this deadline.
- d. **note** that participating schools are in the process of finalising employment arrangements with the participants at this time to fit within their staffing requirements for 2016. The offers are conditional on confirmation of Ministry support and funding. The cohort 4 participants begin teaching in Term 1, 2016.
- e. **agree** to extend the Teach First New Zealand post-graduate pilot programme by three years / two cohorts to: § 9(2)(f)(iv) OIA

- 
- provide certainty around the continuation of the two year programme within the period of the extension,
- offer assurances for the 2015 and 2016 cohort participants and host schools, and
- allow for more robust and meaningful consideration of the strengths of the programme, supported by additional evaluation findings over the extended period to inform next steps and system-wide implications.


  
AGREE / DISAGREE

- f. **agree** to the recommended changes to the programme's original parameters you agreed to in August 2012 to address some of the New Zealand Post Primary Teachers' Association's legal concerns [METIS 666311 refer].

  
AGREE / DISAGREE

  
Lesley Hoskin  
Acting Deputy Secretary  
Student Achievement

NOTED / APPROVED

  
Hon Hekia Parata  
Minister of Education

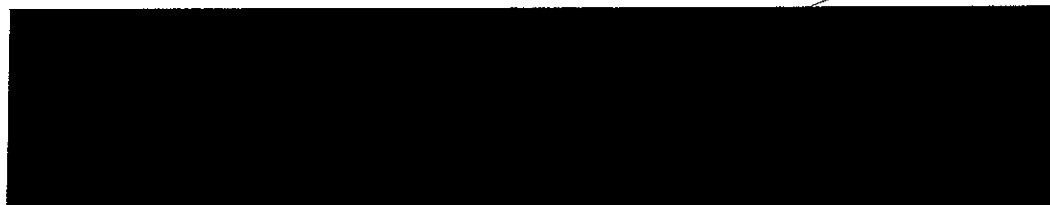
10/11/15

## Education Report: Aligning decisions on the future of post-graduate initial teacher education programmes

Purpose of report

s 9(2)(f)(iv) OIA

1.



### Background

2. In August 2012 you approved the Teach First NZ pilot to trial a field-based ITE programme to recruit highly-qualified tertiary graduates in English, Te Reo Māori, Chemistry, Mathematics and Physics to teach in secondary schools serving low-decile communities where there are high numbers of Māori and Pasifika students.
3. In June 2014 you agreed to vary the scope of the pilot to include schools in other areas of high need such as Gisborne and Bay of Plenty, and those serving up to decile 6 communities with high numbers of Māori and Pasifika students [METIS 666311 and 868231 refer].
4. The pilot programme is intended to deliver three cohorts of up to 20 secondary teachers per cohort. Participants complete an initial eight week training course and teach for two years while they complete the qualification. Successful graduates need to teach a further two years as provisionally certified teachers to become fully certified.
5. Cohort 1 has completed the programme with the majority continuing to teach in schools serving low decile communities. Cohort 2 will complete at the end of 2015 and cohort 3 at the end of 2016.

Table 1: Programme completion for current cohorts						
	2013	2014	2015	2016	2017	2018
Cohort 1	Completed	Completed				
Cohort 2		Completed	Current			
Cohort 3			Current	Current		

6. The evaluation findings, identified by the New Zealand Council for Educational Research (NZCER), have been positive to date, showing that the programme is successful in:
  - attracting and retaining talented graduates and professionals, especially Māori and Pasifika,
  - completing a rigorous selection process,
  - providing effective coaching and support through academic, pastoral and teacher mentors,
  - training for mentor teachers, and
  - developing the leadership skills and knowledge of participants while they are teaching.

7. You had the opportunity to review the second of four scheduled evaluation reports which was released publicly on 2 September 2015 [METIS 944270 refer]. Both reports to date find that Teach First NZ participants compare favourably with first year beginning teachers and provisionally registered teachers.

#### Exemplary post-graduate ITE programmes

8. In November 2013 you approved a medium term plan for initial teacher education [METIS 812852 refers]. The plan described a range of elements, including:
- implementing exemplary post-graduate ITE programmes in English medium, Maori medium and Early Childhood education (2014-17) and analysis of the evaluation data (2015-17), and
  - a decision about the future of post-graduate qualifications in ITE and whether they will become the norm for teacher-registration.
9. The plan has been designed to support providers to raise the quality of ITE provision and to consider the level and range of provision that is needed to meet the needs of the early childhood education (ECE) and schooling sectors. We anticipate that the outcome will be a reduction in provision with a lift in quality.
10. In June 2014 you approved the use of funding within appropriation for the exemplary post-graduate level programmes to provide 150 places each year for the ECE and Māori medium sectors from 2015 [METIS 861727 refers].
11. The medium term plan includes advice that we will present in a report in March 2017 on the future of post-graduate ITE programmes, based on what we learn from the exemplary programmes.

#### Proposal to extend the Teach First NZ programme

12. Evaluation by NZCER has identified strengths in the Teach First NZ programme that would add further insight to our understanding of features that have the greatest impact on the quality of teaching graduates.
13. On 20 May 2015 you agreed to extend the exemption of the Teach First NZ programme from the ITE funding moratorium, subject to maintenance of existing parameters and approval from the Education Council of Aotearoa New Zealand (Education Council) to a continuation of the programme [METIS 926169 refers].
14. On 17 August 2015 the Education Council granted an ongoing extension for the delivery of the Teach First NZ programme, on the condition that the existing parameters and Ministry funding are maintained.
15. We propose to extend the Teach First NZ programme so that the features of this field-based post-graduate qualification can be considered alongside exemplary ITE post-graduate programmes.

### Proposed extension

s 9(2)(f)(iv) OIA

16. The proposed extension will enable better alignment between the Teach First NZ and exemplary programmes, [REDACTED]
17. This means the Teach First NZ pilot needs to be extended by two further cohorts with completion in December 2018, in order to complete the programme. The timing for the proposed extension is outlined in the following table.

Table 2: Programme completion for current and proposed cohorts						
	2013	2014	2015	2016	2017	2018
Cohort 1	Completed	Completed				
Cohort 2		Completed	Current			
Cohort 3			Current	Current		
Cohort 4				Proposed	Proposed	
Cohort 5					Proposed	Proposed

18. This provides participating schools, students, and other stakeholders with certainty that the programme will continue to completion for each cohort. It would also allow for more robust and meaningful consideration of the strengths of the programme and outcomes for graduates, supported by additional evaluation findings over the extended period to inform next steps and system-wide implications for post-graduate ITE.

### Recommended changes to address the PPTA's concerns

19. The New Zealand Post Primary Teachers' Association (PPTA) filed legal proceedings with the Employment Relations Authority (ERA) against the Ministry and the Teach First NZ partnership regarding the programme's employment arrangements. The PPTA state that each of the Teach First NZ two year, fixed term full-time positions should be advertised in the Education Gazette by the employing school and should be open to all teachers including registered teachers. The PPTA has stated it does not have concerns with the quality of the programme.

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20. [REDACTED]

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21.

22.

23.

#### Key milestones and decisions

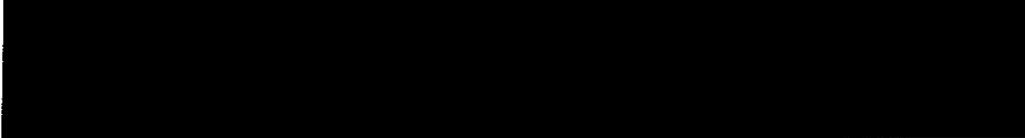
24. The table below summarises Teach First NZ marketing and selection process key milestones, decisions and dates for the proposed extension by a further two cohorts. Note that the green shaded area refers to cohort 4 and blue to cohort 5.

Table 3: Key milestones for the proposed extension 2015-2018				
Key milestone	2015	2016	2017	2018
Marketing and recruitment begins	April	April		
Selection begins	August	August		
Confirmation of participants and schools	October	October		
Summer intensive interval begins (8 weeks)	November	November		
Begin first year of teaching		February	February	
Complete first year of teaching		December	December	
Begin second and final year of teaching			February	February
Recommendations on future of ITE			March	
Complete second and final year of teaching			December	December

**Cohort 4 update, continuity and reassurance for participants and schools**

25. Teach First NZ have made conditional offers to the cohort 4 participants who will begin their training with the campus-based eight week summer interval intensive on 15 November 2015. The offers are conditional on confirmation of Ministry support for the extension and funding. An urgent decision on the proposed extension and changes to the programme is required to meet this deadline.
26. Participating schools are also in the process of finalising employment arrangements with the participants at this time to fit within their staffing requirements for 2016. The offer is also subject to confirmation of Ministry support. The cohort 4 participants begin teaching in Term 1, 2016.
27. A decision to extend the pilot provides assurance for both participants and participating schools who have indicated their interest in being part of the programme, that this will be possible.

**Further investigation and widespread consultation on field-based ITE** s 9(2)(f)(iv) OIA

28. 
29. Unlike many high-performing overseas jurisdictions, current mechanisms in New Zealand do not allow for the type of field-based ITE pathways in compulsory schooling provided by the Teach First NZ programme. The only other field-based teacher training qualifications offered in New Zealand are those in ECE. The structure and set-up of ECE differs greatly from the compulsory schooling sector and the features of their field-based ITE model are unique and suited only to that sector.
30. The Teach First NZ programme places participants as teachers who are employed in schools while they complete an ITE qualification. Further investigation is required for such a field-based pathway to be considered as part of the future of postgraduate ITE in New Zealand, alongside consultation with the sector and stakeholders. This will determine the feasibility and sustainability of field-based ITE programmes for schooling, legislative and funding implications, impact on teacher collective agreements and the portability of such programmes [METIS 812852, 930153, 931546 refer].

**Opportunity to review, refine and broaden evaluation scope**

31. Extending the pilot programme provides the opportunity to refine the evaluation to more specifically address the key areas mentioned above. Further evaluation can also explicitly investigate and determine the impact, strengths and contribution of field-based ITE to the following education priority areas:
  - Eliminating education inequalities and raising student achievement in schools serving low decile communities.
  - Raising the quality and status of teaching and education leadership by attracting and keeping outstanding young people in teaching, especially Māori and Pasifika.

- Addressing emerging workforce gaps and skills shortages by attracting talented graduates in these subject areas. To date the Teach First NZ programme has been particularly successful in attracting highly qualified Māori and Pasifika graduates in these subject areas compared with traditional ITE pathways.
- The portability of field-based ITE nationally, especially in rural regions of high need such as the Waikato and Gisborne area, and with other ITE providers.
- The feasibility and impact of scaling field-based ITE pathways and potential in other sectors such as primary and Māori medium education.

## Funding

### New funding agreement

32. A new funding agreement with the University of Auckland and Teach First New Zealand (the Teach First NZ partnership) will be required if the programme is extended. Subject to your decision on the proposed extension presented in this report, the Ministry will update you on funding mechanisms within baselines.

### Estimated costs for the extension and funding

33. This initiative does not result in an overall increase in teacher supply. The University of Auckland has reduced the Equivalent Full Time Student (EFTS) allocations in its other graduate teacher training programmes for this programme. The 2015 Student Achievement Component funding rates for a post-graduate teaching qualification is \$10,975 per EFTS.
34. The estimated costs are outlined in the table below by financial year.

Financial years	2015/16 (\$)	2016/17 (\$)	2017/18 (\$)	2018/19 (\$)	Total (\$)
Additional funding required (from within Ministry baseline)					
Tuition fees*	35,200	105,600	105,600	35,200	281,600
Student services fees*	3,690	11,070	11,070	3,690	29,520
Living allowance <sup>A</sup>	100,000	100,000	-	-	200,000
In-school mentor time (0.2 FTE) <sup>AA</sup>	73,700	221,100	221,100	73,700	589,600
Non contact time (0.2 FTE) <sup>AA</sup>	73,700	221,100	221,100	73,700	589,600
<b>Total</b>	<b>286,290</b>	<b>658,870</b>	<b>558,870</b>	<b>186,290</b>	<b>1,690,320</b>

\*based on 2015 tuition fees \$7,040

\*based on 2015 student services fees \$738

<sup>A</sup>\$5,000 one-off payment per EFTS/participant for associated living costs during the summer interval intensive

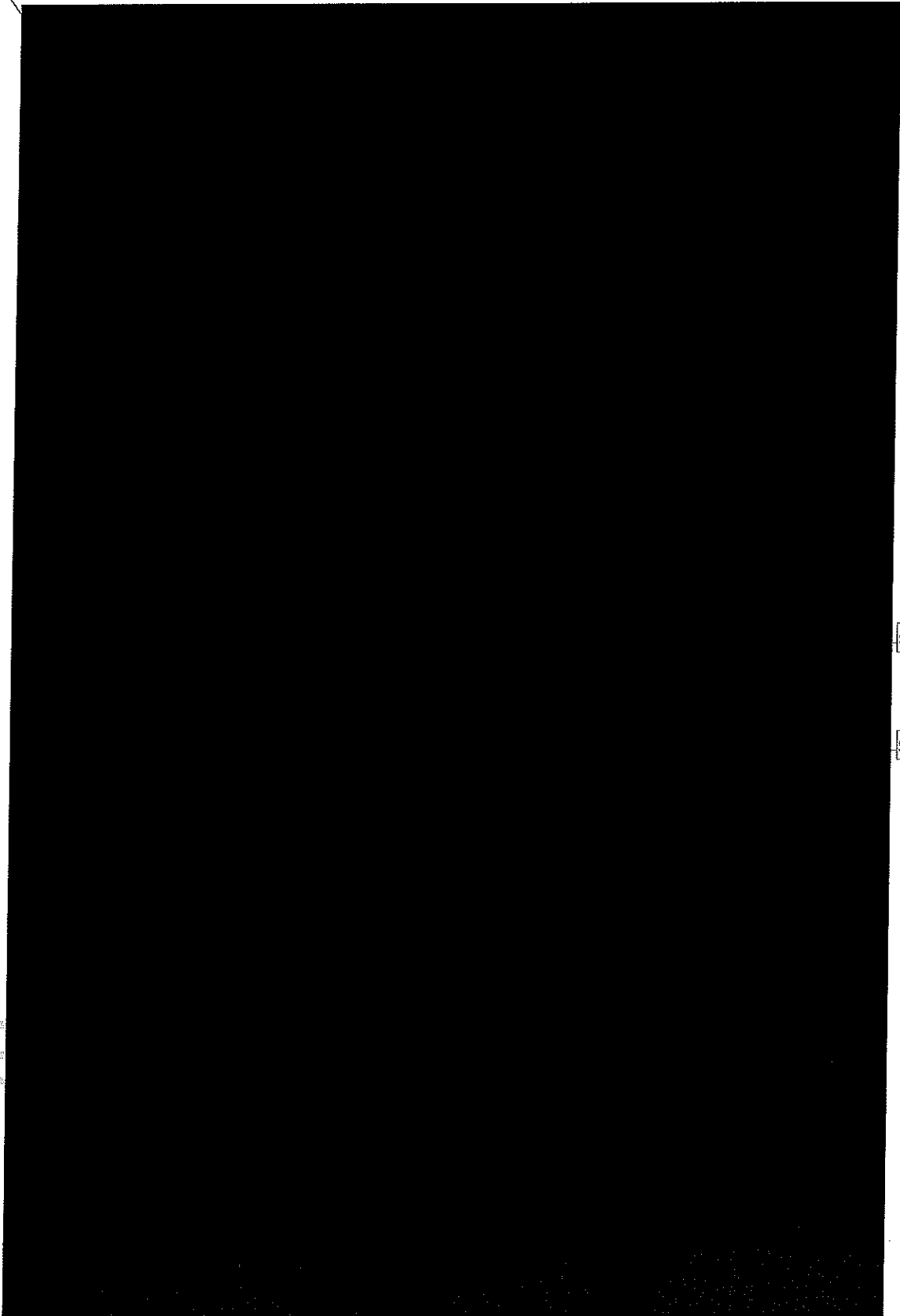
<sup>AA</sup>based on mentor teacher salary \$73,700

35. The cost for extending by three years with two cohorts as proposed is approximately \$1.7m across the three years and will be met within Ministry baselines.
36. The pilot is currently funded through Secondary Education appropriation. Salary costs (0.6 FTE) will be met by participating schools. We indicated in a previous report that the current funding and business model, including for the proposed extension, is not sustainable as existing mechanisms do not accommodate field-



based ITE programmes. This means participating schools must make a contribution to some of the costs such as salaries [METIS 931546 refers].

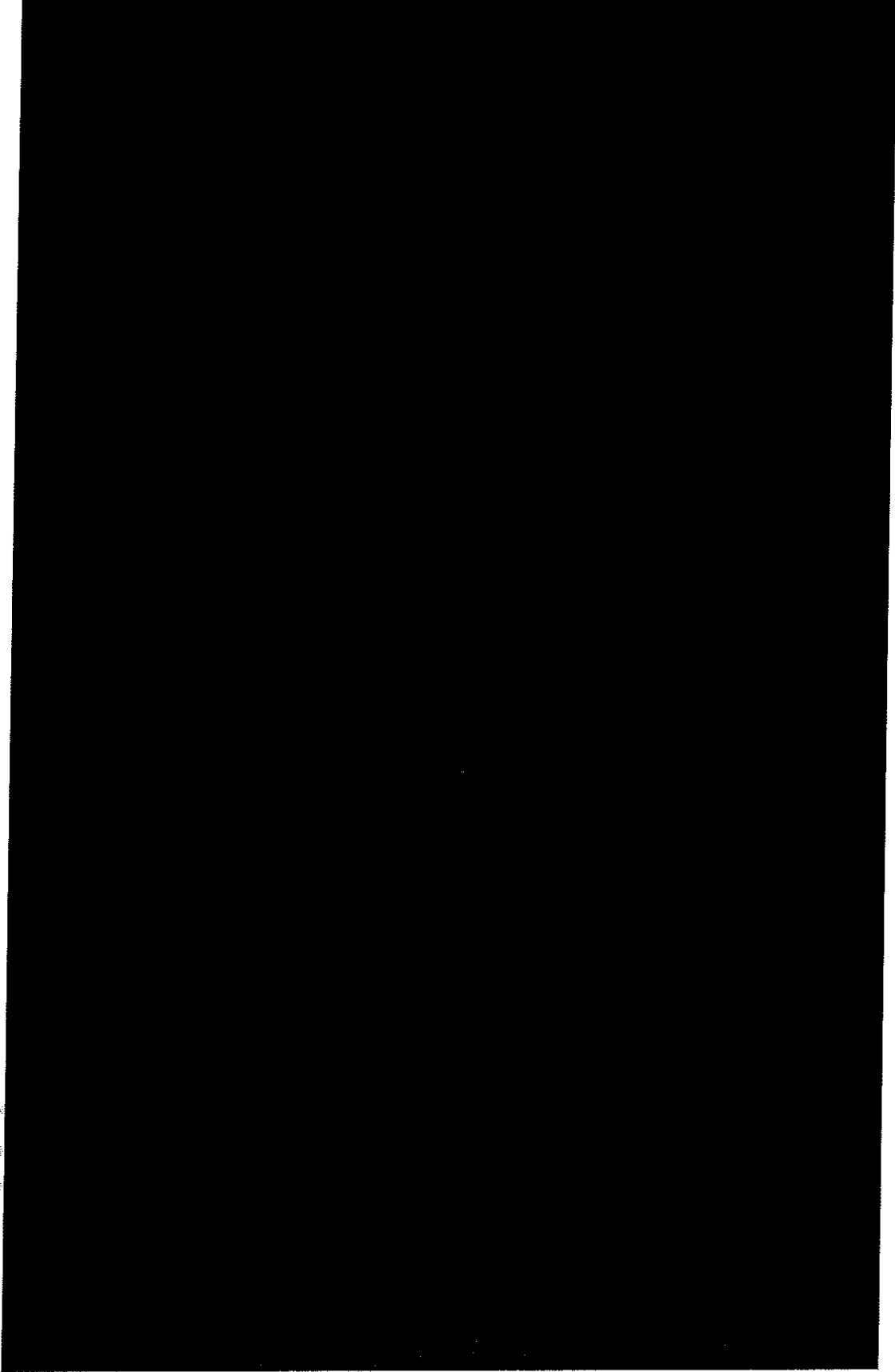
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