

Matatū Aotearoa | The Teaching Council

Symposium: Supporting LAT student- teachers on placements

17 April 2024



**Teaching
Council of
Aotearoa
New Zealand**

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Agenda:

- Council introduction
- 1st presenters (Open Polytechnic staff)
- 2nd presenters (Waikato University staff)
- Breakout rooms
- Plenary and summary

Tūranga Whakaako Whai-herenga | Limited Authority to Teach. Who can apply?

- People without teaching qualifications, for temporary teaching positions
- People with specialist skill in a specific subject area
- People with skill that is in short supply in a geographic location
- Applicants for employment-based ITE programmes

3.5 professional experience placement periods:

REQUIREMENT: There must be a minimum of 80 days of professional experience placements for:

- a. 1-year and two-year programmes,*
- b. Field-based ECE programmes, with a minimum of 40 days being away from the home school, kura, centre or chain of centres, and*
- c. Limited Authority to Teach (LATs) on employment-based programmes, with a minimum of 40 days being away from their home school or kura. There must be a minimum of 120 days of professional experience placements for 3-year programmes or longer (excluding those covered by above).*



*"Limited Authority to Teach (LATs) on **employment-based programmes**, with a minimum of 40 days being away from their home school or kura." (p.26)*

Different categories of ITE programmes:

1. **Field-based / School experience** - students spend dedicated days each week immersed in school life – eg. Two days per week over the year
2. **Campus-based** - heavier emphasis on face-to-face experiences with lecturers and other students.
3. **Employment based programmes** - Ako Mātātupu (English medium). Special MoE funding, 100% of students must have LAT, special arrangements with host school.



1st presenters – Open Polytechnic

- **Dr Lynne Brice** - Academic Staff Member, Degree Leader in Initial Teacher Education
- **Nicola Wright** – Programme Delivery Manager for initial teacher education primary and secondary
- **Rowan Gray** – acting Partnership Co-ordinator
- **Kirsten Price** – Academic Staff Member

Three new graduate programmes opened in 2023:

OP7032 Graduate Diploma in Teaching (Secondary Technology Education)

OP7036 Graduate Diploma in Teaching (Secondary Education)

OP7035 Graduate Diploma in Teaching (Primary Education)

- Across these programmes we have been working with five ākonga and their schools who are affected by the second practicum requirements.
- As our first intake/s approach their second practicum, some have paused their study as we and they look for solutions to the challenges

Concerns ākonga:

Significant financial challenges for ākonga – 8 weeks unpaid

“I am really feeling the burden of financial pressure that studying is putting on myself and my family. I've been giving a lot of thought to next year and how my 2nd placement will look and how I can survive financially.”

Concerns - Schools:

The Impact on staffing and continuity of learning

Principals' Response:

“Any time away from the employing school is challenging and difficult to manage in terms of relievers and finances.”

Sector feedback:

Suggestions from the sector

- Ākonga provides evidence that they completely and accurately demonstrate the 15 KTTs as an independent practitioner upon completion of Practicum one, they may be exempt Practicum Placement two.

Ākonga would be required to complete all course work and assessment in Practicum 2 and successfully complete the Culminating Integrative Assessment. The Open Polytechnic will complete a classroom observation visit during this time.

- If Ākonga does not demonstrate full evidence for all KTTs, they may complete the full requirements of the second practicum in the employing LAT school.

Sector Feedback

Further suggestions:

- Ākonga may complete the full requirements of the second practicum in the employing LAT school, with leave (up to 5 days) to visit and observe in other schools within their region.
- Duration of teaching on the LAT may be considered and the time on second practicum practicum is reduced accordingly – i.e. one week reduction for each year of teaching on an LAT or equivalent.
- Having ākonga meet their teaching commitments with release time across the year to complete the practicum requirements: e.g if the ākonga is employed 2 days a week, they may continue to work those two days at the employing school and complete the other days at the practicum school. (the sector is not strongly in favour of this suggestion noting this would be difficult for full-time teachers)

Our recommendations:

That there is a process of whereby Principals apply to [the Teaching Council or the provider] for an alternative pathway as detailed below:

Ākonga completes second practicum in the host school, with release time for 5 days of observations in schools of with different characteristics from the host school, e.g. single sex. The school will undertake to facilitate the release days and placements within alternative schools. The host school will complete three written classroom observations with detailed feedback during the practicum period.



Patai?

Limited Authority to Teach Practicum 2 concerns & recommendations

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2nd presenters – Waikato University

- **Associate Professor Wendy Fox-Turnbull** - Education Associate Dean- Academic
- **Dr Philippa Hunter** (Pip) - Deputy **ADA** with expertise in Social Science Secondary and our OnSITE programme
- **Paul Ashman** - Professional Experience lead- Secondary
- **Dr Wendy Carss** - BTch Leader and lecturer in Literacy
- **Phillipa Cosgriff** – Professional Experience Programme Leader with expertise in primary

Professional Experience for Tūranga Whakaako Whai-herenga LAT Students at Waikato

Wendy Fox-Turnbull, Philippa Hunter, Phillipa Cosgriff, Paul Ashman, Wendy Carss
Division of Education



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Setting the Scene (WF)

- LAT in BTchg (Primary), GradDipTchg/PGDipTchg/ MTchgLn (Primary and Secondary)
- We understand that schools are required to demonstrate (in a regional context) a need for an 'unfillable vacancy', specialist skills or skills in short supply before granting a LAT. This seems fluid at present.
- We have LAT student teachers in Hamilton, the wider Waikato, Auckland, rural North Island, Bay of Plenty, Hawkes Bay and a few in the South Island. Many NET (distance) students hold LAT.
- Evident pressure from principals and schools for student teachers to be granted a LAT (Primary and Secondary).

LAT Impacts on Professional Experience (PH)

Wider Secondary LAT issues: From ITE application to programmes' implementation (2023-2024)

Case (1) 'Not all that it seems'

Qualifications' alignment and LAT holders applying for an ITE programme

Case (2) 'At first opportunity'

Schools quickly secure student teachers as LAT holders

Case (3) "We will put every support into place"

Skills supply through onITE internship, Alternative Entry Pathway and ITE requirements

Professional Experience Programme Variations

Paul and Phillipa



- MOU/ MOA
- **For the Secondary Programme:**
 - Using Professional Growth Cycle documentation from base schools to support Professional Experience requirements.
 - Supporting students in the organisation of second setting placements.
 - Students attending part time over two years

- Levels of pressure when assignments are due
- Financial pressures to finance study
- Expectations to engage in extra-mural activities after school and weekends
- Professional experience placement in a second setting (consistency)
 - Setting
 - Payment
 - Home school expectations

- Knowing the applicants in communities and settings
- Well-supported professional partnerships
- Providing teacher supply in places such as rural areas and settings
- Based in schools and directly applying teaching and learning from ITE programmes

- Full time in LAT positions despite recommending no more than 0.6
- ITE staff responding to a range of LAT issues and circumstances
- LAT holders' workload demands have the potential to compromise ITE programmes
- Limited observation of a range of teachers' practices
- Mentoring experienced by LAT holders
- Power-relations that operate in schools
- Experienced Teacher Aides or LAT holders, recognition of prior learning
- Additional workload for ITE colleagues and schools' staff
- Schools selecting LATs (rationale)

Recomendations for the Teaching Council

- Protecting the students first and foremost
 - LAT employment NO MORE than 0.5
 - Providing set recommendations for agreements between the school/centre and the ITE provider to promote consistency

Example of our conditions for BTchg

- 8 formal observations of the LAT Teacher's lessons, over the duration of their professional experience, by a fully registered colleague
- 8 observations by the LAT Teacher of *other* teachers' lessons
- a formal report written by the school, which determines the LATs disposition and fitness to teach
- the school agrees to support the student to complete required coursework and assessments during the weeks beginning 22 July, 29 July and 7 October.

Breakout Rooms

What have you heard from our presenters today which provides some useful thinking for your own institution?

- Discuss in breakout rooms for 20 minutes
- Quick feedback by a spokesperson from each group

Group Feedback

Please give 'bullet-point' feedback from your group's recent discussions.

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