

Response to recommendations

This paper responds to a series of papers on initial teacher education including;

Education Council: Strategic options for developing future focused orientated initial teacher education

And;

The Deans paper: Redressing balance of power between stakeholders and providers, ensuring that schools have the recognition as partners and employers in ITE.

1. Setting standards for, and assessing graduate outcomes
 - a. The proposed revised set of Graduating Teacher Standards must reflect the voice of the profession.
 - b. The NMSA supports any initiatives to produce greater consistency across ITE providers in meeting the graduating teacher outcomes, and welcome initiatives that provide evidence to employers that these outcomes have been met.
 - c. The Graduating Teachers Standards must reflect the needs of all students, recognise the obligations of graduating teachers under the Treaty of Waitangi and reflect the future focused aspirations of the profession.
 - d. The NMSA are partners in ITE and represent the best interests of the employers, therefore they must be a partner in the proposed revision of the Graduating Teacher Standards.
2. Requirements about design of ITE programmes
 - a. The NMSA supports any initiatives to improve the quality and consistency of practicums for student teachers. There is an opportunity to strengthen the contribution of Normal and Model schools to improve practicum across the sector. NMSA support the development of practicum standards and a code of conduct for associate and/or mentor teachers.
 - b. NMSA does not support a compulsory one year postgraduate teaching qualification without significant evidence that this is an improved pathway. The association supports the continuation of teaching as a stand alone qualification as an option for aspiring teachers. The association supports multiple pathways that are inclusive and support student diversity, as we strive for a rich and diverse profession.
 - c. If the postgraduate teaching qualification is to be the benchmark there should be significant engagement with the sector to ensure that this pathway meets the needs of employers and creates the workforce that the sector requires.
 - d. Consideration must be given as to how any proposal will effect Māori medium and bi-lingual education. The voice of iwi, hapū and whānau should be present in this discussion and ITE design should reflect the aspirations of Māori.

- e. The education of student teachers continues beyond graduation. The importance of high quality mentoring and supervision, particularly in the first two years of teaching, cannot be overstated. NMSA schools have significant experience in these roles and can lead the development of models of practice to ensure consistency across and between school settings.
3. Requirements for entry to ITE programmes
- a. NMSA agrees that there is the potential to strengthen entry requirements into ITE programmes. Any change must encourage diversity in the workforce and provide opportunities for those that may not be able to access ITE programmes due to disadvantage.
 - b. While NMSA in principle supports the idea of tools to support decision making regarding core requirements for entry to programmes (such as a disposition tool), it recognises the risks associated with such tools and their limitations. Any tool that is developed must evolve from local research, reflect the needs of future employers, and reflect the aspirations of Māori.
4. Management of a graduate's pathway to full certification
- a. The NMSA agrees that there is significant variability in practicum and beginning teacher support. NMSA supports the development of professional learning for initial teacher education and PRT support in schools and sees that there is a significant opportunity to reimagine who leads this support across the sector.
 - b. NMSA supports a higher professional profile for associate teachers which should be reflected through an increase in funding or remuneration, recognition as a career pathway and supported by access to further professional qualifications.
 - c. The profession should have a role in supporting the decisions made when a student teacher is poised to graduate and enter the profession, whether this be through a dual sign off, or an agreed standard with evidence available to employers.
 - d. There is an opportunity to develop an employment pathway for graduating teachers through assistant teacher positions shared across a CoL. This has the potential to be beneficial both for employing schools and graduating teachers seeking certification.
 - e. There is an opportunity to develop a clinical pathway to teaching through a situated learning programme that is run in partnership between NMSA and providers.
5. Management of the supply of new graduates
- a. NMSA have a part to play in the improved management of the supply of graduates as employers and stakeholders in ITE through providing stakeholder voice. There must be differentiation between the business decisions of providers and the supply needs of the sector.

- b. There is a crisis in the provision of bilingual teachers and the design of the future focused ITE needs to be flexible enough to respond to this and similar emerging needs in the sector, such as a shortage of relieving staff.
6. Funding of programmes
- a. In considering the funding of ITE programmes NMSA sees that there are wider issues than just the per student funding rates to the ITE. There is an opportunity to consider funding for the entire graduate pathway to full certification to ensure the best quality teachers possible.
 - b. There is an opportunity to consider the status of mentor and associate teachers through their remuneration and to increase the opportunity for associate teachers to become adjunct lecturers; leading student teacher practicum, contributing to curriculum design and student learning.
 - c. There is the potential to place graduating teachers into schools and CoL's as extra staffing before they are fully qualified. This will ensure that students are able to be immersed in teaching practice, be acculturated into the school environment and improve their opportunity for full time employment post graduation.
 - d. There needs to be financial assistance for students from low socio-economic backgrounds and marginalised communities to ensure that teaching is a profession that can be considered by all, regardless of the barriers that may be present. It is essential that the profession represents the diversity of the community.
 - e. The funding per student for ITE appears to be dictating the direction of the ITE programme design, particularly for university providers where the postgraduate rate is higher. NMSA would like the ITE programme design to be developed with the aim of producing the best possible graduates, without the financial motivation of the providers.
7. Management of the network of provision
- a. NMSA asserts that the profession must have a strong voice in the discussion of ITE and the management of the network of provision. As stakeholders in ITE and employers of graduate teachers NMSA should be in a genuine partnership with the Education Council and providers, and part of the continued strategic development of ITE. NMSA have a nationwide perspective devoid of the competition that exists between the universities, and are key stakeholders and the industry voice in ITE.
 - b. NMSA encourage the secondment of sector reps from schools to ensure that the strategic direction of ITE programmes reflects the needs of students, teachers and school leaders across Aotearoa.

The Normal and Model Schools Association propose an additional recommendation:

8. Indigenise and modernise ITE provision across Aotearoa
- a. There is a significant opportunity with the redevelopment of ITE to modernise and indigenise the programmes and pathways available. This is not acknowledged in the Education Council proposal or the Deans' response. ITE should reflect local research

and the New Zealand context with the Treaty of Waitangi at the foundation of all programme development.

- b. The ITE strategic design should acknowledge and serve to strengthen teacher education not only for mainstream schools but kura kaupapa Māori and Māori medium settings. These settings are noticeably absent from previous discussion papers. We need to ensure that all graduates are prepared to teach Māori students and work with whānau in order to reduce the disparity evident in the system.

The NMSA look forward to the opportunity to be part of the redevelopment of ITE. It supports any redesign that will improve the diversity and quality of graduating teachers and encourages the Education Council and Ministry of Education to ensure that this remains the primary focus. Any decisions, including possible reductions in the number of providers, consideration of funding allocations, the number and variety of teacher training pathways and the place of situated learning need to be taken with this in mind. The best teachers, for the best outcomes, for all tamariki.