

3 June 2022

Consultation on Teaching Council Strategic Plan 2022-2027

We are pleased to provide comment to the Teaching Council on their Strategic Plan 202-2027

About Te Rito Maioha Early Childhood New Zealand

Te Rito Maioha Early Childhood New Zealand (ECNZ) is an Incorporated Society of members committed to high quality early childhood education for every child. Established in 1963, the organisation is an influential leader in shaping today's early childhood sector through advocacy, policy, tertiary education qualifications and professional development programmes.

We advocate for early childhood education services and the teachers|kaiako who provide education to thousands of infants, toddlers, and children|tamariki. Our members are drawn from a diverse range of community-based, privately-owned, kindergarten and homebased early childhood education services.

Te Rito Maioha is also a registered Private Training Establishment (PTE) with the highest Category One rating for a tertiary provider. We are accredited and approved by New Zealand Qualifications Authority (NZQA) to deliver a range of undergraduate, graduate, and postgraduate qualifications (levels 4-9), including specialist teacher|kaiako education, both nationally and internationally.

We are committed to achieving high-quality teaching and learning by:

- increasing teachers' |kaiako knowledge of Te Tiriti o Waitangi and Aotearoa New Zealand's dual cultural heritage;
- providing access to online blended delivery of undergraduate, graduate, and postgraduate tertiary education programmes leading to recognised and approved qualifications;
- promoting quality teaching and leadership through ongoing professional learning and development programmes;
- providing a range of unique resources and services to our members.

General comments

We commend the Teaching Council on the work completed to date including the new requirements for ITE programmes and the streamlined registration process including moving online.

We submit that there is more to do around the pathways for enrolment in initial teacher education and registration for speakers of Pacific languages.

We agree that teachers | kaiako need to be more actively engaged and committed in their professional organisation. This has recently come to the fore in teachers' lack of understanding of what the Teaching Council does for them when the consultation on Fees and Levies was carried out earlier this year.

We would highly recommend that there is visible alignment of the Teaching Council Strategy with the Education Workforce Strategy – yet to be finalised. It is critical that the vision for the teaching profession supports “Shaping a stronger education system with New Zealanders” and more particularly gazetted objective “Quality teaching and leadership”. The line of sight to ensure the teaching workforce is “capable, supported, valued and connected” is critical so every learner and their whānau are at the

centre of education and quality education is consistently delivered. A visual diagram within the Teaching Council Strategy to the Education Strategies might be useful.

Proposed priority actions, activities and outcomes

Strengthen and promote a self-managing profession

We agree with the changes made to the activities under the action ‘promote collective responsibility for our diverse tamariki/rangatahi/whānau’. In relation to the best practice resources (activity 2), we request that these resources include those specifically targeted to the early learning sector. And, as said earlier, we support the development of pathways for Pacific language teachers /kaiako. We are excited to hear about the proposed scope of practice work that would acknowledge kaiako with specialist skill sets including languages or cultural practices. We request that the Teaching Council continues to talk with the sector as this work progresses.

Build professional awareness, participation, and capability

We agree that it is important the kaiako are up to date with the latest thinking in teaching best practice and are pleased to see that kaiako wellbeing has been added to this. In addition, we are pleased to see the recently graduated teachers will be better supported in their first two years.

The review of the Code and Standards will be large piece of work. We ask if there is a timeframe for the review and how the sector will be involved? Any revised Code will then need a strong implementation plan to ensure all teachers and professional leaders are well educated.

Enable leadership within a coherent, high-performing education system

While we support the new activity to strengthen the teaching profession’s understanding of the role mana plays in teaching and leadership, we ask what will it consist of and how will it be carried out? What partnerships will be enabled to ensure this is supported and delivered to a consistent quality?

Speak with, speak out and speak up for the profession

The action to ‘build confidence of the profession in the value we deliver to members’ has risen to prominence over the past 3 months as many teachers are not clear on what the Teaching Council does for them apart from registration and disciplinary hearings. The Teaching Council needs to be more proactive with their value proposition and finding new ways to get their messages across to members. We ask could Hapori Mamatū | Online Community be used for this purpose?

This is crucial so the Teaching Council stays current with opinions and feelings in the profession. The Teaching Council needs to be able to represent the voice of kaiako to the Minister of Education and other government agencies.

Enhance our organisation’s effectiveness

There are no specific actions under this priority delivering on being responsive to teacher/kaiako needs.

Make submission to the Teaching Council by 3 June 2022.

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