



## Education Report: Teacher | Kaiako Education Work Programme

<b>To:</b>	Hon Chris Hipkins, Minister of Education Hon Jan Tinetti, Associate Minister of Education		
<b>Date:</b>	7 July 2022	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1289966
<b>Drafter:</b>	9(2)(a)	<b>DDI:</b>	439 5489
<b>Key contact and number:</b>	Ben O'Meara	<b>DDI:</b>	463 8704
<b>Messaging seen by Communications team:</b>	N/A	<b>Round robin:</b>	No

### Purpose of report

This paper presents the proposed work programme *Teacher | Kaiako Education: Training and Ongoing Development*, commissioned by Ministers at a strategy session on 31 March 2022.

### Summary

- Ministers have commissioned a work programme to improve and strengthen the schoolkura teacher education eco-system. The work programme was envisaged as spanning several years and potentially exploring significant changes to current settings for teacher education.
- The *Teacher | Kaiako Education: Training and Ongoing Development* work programme (the proposed work programme) has three workstreams:
  - Workstream 1: Entry, training and deployment of new teachers – including ITE, entry to workforce and induction and mentoring.
  - Workstream 2: Ongoing teacher development - including professional learning and development and career progression.
  - Workstream 3: Cross-cutting interventions.
- The proposed work programme identifies the objectives and scope for each work stream, along with tangible shorter-term pieces of work that could serve as stepping stones towards more impactful, longer-term changes. Several of the identified 'first steps' incorporate or are extensions of work that is already planned or underway, while others would be new commissions.
- If approved by ministers, the work programme will lead to further advice over time, including about changes to current settings and investments, or new investments.

## Recommended Actions

---

The Ministry of Education recommends that you:

- a. **note** that the Ministry has developed the proposed work programme, *Teacher | Kaiako Education – Training and Ongoing Development*, which is attached as Annex 2 **Noted**
- b. **agree** to the *Teacher | Kaiako Education – Training and Ongoing Development* work programme to set the direction of the Ministry's ongoing work to strengthen and improve kura | school teacher education, training and ongoing development **Agree/ Disagree**
- c. **note** that the Ministry will keep you apprised of progress on implementing the *Teacher | Kaiako Education* work programme through normal advice and reporting processes with an initial focus on workstream 1.1 (Entry, training and deployment of new teachers) **Noted**

## Proactive Release Recommendation

---

- d. **agree** that the Ministry of Education release this report in full once it has been considered by you, as part of the initial stakeholder involvement. **Agree/ Disagree**

Ben O'Meara  
**Group Manager**  
**Te Puna Kaupapahere**

07/07/2022

Hon Chris Hipkins  
**Minister of Education**

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



Hon Jan Tinetti  
**Associate Minister of Education**

10/07/2022

## Recommended Actions

---

The Ministry of Education recommends that you:

- a. **note** that the Ministry has developed the proposed work programme, *Teacher | Kaiako Education – Training and Ongoing Development*, which is attached as Annex 2
- b. **agree** to the *Teacher | Kaiako Education – Training and Ongoing Development* work programme to set the direction of the Ministry's ongoing work to strengthen and improve kura | school teacher education, training and ongoing development
- c. **note** that the Ministry will keep you apprised of progress on implementing the *Teacher | Kaiako Education* work programme through normal advice and reporting processes with an initial focus on workstream 1.1 (Entry, training and deployment of new teachers)

Noted

Agree / Disagree

Noted

## Proactive Release Recommendation

---

- d. **agree** that the Ministry of Education release this report in full once it has been considered by you, as part of the initial stakeholder involvement.

Agree / Disagree

Ben O'Meara  
Group Manager  
Te Puna Kaupapahere

07/07/2022



Hon Chris Hipkins  
Minister of Education

13 / 7 / 2022

Hon Jan Tinetti  
Associate Minister of Education

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

## Background

---

1. We met with Ministers Hipkins, Tinetti, Davis and Sio on 31 March 2022 for a strategy session discussing the future of kura|school teacher education, training and ongoing development. (See Annex 1: *Future of kura|school teacher education*, which the Ministry developed to support the discussion.)
2. In concluding the strategy session, ministers commissioned a work programme to strengthen and improve teacher education including exploring the high-level ideas discussed at the session. This report presents to ministers the proposed work programme *Teacher | Kaiako Education - Training and Ongoing Development* (see Annex 2) developed by the Ministry and recommends it be approved to set the Ministry's work programme for teacher education over the next several years.

### Proposed Work Programme: Teacher | Kaiako Education

#### Commissioning

3. Ministers commissioned a work programme spanning several years that would explore potentially significant changes to current settings for teacher education (for example: central employment and allocation of beginner teachers into kura|schools, creating a workforce development body to set priorities and requirements for teacher training and development).
4. These significant changes would take time to be developed and considered, so would need to be progressed in the medium to long-term. More gradual and iterative changes to support more effective teacher education would also need to be identified to be progressed in a shorter timeframe.
5. Ministers confirmed that the work programme would be based on a conceptualisation of teacher education as:
  - a. a pathway running from initial preparation for teaching through to ongoing professional learning for improvement and career development; and
  - b. an eco-system where multiple functions need to perform highly and work coherently with one another.

#### Workstreams

6. The proposed work programme (attached as Annex 2) has three broad workstreams (with sub-workstreams within each). The objectives and scope for each sub-workstream are identified along with tangible shorter term-pieces of work that could serve as stepping stones towards more impactful, longer-term changes.
7. The workstreams are:
  - a. *Workstream 1: Entry, training and deployment of new teachers* (covers ITE, entry to workforce and induction and mentoring).
    - Re-thinking early teacher education – e.g. options to manage the pathway more actively from what is known now as ITE and the design and delivery of mentoring and induction.
    - Recruiting a diverse and skilled workforce – attracting and recruiting a diverse and skilled workforce that meets the needs of learners, e.g. through development of bespoke ITE programmes.

- b. *Workstream 2: Ongoing teacher development* (covers professional learning and development and career progression, all in the context of the establishment of Te Mahau).
- Expert and specialist teachers – e.g. reviewing the configuration of expert teacher roles that focus on raising capability of other teachers (including Kahui Ako roles) and reviewing resource teacher and curriculum support specialist teacher roles as signalled in the Literacy & Communication and Maths Strategy and Hei Raukura Mō te Mokopuna.
  - Professional learning and development (PLD) – first step is the refresh of PLD commissioned by Minister Tinetti.
  - Leadership support – first steps build on the government response to the Tomorrows Schools Review, e.g. development of leadership advisors and setting principal eligibility criteria.
- c. *Workstream 3: Cross-cutting interventions*
- Collaboration and integration of providers – explore ways to facilitate greater consistency and collaboration between teacher education providers and others in the system, e.g. development of a Centre of Teaching Excellence
  - Defining the skills, knowledge and attributes needed for teaching, e.g. explore the merits of a teacher workforce development body.
8. Several of the ‘first steps’ actions identified in the proposed work programme incorporate or are extensions of work that is already planned or underway within the Ministry. These include aspects of the Curriculum Refresh, the Accord process with the NZEI and PPTA, teacher supply initiatives and the ongoing development of Te Mahau. Other ‘first steps’ would be new commissions.

#### **Relationship to Māori medium and Kaupapa Māori education work programme and ECE teacher education**

9. Our work to date has focused on teacher education in the English medium school sector. In scoping the proposed work programme, we have started to identify high-level implications for Māori medium and Kaupapa Māori education (MME/KME) and early childhood education.
10. The long-term work programme to grow MME/KME is in a relatively early stage. We are not yet able to determine the extent to which regulation, funding, governance, design and delivery of ITE, PLD and qualifications will be differentiated for MME/KME and English medium education pathways. The first Te Pae Roa report proposes changes to create space for Māori to exercise their governance in MME/KME education pathways and to ensure the integrity of Mātauranga Māori in English medium settings. That process is continuing.
11. We will need to ensure the Teacher | Kaiako Education work programme is connected and aligned to the MME/KME work as both are progressed over time. In particular, the Teacher | Kaiako Education work programme should allow for differentiation for MME/KME through all parts of the teacher education eco-system. We will engage with Te Runanga Nui o Ngā Kura Kaupapa Māori and Ngā Kura a Iwi, in the context of the MME/KME work, as needed to ensure this occurs.

12. Policy settings for teacher education in the early childhood education (ECE) sector are sufficiently similar to schooling that ECE could also be impacted by the proposed work programme. When this occurs, policy advice and decisions will need to explicitly consider the flow-on implications for ECE. Likewise, any decisions on cross-cutting interventions will need to consider whether the interventions should apply to ECE, and how the sector's particular needs would be addressed within them.

## Te Tiriti o Waitangi analysis

---

### Developing teacher capability to work with ākonga Māori and whānau

13. The education system has underperformed for ākonga Māori and their whānau over an extended period. As a result, ākonga Māori collectively experience worse education outcomes than other New Zealanders and are less engaged in education. Under Te Tiriti, the Crown is obliged to ensure that education services provide equitable outcomes for Māori. Our teaching workforce is the best single tool we have to change the experience of ākonga Māori in schooling into one that enhances mana and sustains culture, language and identity.
14. *Ka Hikitia* has identified mindsets and capabilities that teachers and leaders need to be culturally responsive, to develop strong relationships and to provide a sense of belonging for ākonga Māori and whānau in kura/schools:
- a. capability for engaging with ākonga Māori and whānau in productive partnerships;
  - b. capability in te reo me ngā tikanga Māori and incorporating these into day-to-day practice;
  - c. developing critical consciousness about race to recognise and address bias.
15. Clearly, teacher education is critical for the teaching workforce to develop these capabilities. However, the requirements for teacher education are relatively high level and ITE providers, schools and teachers can choose the content and focus of teacher education programmes they engage with. This has led to some gaps in essential capabilities for culturally sustaining teaching and learning among both beginner and experienced teachers.
16. The work programme will explore ways to create more consistency within teacher education and to more strongly align the content of programmes with system priorities, including culturally sustaining teaching practice for ākonga Māori and their whānau. This will include: a focus on collaboration between and integration across ITE providers (workstream 3.1); mentoring and induction (workstream 1.1); professional learning and development (workstream 2.2) and leadership support (workstream 2.3).

### Growing a workforce to provide high quality Māori language education

17. The Crown is committed to working in partnership with iwi and Māori to continue to protect and promote te reo Māori, for future generations. In education, *Ka Hikitia* and *Tau Mai Te Reo* set the goal of providing high quality Māori language education. However, not enough people with expertise in te reo me ngā tikanga Māori are becoming teachers to meet demand in kura and schools.
18. Workstream 1.2 of the work programme aims to explore options to better align workforce needs with training provision and recruitment and selection of teaching candidates into ITE. Increasing the supply of te reo Māori teachers is identified as a priority.

## Māori exercising rangatiratanga in the teacher education eco-system

19. Currently, the Teaching Council's *Standards for the Teaching Profession* (the Standards) outline what a teacher should know and be able to do. The Teaching Council sets the Standards in consultation with the teaching sector but there has been criticism that Boards of Trustees and principals, whānau, iwi and communities do not have sufficient influence in shaping system expectations of teachers.
20. Te Tiriti gives Māori the right to exercise rangatiratanga over their taonga and resources. Workstream 3.2 aims to explore options to create a stronger voice for whānau, iwi and communities, kura kaupapa Māori, kura ā-iwi and kura motuhake to feed into the investment, development and delivery of ITE, mentoring and induction and PLD.

## Financial and regulatory implications

---

21. If approved by ministers, the Teacher Education work programme will lead to further advice over time, including about changes to current settings and investments, or new investments. However, there are no immediate financial or regulatory implications.

## Stakeholder involvement

---

22. The breadth and scale of the proposed Teacher Education work programme is such that the Ministry cannot implement it on our own. As workstream initiatives are progressed, we will need to involve key stakeholders to ensure that changes work for the sector. In many instances, structures and processes for stakeholder engagement will already be in place.
23. We anticipate broad sector interest in the work programme, both for the shorter-term initiatives, such as the PLD refresh, and in the medium-term change areas, such as new arrangements for ITE and beginning teachers. Stakeholders with a potential interest in the work programme include:
  - a. Education agencies – e.g. TEC, ERO;
  - b. The Teaching Council;
  - c. ITE and PLD providers – e.g. Deans of Education, TEFANZ;
  - d. Sector peak bodies: NZEI, PPTA, SPANZ, NZPF, Normal and Model Schools Association, Pasifika Principals Association, Te Akatea;
  - e. Employers - i.e. Boards of Trustees and principals;
  - f. Certificated teachers, trainee teachers and teaching candidates;
  - g. Learnerslākonga, family, whānau, hāpu, iwi and communities.
24. The Secretary of Education has shared the proposed work programme with CEOs of ERO, ENZ and the Teaching Council. The work programme has also been raised in meetings with NZEI and the Deans of Education. A meeting with the PPTA has been confirmed for next week. All responses have been positive to date with a general acknowledgement that this is an area where work is needed. Interest in the work has been broad and extends across areas being worked on actively now (eg. PLD refresh) and work which is more likely to involve medium-term change (eg. arrangements for ITE and beginning teachers).

25. We will socialise the work programme with other peak bodies in the coming weeks to test interest in the work streams and support for the overall direction. We are seeking meetings with TEC, SPANZ and NZPF and will seek discussions with Te Akatea, the Pasifika Principals Association and the Normal and Model Schools Association once the work programme has been considered by ministers.

### Next steps

---

26. We will keep you apprised of progress on the Teacher | Kaiako Education work programme through normal advice and reporting processes.
27. At the March 2022 strategy session, ministers identified that progressing advice on rethinking approaches to entry, training and deployment of new teachers (workstream 1.1) is a high priority. We would like to engage with you shortly on how that workstream will be progressed.

### Annexes *(attached separately)*

---

- Annex 1: Future of kura | school teacher education
- Annex 2: Proposed Work Programme: Teacher | Kaiako Education - Training and Ongoing Development



# Annex 1: Future of kura|school teacher education

## 1. Ākonga outcomes and teacher education

### 1. Better outcomes wanted from kura|school system

Our schooling system can and needs to be better at delivering excellent and equitable outcomes for all learners|ākonga.

Overall achievement in English-medium has declined significantly in the last two decades both compared to our previous performance, and compared to other countries we compare ourselves to.

We also have very wide variation in achievement through the whole schooling system. By the time ākonga are in year 8, a significant proportion are achieving below curriculum expectations - nearly half for maths, 40% for reading and nearly two-thirds for writing. These gaps in achievement are very wide e.g., as much four years of learning between ākonga at the same year level for reading.

Data shows that on average all ākonga progress in their learning at similar rates regardless of where their achievement falls against curriculum expectations. This suggests that those who start behind in their learning, or who fall behind early, do not always get what they need to catch up.

Variations in achievement are not spread evenly across the learner population: Māori, Pacific and those who have experienced socio-economic deprivation are over-represented at the lower levels of achievement. These are the same groups that historically have not been well served by the education system.

Racism, bias, discrimination and deficit thinking have meant that schools and teachers have often had lower expectations for these groups of ākonga and so have provided them with fewer opportunities to learn e.g. through streaming. These mindsets, along with culturally inappropriate teaching approaches, have also meant that many ākonga Māori and Pacific learners have not felt safe, valued or that they belong at school.

### 2. Quality teaching and leadership makes a big difference

The quality of teaching and pedagogical leadership are the two strongest in-school influences on ākonga education success. Up-to-date evidence-based approaches to quality teaching and learning put the responsibility on schools and teachers to ensure that they are meeting the learning needs of all ākonga who bring diverse identities, languages and cultures, as well as a range of abilities and strengths. Quality teaching means working to continuously design and tailor and effective teaching approaches for ākonga, checking the impact on learning and course correcting when necessary. It means attending to ākonga well-being and creating an environment where ākonga feel accepted, valued and that they belong. It means building educationally powerful connections with ākonga and their whānau, iwi and communities. In New Zealand, quality teaching and learning also means being able to using te reo Māori competently as part of everyday teaching and learning.

Our second strongest tool is strong pedagogical leadership. We need our school leaders to create and drive professional cultures where teachers believe they can work together make a difference with appropriately high expectations for all ākonga.

### 3. Effectiveness of teacher education matters

To ensure all ākonga consistently experience quality teaching and learning through their schooling journey, we need teacher education to be high performing to deliver a set of intermediate outcomes:

Initial teacher education (ITE) graduates have the foundational knowledge & skills they need to be able to teach

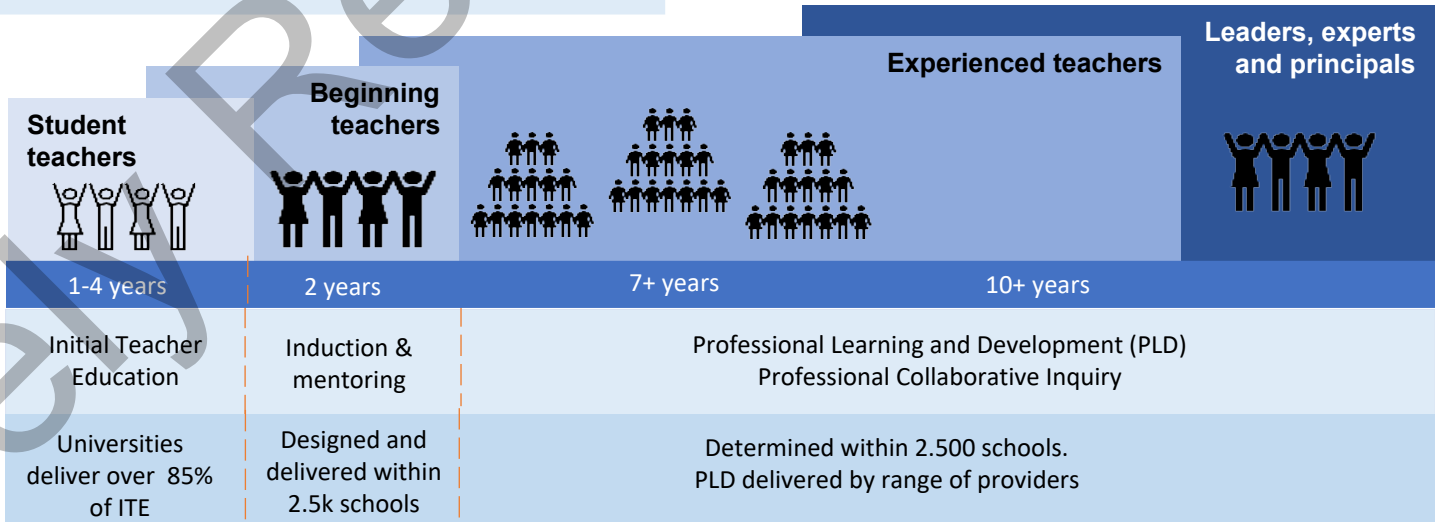
Beginning teachers are well supported to develop their practice through to full certification

Experienced teachers are supported to regularly expand & advance their knowledge & skills

Leaders and experts have clear supported pathways and opportunities to develop & refresh knowledge & skills

Principals have clear supported pathways and opportunities to develop & refresh knowledge & skills

### 4. Teacher education spans the full career pathway



### 5. But system issues undermine ability to achieve desired outcomes

NZ's devolved and fragmented schooling system makes it difficult to influence the content and quality of teacher education or schools' teaching and learning practise. This has resulted in variable quality of teaching and learning practice and ultimately contributes to variable and inequitable outcomes for ākonga.

ITE and mentoring and induction are core components of teacher education and essential for developing foundational skills and knowledge. At any point in time, over 95% of teachers in the workforce have attained full registration and progressed into other professional learning and development designed and delivered or chosen by schools.

We lack feedback loops that give insight into the content, quality and impact of ITE and professional learning and development activities through the teacher education pathway. This means we don't understand which components are working well or poorly or what might need to change.

### Teaching workforce

**In 2020**  
**2,805** student teachers enrolled in ITE  
**2315** student teachers graduated from ITE  
**3,681** beginner and overseas teachers started teaching in NZ  
**62,630** teachers were working in **2,500** schools  
An estimated **24,000** teachers at **1,100** schools engaged with regionally allocated PLD

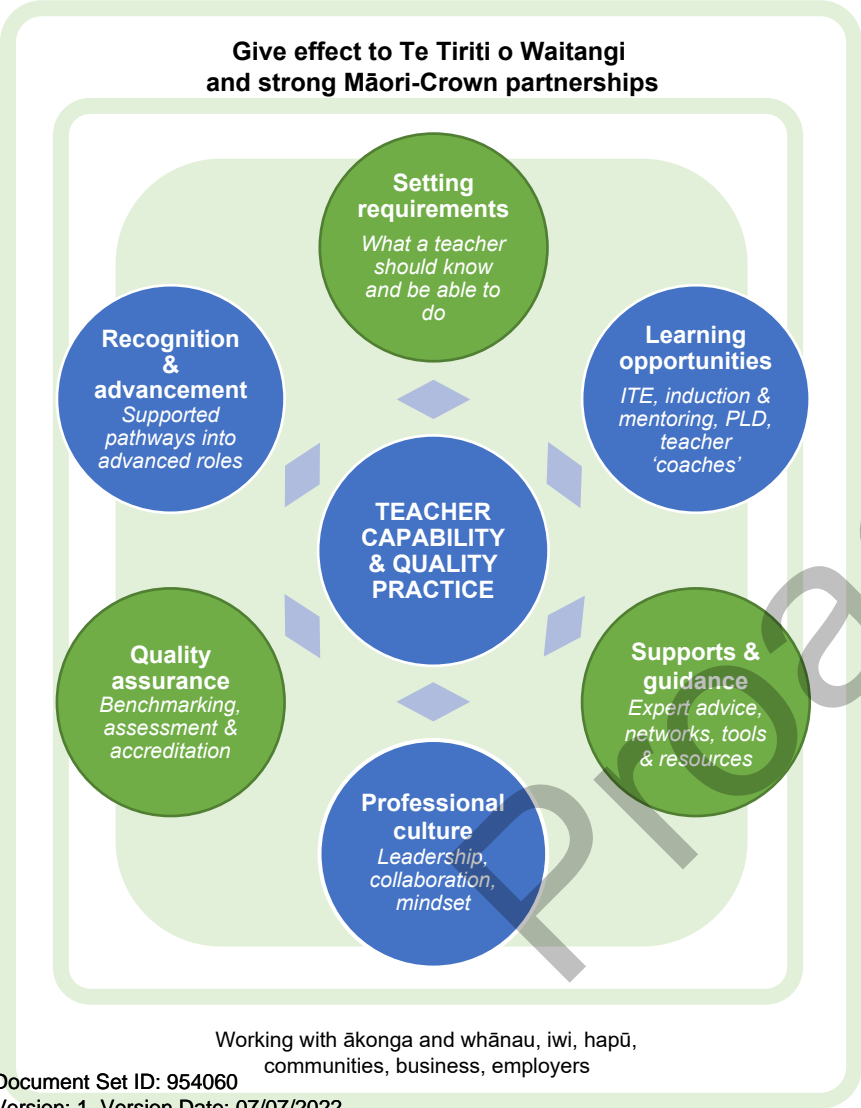
### 1. The teacher education eco-system

Teacher education can be considered an eco-system in itself, operating within the broader education system. The intermediate outcomes we need for teacher education will be generated within this eco-system, which consists of functions carried out by a variety of actors using policy levers such as regulation, funding, delivery, quality assurance and supports.

These multiple system functions need to be working coherently with one another and performing highly (both across the system and along the teacher education pathway) to achieve our high level goals for a quality teaching and excellent and equitable learning outcomes for ākonga.

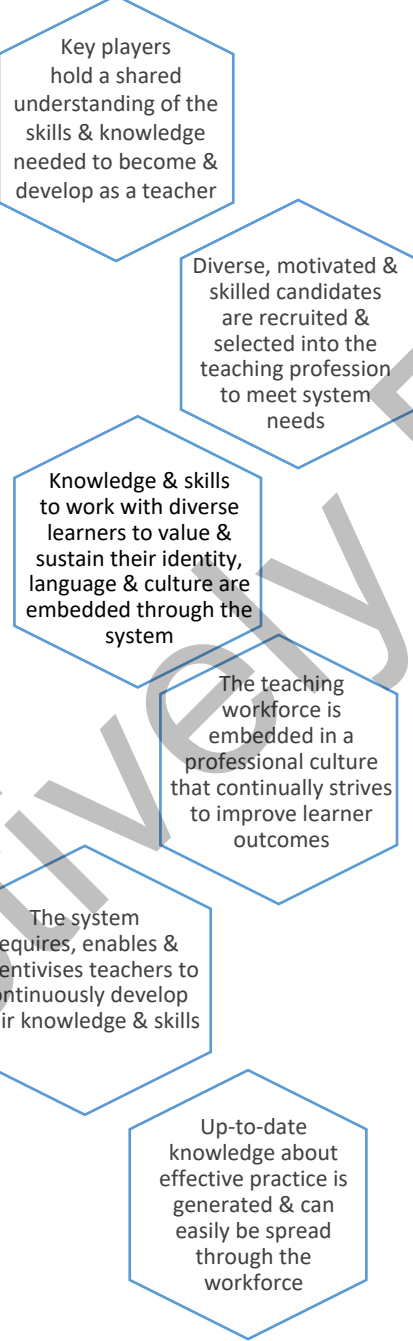
Currently, some functions are under-developed while others are not well aligned to government priorities. Some functions, such as learning opportunities, can have a powerful impact but are thinly dispersed across the system. While others, such as professional culture are more difficult to shape at a system level.

All actors within the eco-system must work to tangibly honour Te Tiriti o Waitangi and contribute to building a strong Māori-Crown partnership.



### 2. Priority objectives

To strengthen, clarify and connect currently underdeveloped or misaligned eco-system functions focus on:



### 3. Drilling down to specific issues in the teacher education eco-system

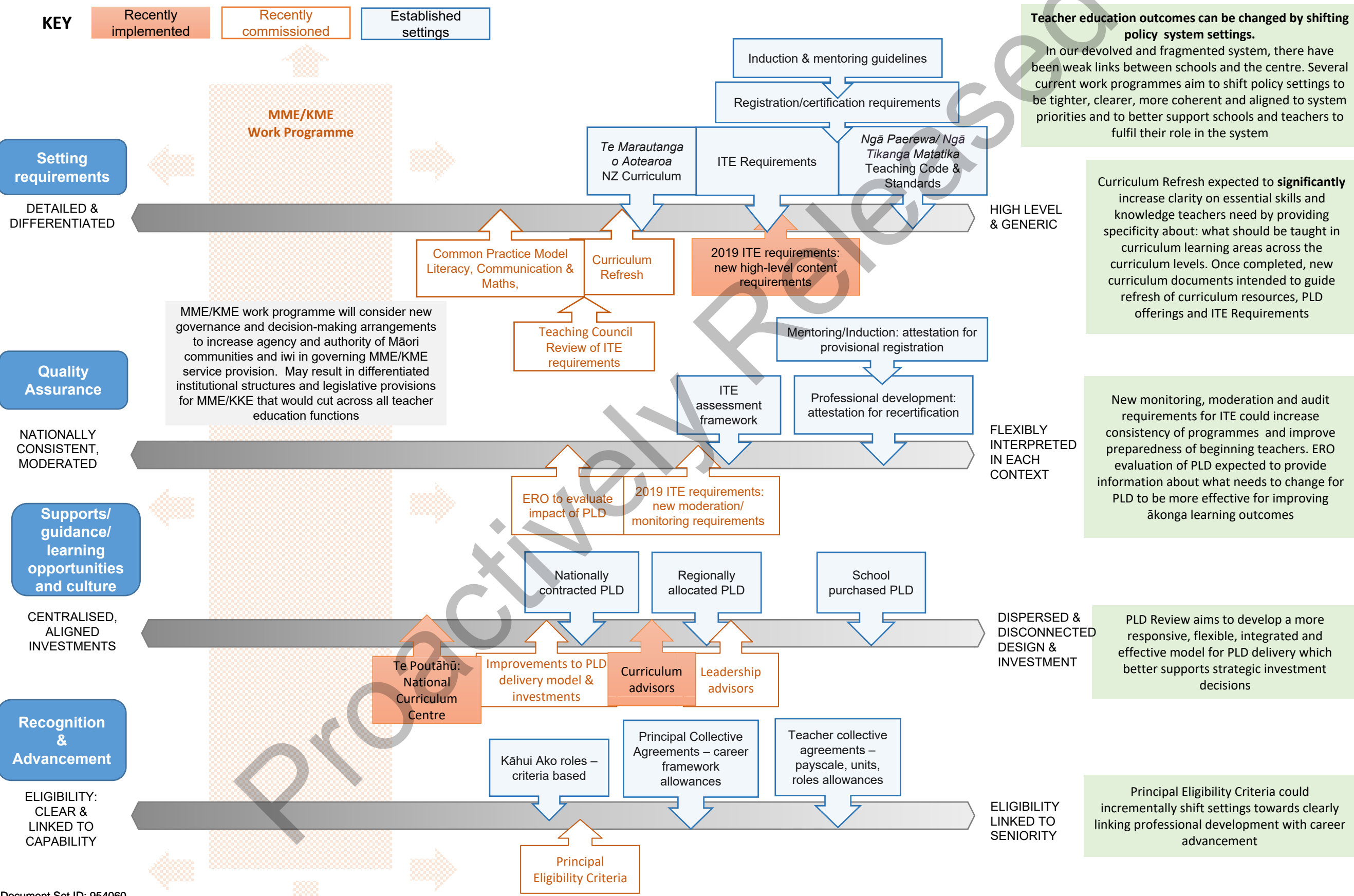
- **Teacher requirements lack clarity** - Key documents (i.e. Teaching Standards, curriculum) that outline what a teacher should know and be able to do lack clarity and specificity. ITE providers and in-school leaders must 'unpack' or 'elaborate' high-level Teaching Standards in specific context when designing teaching education programmes and assessing performance, leading to high variability.
- **ITE providers disconnected from workforce signals** - Providers are autonomous with funding incentives disconnected from national and regional workforce needs or impacts of producing unsuitable or under-trained teachers.
- **Nationally-purchased supports are spread thinly** - Supports not available, not suitable or not adopted by all schools and teachers and are spread across national, regional and local priorities. Limited ability to moderate content and quality, and failing to achieve widespread change impacts in teaching practice.
- **Lack of feedback on impact of teacher education programmes** – Lack of monitoring or evaluation of ITE, and most government-funded PLD means we have little insight whether they are fulfilling expectations. We also lack feedback needed to make changes to programmes that will drive improved teaching and learning practice and increased equity and excellence.
- **Soft incentives for ongoing development** - Salaries are standardised in teacher collective agreements. Pay rises based on satisfactory annual performance and gaining management responsibilities. Professional standards are undifferentiated, and professional growth cycle locally interpreted.
- **There is not a recognised teacher career pathway** - Pathways and criteria to enter leadership, expert or specialist teacher roles are unclear. Nationally prescribed roles overlap and most roles appointed within schools. Lack of tailored development opportunities before and after taking advanced role.
- **Structural barriers to collaboration** - Multiple agencies and providers, and 2500 kura|schools designed to function independently, limits spread of knowledge, skills and encouragement of continuous improvement.

### 4. On the ground these issues can mean

- Not enough people with valued curriculum expertise become teachers (te reo Māori, tikanga Māori, Pacific languages, maths) to fill regional and national demand.
- Beginner teachers graduate with gaps in foundational knowledge and skills needed for effective teaching practice with diverse learners.
- Local pockets of professional culture drive ongoing development and practice of teachers and leaders. May be innovative and high quality or perpetuate learner inequities.
- Ineffective or harmful teaching practice difficult to disrupt as kura|schools and teachers can choose not to engage with external challenge to improve or update teaching practice.
- Challenging to identify, curate and spread promising, emergent teaching practice that should be adapted by teachers across the system.

# Future of kura|school teacher education

## 3. Impact of upcoming work





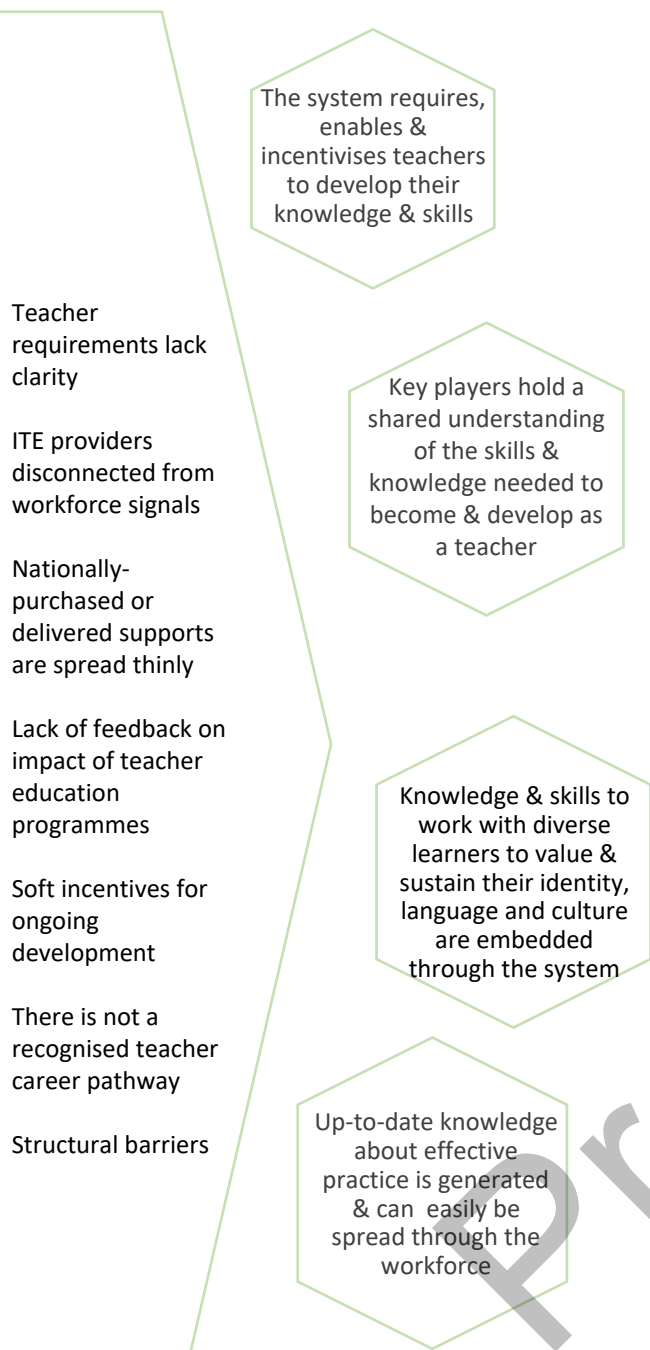
A more fundamental rethink – the next two pages explore more fundamental options intended to influence underlying issues. This could mean for example shifting roles and functions within the system, changing funding mechanisms or delivery models, creating different teacher roles, legislating changes or shifting where investment is focused.

Five options – 5 options are sketched out to aid a discussion. For the purpose of this note the options are limited to teacher education for kura|schools. A full analysis has not been undertaken in the preparation of this note. No single change would deliver on all objectives or address all underlying issues.

Each or a combination of options would have broader system implications, including on the balance of supply with demand for teachers overall and for early learning and tertiary education.

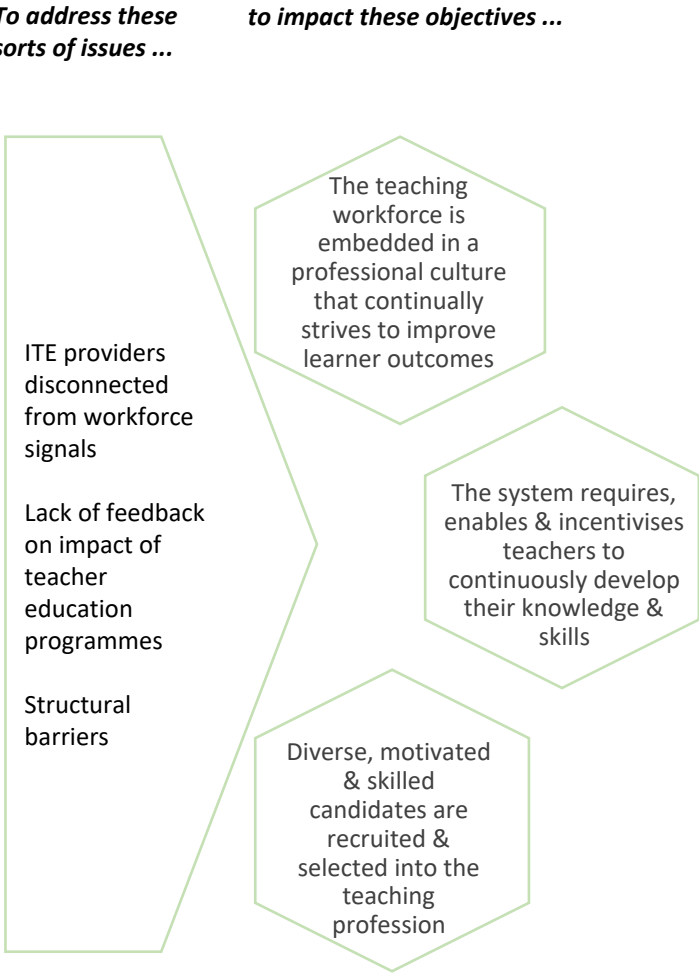
To address these sorts of issues ...

to impact these objectives...



consider these sorts of options...

<p><b>Option A. Create a teacher workforce development body -similar to the six Workforce Development Councils created in RoVE to provide leadership across the vocational education system.</b></p> <p>The body would potentially assess teacher workforce needs, set and accredit ITE qualifications, advise TEC on investment, set requirements for beginning and ongoing teacher education, create differentiated standards for teaching, leadership and principal roles and advise on prioritisation of funding for beginning and ongoing career development. The body could have iwi and employer representation.</p> <p>Broad implications include: moving functions and creating governance of a new body or making changes to the Teaching Council, changes to functions of Te Mahau &amp; MOE, changing legislation and financial implications.</p>	<p><b>Advantages</b> – ensure iwi and industry have decision-making rights so that teacher education provision is more responsive to workforce needs; changes to curriculum and practicum consistency; could coordinate quality control of initial and ongoing teacher development; strengthen accountability mechanisms and feedback loops</p>	<p><b>Disadvantages</b> – doesn’t address some known teacher education issues e.g. beginning teacher induction. This may still be lightly guided, left to chance and or not be aligned or targeted sufficiently well. Potential for overlap of functions between agencies</p>
<p><b>Option B. Form a single, or networked, institute of education - similar to Singapore’s university based National Institute of Education (NIE). NIE provides university based teacher education programmes, in partnership with Singapore’s Ministry of Education and schools to develop teachers grounded in theory and practise.</b></p> <p>A single institute could prepare and select teachers and leaders. It would provide the ITE programmes grounded in theory and practise, and become the national centre for teachers as learners (e.g. as students, during induction, ongoing professional learning, and for career development), and for research and innovation. A single institute appaorch would need to be designed in a way that enables Māori medium ITE to maintain local context and connections to iwi and hāpu.</p> <p>Broad implications include: creating an institute in some form, changing legislation, new funding model/s, implications for current PLD arrangements, changes to functions of Te Mahau &amp; MOE, changes for partner school and mentor teacher expectations. An institute would need a number of campuses across the regions to ensure national coverage.</p>	<p><b>Advantages</b> - enable oversight of design, content and delivery of ITE and ongoing professional learning to lead to more consistent outcomes; easier for the Government and/or employers to engage and ensure alignment with system priorities; potential to strengthen accountability mechanisms and feedback loops; new funding model/s could remove quantity-over-quality emphasis and enhance purchasing power</p>	<p><b>Disadvantages</b> - a single institute may lack of innovation due to monopoly provision; significant transition costs in establishment, potential for overlap of functions and roles</p>
<p><b>Option C. Create a distinct career pathway, with a next step to create expert teacher roles (ETR) - similar to career pathways and expert roles in Australia, Ontario and Singapore.</b></p> <p>As a next step:</p> <ul style="list-style-type: none"><li>- Either create several tiers of ETR with specific roles and responsibilities designed to respond to current and future system needs, structured hierarchically in recognition of experience, skills, knowledge, and competences</li><li>- Or merge existing specialist roles into one ETR, with multiple specialist/focus categories to cover areas of need. These could be: - Teaching and Learning, Curriculum and Assessment, and Networking, Mentoring, and Coaching</li></ul> <p>Broad implications include: employment issues, level of investment, funding models including allowances and time, future of Kahui Ako, relationship to other professional learning opportunities, resource teacher, curriculum and leadership roles and services of Te Mahau.</p>	<p><b>Advantages</b> - focuses on building collective teacher efficacy system-wide within a range of contexts, evolves current roles, delivers a career pathway. Can complement support development of Te Mahau.</p>	<p><b>Disadvantages</b> – won’t address perceptions about roles benefiting a small number of teachers or comparisons to longer established management roles and hierarchies or relationship. If done in isolation will be seen as piecemeal change.</p>



<p><b>Option D. Schools employ student teachers - similar to provider/employer/apprentice arrangements</b></p> <p>Kura schools would employ student teachers for all or part of the time while they gain their qualification. This would give employers a direct role in recruiting students, providers continue to deliver the programmes. Schools could employ student teachers over and above their staffing entitlement in a non-teaching role, such as a teacher aide or support staff member or as a student teacher.</p> <p>Broad implications include: employment status and access to student support &amp; loans or wage, post study employment decisions, limits on student numbers, may impact length of study and therefore supply, changes to host school and mentor teacher expectations, relationship to staff entitlement and operational grant.</p>	<p><b>Advantages</b> – would enable schools to invest time and expertise in supporting student teachers; potential to reduce 'practice-shock' post-graduation by immersing student teachers in the day-to-day school experience; could potentially become a demand-signalling mechanism for ITE providers and students, opportunity to influence matching trainees to areas of demand (if having a trainee is a benefit make sure those who have most to gain have access to trainees)</p>	<p><b>Disadvantages</b> – not all schools could participate, variable experience could lead to inconsistencies in graduates' knowledge, skills, and capabilities, possible implications for status/attractiveness' of teaching qualifications and profession in long run; trainees may get more limited experience with a range of ākonga and be less ready to teach in different contexts</p>
<p><b>Option E. Beginning teachers are part of a graduate programme and changes to employment of beginning teachers – similar to public service graduate programmes or Singapore's two-year induction program led by the Academy of Singapore Teachers</b></p> <p>Beginning teachers would be part of a graduate programme, employed centrally (or by a hub school), and deployed locally. A structure and tailored development and learning programme could address gaps and confidence.</p> <p>Broad implications include: need to consider employment status, changes to host school and mentor teacher expectations, funding models including existing allowances and time.</p>	<p><b>Advantages</b> – enable oversight of content and delivery of induction, content and delivery can be tailored to match individual needs/gaps, potential to address concerns about fixed term employment of beginning teachers</p>	<p><b>Disadvantages</b> – challenging to allocate graduates to need, decisions rights likely contested, will work best when supply and demand are reasonably well matched, less well in times of oversupply</p>

Annex 2: PROPOSED WORK PROGRAMME: TEACHER | KAIAKO EDUCATION - TRAINING AND ONGOING DEVELOPMENT

Note: Discussions with Ministers on this work programme focused on teachers in mainstream English-medium schooling. As the work progresses, we will need to ensure it deliberately incorporates objectives and implications for Māori medium/Kaupapa Māori and early learning systems. This will include aligning with the current Māori medium/Kaupapa Māori medium work programme and consideration of the degree of separation or integration of system infrastructure for the Māori medium and English medium education pathways.

WORKSTREAM 1: ENTRY, TRAINING AND DEPLOYMENT OF NEW TEACHERS – Includes mentoring and induction		
<b>Objectives:</b> <ul style="list-style-type: none"><li>The system better retains talent, as well as <u>enables</u> and requires teachers to continuously develop their knowledge &amp; skills</li><li>The knowledge &amp; skills to work with diverse learners to value &amp; sustain their identity, language &amp; culture are embedded through the system</li><li>Diverse, motivated &amp; skilled candidates are recruited &amp; selected into the teaching profession to meet system needs</li></ul>		
<b>1.1 Rethinking early teacher education</b> <p>We discussed the following concepts with Ministers:</p> <ul style="list-style-type: none"><li><i>schools employ student or beginning teachers in non-teaching roles-similar to provider/employer/apprentice arrangements</i></li><li><i>staffing entitlement being differentiated for trainee and/or beginner teacher positions versus those for fully certificated teachers</i></li><li><i>support for entering workforce and beginning teachers are part of a graduate programme</i></li></ul> <div><b>Interim outcomes</b><p><i>Initial teacher education (ITE) graduates have the foundational knowledge &amp; skills they need to be able to teach</i></p><p><i>Beginning teachers are well supported to develop their practice through to full certification</i></p></div>	<b>Scope of this workstream</b> <p>Explore ways to:</p> <ul style="list-style-type: none"><li>strengthen in-school work-integrated components of ITE and/or mentoring and induction potentially including:<ul style="list-style-type: none"><li>lower teaching workloads for associates, mentors, and beginner teachers</li><li>improved training and remuneration of associates and mentors</li><li>longer periods (6-12 months minimum) of practise-based learning under the direct supervision of an experienced teacher</li><li>new induction and mentoring arrangements for overseas trained teachers to ensure these teachers are well equipped to teach in the New Zealand context</li></ul></li><li>support ITE graduates to enter a first teaching job in areas where they are most needed and that provide culturally appropriate, well-supported mentoring and induction</li><li>create a structured and/or centralised component to mentoring and induction to increase quality and consistency of programmes. This could include more formal cross-school communities of professional development for new teachers</li></ul>	<b>Next Steps</b> <p><b>Work underway</b> 9(2)(j)</p> <p></p> <p></p> <p><b>Beginning Teacher Supports</b> (Lead: Te Tāhuhu - Te Puna Ohumahi Mātauranga)</p> <ul style="list-style-type: none"><li>Review of the Voluntary Bonding Scheme, National Beginning Teacher Induction Grant, and Beginner Teacher Vacancy Support.</li><li>Continue the Māori Education Workforce Support Package for Teachers and implement the Māori medium Beginning Teachers Retention Programme.</li></ul> <p><b>New work to be commissioned</b> <b>Advice on employment &amp; induction and mentoring</b> (Lead: Te Tāhuhu - Te Puna Kaupapahere)</p> <p>Develop advice on:</p> <ul style="list-style-type: none"><li>more centrally managed and/or supported employment for beginning teachers</li><li>national graduate programme for beginning teachers</li><li>improving capacity and capability of schools to provide quality mentoring and induction</li><li>developing regional and local cross-school communities for mentoring and induction.</li></ul>

<b>1.2 Recruiting a diverse and skilled workforce</b>	<p>Explore options to better align workforce needs with training provision and recruitment and selection of teaching candidates into ITE. This could involve:</p> <ul style="list-style-type: none"><li>• alternative or additional mechanisms for selecting candidates into training that provide feedback about valued dispositions and backgrounds (e.g. Pacific)</li><li>• recruitment and entry to teacher training being linked to local, regional and system needs and potentially employment in a particular school or network of schools</li><li>• more active government purchasing of training programmes to:<ul style="list-style-type: none"><li>• meet workforce needs, including bespoke ITE needed for Māori medium and Pacific language medium settings</li><li>• increase provision of alternative ITE pathways and targeted intensive support to increase attractiveness of ITE to diverse candidates including career changers, and those without a level 7 qualification</li></ul></li></ul>	<p><b><u>Work underway</u></b> <b>Scholarships</b> (Lead: Te Tāhuhu - Te Puna Ohumahi Mātauranga)</p> <p>Review of scholarships programme.</p> <p><b>Bespoke ITE</b> (Lead: Te Tāhuhu - Te Puna Kaupapahere)</p> <p>Develop advice on commissioning bespoke ITE for Māori medium and Pacific bilingual medium.</p> <p><b><u>New work to be commissioned</u></b> <b>Alternative pathways</b> (Lead: Te Tāhuhu - Te Puna Kaupapahere)</p> <p>Develop advice on:</p> <ul style="list-style-type: none"><li>• changes to funding and regulatory settings to support the expansion of employment-based ITE programmes</li><li>• additional mechanisms for recruiting candidates to te reo Māori initial teacher education pathways.</li><li>• a strategic approach to commissioning bespoke ITE programmes and attracting, recruiting and supporting diverse candidates with valued dispositions, skills and knowledge through ITE and into teaching.</li></ul>
---	---	--

**WORKSTREAM 2: ONGOING TEACHER DEVELOPMENT** – includes professional learning and development and career progression

### Objectives:

- The system incentivises teachers to continuously develop their knowledge & skills
- The teaching workforce is embedded in a professional culture that continually strives to improve learner outcomes
- Up-to-date knowledge about effective practice is generated & can easily be spread through the workforce

s9(2)(f)(iv)

## Interim outcomes

*Leaders and experts have clear supported pathways and opportunities to develop & refresh knowledge & skills*

s9(2)(f)(iv)

## Next steps

## Work underway

### Improvements to Kahui ako

Accord report on improvements to Kahui ako (due July 2022).

**Review of expert and specialist teachers (Lead: Te Tāhuhu  
- Te Puna Kaupapahere)**

Review of existing specialist and expert teacher roles which have been developed incrementally and ad hoc. Includes resource teachers, Kahui Ako expert teacher roles, ACETs and SCT teachers.

The next steps include:

- producing a single, high level system design for expert, specialist and advisor teacher roles (in the context of Te Mahau and other teacher development supports) and
- completing the Accord report on improvements to Kahui Ako (due July 2022).

**Related actions identified in the Literacy & Communication and Maths Strategy and Hei Raukura Mō te Mokopuna (lead: Te Mahau - Te Poutāhū)**

The review of expert and specialist teachers mention above links to the following Action Plan items:

- Provide national literacy & communication and mathematics leadership in Te Poutāhū, supported by an advisory group which provides stewardship across the system to embed and evolve the common practice model;
- Enhance workforce planning to build in-school/service literacy & communication and maths curriculum leadership roles;
- Review and strengthen the role and functions of Resource Teachers of Literacy and develop a maths specialist workforce with expertise in delivering support to learners who need it, including neurodivergent learners;
- Establish specific specialist te reo matatini, pāngarau and aromatawai workforce with the expertise required to support accelerated practices for ākonga and curriculum leadership.



<h2>2.2 Professional Learning and Development</h2> <div> <p><b>Interim outcomes</b></p> <p><i>Experienced teachers are supported to regularly expand &amp; advance their knowledge &amp; skills</i></p> </div>	<p>Explore ways to:</p> <ul style="list-style-type: none"> <li>ensure PLD purchased with government funding is high quality, fit for purpose and promotes or is consistent with evidenced-based best practice (may involve stronger and more comprehensive quality assurance mechanisms)</li> <li>ensure a significant portion of investment in PLD is focused on key strategic priorities for teacher capability (i.e. literacy and maths, culturally sustaining and inclusive teaching and learning) – may include options for being more directive about what PLD teachers and kaiako access</li> <li>ensure kaiako and teachers, kura and schools to access PLD that meets their professional learning needs</li> <li>ensure greater accessibility for quality PLD targeting high impact teaching practices across schooling sectors and contexts.</li> </ul>	<p><b>Work underway</b></p> <p><b><i>Refresh of PLD</i></b> (Lead: Te Mahau - Te Poutāhū)</p> <p>Improving the service delivery model for PLD including being more flexible and digitally-forward. Improving evaluation and feedback loops. Considering the sufficiency of current investment levels, and options for reprioritising to support upcoming curriculum and assessment changes.</p>
<h2>2.3 Leadership support</h2> <div> <p><b>Interim outcomes</b></p> <p><i>Principals have clear supported pathways and opportunities to develop &amp; refresh knowledge &amp; skills</i></p> </div>	<p>Explore ways to ensure principals tumuaki (and others in organisation leadership roles, e.g. APs/DPs) develop the skills and knowledge needed to create a collaborative professional culture that strengthens collective teacher efficacy in their schools and kura.</p> <p>This could involve:</p> <ul style="list-style-type: none"> <li>setting capability or qualification requirements to be met before entering a principal role</li> <li>creating increased opportunities and expectations for principals to participate in PLD and receive expert advice (including opportunities to build cultural responsiveness, including knowledge of te reo Māori, tikanga and local mātauranga),</li> <li>strengthening principals' capability and capacity for their role in the design and delivery of teacher education (in/across-school and externally provided, eg ITE and PLD) including ensuring that teachers/kaiako have essential skills and knowledge needed to work with diverse learners and their whānau to value and sustain their identity, language and culture.</li> <li>looking at ways to ensure leadership better reflects the identity, language and culture of the student/whānau population</li> </ul>	<p><b>Work underway</b></p> <p><b><i>Principal Eligibility criteria</i></b> (Te Puna Ohumahi Mātauranga)</p> <p>Setting eligibility criteria to be met before entering a principal role as per the Education and Training Act 2020 provision</p> <p><b><i>PLD</i></b> (lead: Te Mahau - Te Poutāhū)</p> <p>Working with the sector, and building upon the NZPF draft Principal PLD Framework: Raranga Tira, to develop professional development opportunities for principals and aspiring principals (including aligning leadership PLD to principal eligibility criteria).</p> <p><b><i>Leadership Supports</i></b> (Te Mahau)</p> <p>Providing additional management and leadership advice, including Leadership Advisors, to support school kura principals tumuaki and grow their capability (as per new investment in Budget 2022).</p>

<b>WORKSTREAM 3: INTERVENTIONS THAT CUT ACROSS THE WHOLE TEACHER EDUCATION PATHWAY</b> – initial teacher education (ITE), mentoring and induction and professional development <b>Objectives:</b> <ul style="list-style-type: none"> <li>Up-to-date knowledge about effective practice is generated &amp; can easily be spread through the workforce</li> <li>Key players hold a shared understanding of the skills &amp; knowledge needed to become &amp; develop as a teacher</li> <li>All players hold a shared understanding of the skills, knowledge and attributes needed to become &amp; develop as a teacher</li> <li>Knowledge &amp; skills to work with diverse learners to value &amp; sustain their identity, language &amp; culture are embedded through the system</li> <li>The system requires teachers to continuously develop their knowledge &amp; skills</li> </ul>		
<b>3.1 Collaboration and integration of providers</b>  <i>We discussed with Ministers the concept of: creating a Centre of Teaching and Learning Excellence - similar to a Centre of Vocational Excellence in RoVE.</i>	<b>Scope of the workstream</b> <ul style="list-style-type: none"> <li>facilitate greater collaboration and consistency between ITE providers (and PLD providers AND Te Mahau supports) in designing and delivering teacher education</li> <li>spread up-to-date knowledge about effective teaching and learning practice across the teacher education provider sector and facilitate adoption into programme design and delivery</li> <li>spread indigenous knowledge about teaching and learning to kaiako in Māori medium through all components of the teacher education pathway</li> <li>build system knowledge and leadership, and support coherence across the Māori-medium system</li> <li>more closely align and connect key components of teacher education across the pathway.</li> </ul>	<b>Next steps</b>  <u>Work underway</u> <b>Common practice models</b> (Lead: Te Mahau - Te Poutāhū) Design and implement the agreed Literacy & Communication and Maths Common practice models - teacher education providers will be required to prepare trainee teachers to use the common practice models and to deliver PLD that is aligned to the common practice model.
<b>3.2 Defining the skills, knowledge and attributes needed for teaching</b>  <i>We discussed with Ministers the concept of: creating a teacher workforce development body -similar to the Workforce Development Councils created in RoVE to provide leadership across the vocational education system.</i>	Explore options, including structural and/or legislative, that will enable: <ul style="list-style-type: none"> <li>a stronger and more unified employer voice to feed into investment, development and delivery of ITE, mentoring and induction and PLD</li> <li>a stronger voice for whānau, iwi and communities, kura kaupapa Māori, kura ā-iwi and kura motuhake to feed into the investment, development and delivery of ITE, mentoring and induction and PLD</li> </ul>	<u>New work to be commissioned</u> <b>Policy advice</b> (Lead: Te Tāhuhu - Te Puna Kaupapahere)  Provide advice on potential options (including structural and/or legislative changes such as creating a workforce development body) which could include: <ul style="list-style-type: none"> <li>developing and maintaining a strategic view of the kaiako teacher skills required now and, in the future,</li> <li>facilitating input from employers and other stakeholders into the investment, development and delivery of teacher education along the teacher education pathway (i.e. initial and beginning teacher education, and ongoing professional teacher learning and education)</li> <li>undertaking workforce planning, including setting standards for qualifications.</li> <li>developing effective feedback loops between stakeholders at all stages of teacher training and development.</li> </ul>