



Briefing Note: NZEI & NAMSA Conference – Initial teacher education

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	19 April 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1256150
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Messaging seen by Communications team:	Yes	Round Robin:	No

Purpose of paper

- You have agreed to address NZEI Te Riu Roa and the Normal and Model School Association (NAMSA) at their conference on Thursday 22 April, to be held at the Naumi Hotel.
- The purpose of the conference is to discuss the current model of initial teacher education (ITE) and the role of the profession in supporting ITE.
- You will be delivering a 5-10 minute speech on ITE followed by a 10-15 minute Q&A session. This paper provides you with background information for the event and talking points for possible topics of discussion.
- A draft speech on ITE is attached as Annex 1.

Proactive Release

Agree that this Briefing will be proactively released following the conference.

☒ Agree ☐ Disagree

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19/04/2021

Jan Tinetti

Hon Jan Tinetti
Associate Minister of Education

26/4/2021

Background

Event information

1. The NZEI and NAMSA are holding a two-day event focused on ITE. You will be attending the first day of the event, to address the attendees and hold a Q&A session.
2. The list of key organisations in attendance at this event includes:
 - NZEI Te Riu Roa, (event host)
 - Normal and Model Schools Association (NAMSA), (event host)
 - New Zealand Principals' Federation (NZPF)
 - Te Akatea Māori Principals Association
 - New Zealand Pasifika Principals' Association
 - Post Primary Teachers' Association Te Wehengarua (PPTA)
 - Special Schools Association
 - Teaching Council of Aotearoa New Zealand
 - The Council of Deans of Education.
3. Representatives from three ITE providers will also be in attendance:
 - Dr Fiona Ell, Head of ITE, University of Auckland
 - Dr Hiria McRae, Senior lecturer, Victoria University
 - Rosina Merry, Director Teaching and Learning, Te Rito Maioha.

NZEI Te Riu Roa

4. NZEI has raised concerns about the current ITE model. Particular concerns include the amount of time spent in training, the connection between teacher education and practice, and the support available to student teachers.
5. NZEI has indicated that discussion on the day will focus on building the foundations of a profession-led response to ITE that ensures new teachers are well placed to meet the needs of learners. As part of this, discussions will help to establish how the profession can support the Teaching Council in strengthening the quality of ITE.

NAMSA

6. NAMSA, established in 1876, represents 29 Normal and Model schools across the country. These schools have a specific focus on teacher training and work closely with ITE providers.
7. NAMSA has previously expressed an interest in supporting work around increasing the number of Normal and Model schools; ensuring the Teaching Council's new requirements for ITE achieve the aim of strengthening ITE and the partnerships between ITE providers and schools; and developing a school-led ITE model.

Teaching Council

8. The Teaching Council will also be addressing this event.
9. The Teaching Council is the independent legislative body responsible for setting the standards for ITE and approving ITE programmes for delivery. In 2019, the Council released new requirements for ITE programmes with the intention of ensuring all

programmes adequately prepare their graduates to teach, right from the start of their careers.

10. All programmes must be approved under the new requirements by the start of 2022.
11. To support ITE providers to meet the new requirements, the Government has increased the rate of funding for all ITE programmes.
12. The increase in funding has taken place in two steps. From 1 January 2020, all degree level ITE courses received an additional \$602 per equivalent full-time student (EFTS). Providers will receive a further increase of \$461 per degree level EFTS, on 1 January 2022.

Talking points to support Q&A session

This section provides talking points for possible topics of discussion for a Q&A session following your speech.

Initial teacher education (ITE) – Background and Q&As

13. As noted above, the Teaching Council released new requirements for ITE programmes in 2019. Key changes include:
 - a. the expectation for ITE programmes to prepare graduates to meet the Standards for the Teaching Profession (in a supported environment);
 - b. an increase to the minimum length of practicum placements;
 - c. strengthened expectations for ITE providers to partner with early learning services, schools and kura, in the design and delivery of ITE programmes.
14. Government supported the new requirements with an increase to the funding provided for ITE programmes.

Q: How will you ensure that ITE programmes provide quality practical experience for student teachers?

- The new requirements increase the length of practicum placements and strengthen the expectation for these experiences to provide high-quality learning opportunities.
- ITE providers are also expected to develop stronger partnerships with early learning services, schools and kura.
- These changes are intended to better connect student teachers' theoretical knowledge and understanding with the daily practice of teachers.
- Schools and centres have a key role in working with ITE providers to support student teachers on their practicum placement.
- I encourage an open discussion, with all those involved, on how we can work together to improve the practical experience in ITE programmes.

Q: Is the length of ITE programmes sufficient to cover the knowledge and skills that qualified teachers are required to have?

- The amount of time in training is something we should consider, particularly for prospective primary teachers. Primary teachers are expected to teach the full curriculum and must have a good understanding across all the curriculum learning areas.
- A significant proportion of primary ITE students (approximately one-third of all primary ITE students in any given year) only have one year of study to develop their general teaching practice as well as their understanding of and ability to teach the breadth and depth of the curriculum.
- I welcome the opportunity to discuss the structure of ITE programmes and how we can ensure ITE students graduate with adequate curriculum and pedagogical knowledge, and practical teaching skills.

Q: What is the government doing to ensure beginning teachers are well prepared to teach?

- The Teaching Council is the independent statutory body responsible for setting the standards for ITE programmes.
- As you know, the Council released new requirements for ITE programmes in 2019 with the intention of ensuring all graduates are well prepared to teach.
- The Government has increased the rate of funding for all ITE programmes, to support ITE providers to meet the new and strengthened requirements.
- If there are concerns about graduate teachers' training, I encourage you to discuss these with ITE providers and the Teaching Council.

School Entry Kete (SEK) – Background and Q&As

15. The approach taken by the School Entry Kete (SEK) project is co design. This means keeping end users at the centre of the development. The people who know most about what they need are teachers.
16. The SEK supports teachers to 'notice, recognise and respond' using New Zealand research-based tools, with the ability to share information using consistent approaches.
17. The SEK takes a strengths-based approach that integrates information about what learners can do and supports teachers to identify next learning steps in important foundational areas.

Q: Why is the ministry developing a new school entry kete?

- The impetus is the Learning Support Action Plan; *'to have a consistent set of tools to establish a baseline at school entry'* (p29).
- By having better information about learners early in their education journey, teachers, schools and wider community support can better support learners with next learning steps. This includes earlier identification of learning support when indicated.

Q: Who has been involved in its development?

- The project is led from the Ministry. The central partnership is with users represented in a co-design group made up mainly teachers and principals and attended by NZEI and NZPF representatives.
- The project team works with a wide range of researchers and practitioners including Māori and Pasifika, Learning Support, RTLB Māori, health and social and emotional wellbeing.

Q: Will this mean more testing for teachers and learners?

- No. Teachers are already undertaking a large range of assessments at school entry, with varying quality. SEK will incorporate the best of assessments that already exist and develop high quality tools where there are gaps. We expect this to reduce the load on teachers and increase effectiveness.
- The move to a digital environment reduces manual processes and double and triple entry of assessment information, offering greater potential for timely and efficient support for teachers e.g. the oral language assessment is recorded in real-time. When uploaded transcription and analysis is processed for the teacher therefore giving them more time for teaching.

Q: Will there be professional development support for this initiative?

- Yes. There is already professional development support and guidance accompanying the trialling of each of the SEK tools. Further development of training and support will be informed by trial participants.

Q: When will the kete be available to schools?

- Each component tool is undergoing rigorous trialling with representative groups of schools, as well continuous co design of the overall kete. Projections are that piloting of the whole tool would commence at the beginning of 2023.

Q: Do the SEK tools align with the Learning Progressions frameworks and other ministry tools used further up the school?

- Yes. All tool development needs to dovetail to progressions frameworks for the various learning areas to ensure a smooth and coherent learning pathway. It also reinforces collaborative inquiry processes, and the centrality of learner's cultural and linguistic identity, whānau and wellbeing.

Q: Would it be compulsory to use it?

- The intention is for all schools to have access to the tools. There have been no decisions made regarding compulsion.

Q: What about Maori-medium?

- Significant amount of work is being undertaken in learning area progressions for Maori-medium. The development of the SEK for Maori-medium is dependent on the completion of this work.

Alternative education redesign – Background and Q&As

18. Priority 6 of the Learning Support Action Plan (LSAP) is to *improve education for learners at-risk of disengagement*. We have made some progress towards this priority through work in 2019 on the redesign of alternative education (at-risk provision), including Cabinet's agreement to the direction of travel, and support from the sector for the proposed ideal future state [CAB-19-MIN-0487 refers]. However, the redesign was disrupted in 2020 by COVID-19.
19. Budget 2020 provided short-term COVID-19 response funding of \$31.2m to support ākonga at-risk of disengagement.
20. 9(2)(f)(iv)
[REDACTED]
21. You are receiving advice next week on the Alternative Education Redesign, including a proposed timeline for implementation.

Q: What types of provision are included in the Alternative Education redesign?

- When I use the term alternative education, I am describing the settings that provide students with intensive supports to re-engage and transition to their local school, or to further education, training or employment. These include: Alternative Education, Activity Centres and the at-risk gateways for Te Kura.
- Te Kura provides support through its big picture programme and Te Kura 400, in Auckland. The Big Picture programme provides face-to-face learning opportunities and pastoral support to a small group of Te Kura's most at risk students. Total spend for 2019 was \$0.6 million.
- Te Kura 400 is a COVID-19 response of short-term intensive provision for 14-19 year olds in Auckland who had disengaged from school or had left education, to support them to reengage and attain NCEA goals, based on Te Kura Big Picture. It provided 400 places at a cost of \$2.2m for term 4, 2020 and term 1, 2021.
- Ākonga engaged in Te Kura 400 are currently transitioning onto further education, training or employment with the programme coming to completion at the end of term 1, 2021.

Q: What stage are we at in the redesign for alternative education and when can we expect to see change happen?

- We have made some progress towards the of alternative education (at-risk provision), including Cabinet's agreement to the direction of travel, and support from the sector for the proposed ideal future state.
- However, the redesign was disrupted in 2020 by COVID-19. To address the disruption, Budget 2020 provided short-term COVID-19 response funding of \$31.2m to support ākonga at-risk of disengagement. The seven initiatives were selected to meet the immediate COVID-19 related needs of ākonga and were informed by best evidence from previous work on the redesign.

Q: What are your priorities for the Alternative Education redesign?

- I want to build on the work done on the redesign to date. I have three core priority areas I want to focus on first from the ideal future state agreed in 2019. These include:
 - improving the referrals processes;
 - review of the funding model for secondary school at-risk provision; and
 - to extend at-risk provision into primary school.
- I am expecting the Ministry to provide me with advice on options for making improvements in these three areas over the next few of months.

Annexes

Annex 1: Speech notes to support address at ITE conference, 22 April 2021

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