

26 September

Teaching Council submission on the ‘Refresh of the New Zealand Disability Strategy’

Introduction

1. About Matatū Aotearoa | Teaching Council of New Zealand

Matatū Aotearoa | Teaching Council of New Zealand (the Council) is the independent professional body for teachers | Kaiako working with and for around 150,000 registered and certified teachers in Aotearoa New Zealand.

The statutory purpose of the Teaching Council is “to ensure safe and high-quality leadership, teaching and learning for children and young people in early childhood, primary, and secondary schooling in English-medium and Māori-medium setting, and setting of other languages, through raising the status of the profession” (Education and Training Act, 2020 s478).

The Teaching Council has statutory obligations to (among other things):

- carry out the functions relating to teacher registration
- establish and maintain:
 - criteria for teacher registration
 - standards for ongoing practice
 - criteria for the issue of practising certificates
 - a code of conduct for teachers
- monitor and enforce the requirements related to mandatory reporting of conduct and competence matters
- perform disciplinary functions related to teacher misconduct and convictions
- perform the functions related to teacher competence
- prosecute breaches of the requirements of the Education and Training Act 2020.

2. Submission

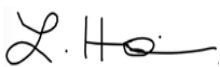
The Teaching Council of Aotearoa New Zealand welcomes the draft Disability Strategy and strongly supports the vision for education. We support the strategy’s grounding in the social model of disability and its commitment to Te Tiriti o Waitangi, recognising the unique aspirations and rights of tāngata Whaikaha Māori.

Do we agree with description of what success means in Education?	
<p>a) Educators are well-prepared and supported to plan for diversity across teaching, learning and assessment to meet the needs of all learners, including disabled learners, and support them to succeed.</p>	<p>Agree – The Council supports this description, recognising that <i>Our Code and Standards</i> are designed to elevate the teaching profession within the education sector and reflect our commitment to promoting, supporting, and preparing all kaiako teacher for diversity. These values are closely aligned to our commitment and standards for the teaching profession, whanau and learners.</p> <p>The Council also notes that the support aspect is ongoing and involves a collective effort, recognising that it primarily falls within the jurisdiction of the Ministry of Education.</p>

Proposed Education Action(s)	
<p><i>Work with the Ministry of Disabled People - Whaikaha to develop improvements in teacher training and guidance that support teachers to meet the needs of disabled students.</i></p> <p><i>Success area this progresses:</i> <i>(a) educators plan for diversity to meet the needs of all learners, including disabled learners</i> <i>(b) the education system has high expectations for all disabled learners</i></p>	<p>The Council is responsible for setting standards for teachers and for Initial Teaching Education (ITE). These Standards and elements of the Code of Professional Responsibility Ngā Tikanga Matatika that deal with Values, Commitment to Learners, and Commitment to Families and Whānau outline our expectations with regards to inclusive education.</p> <p>We recommend that the Strategy be amended to explicitly require collaborating with Te Matatū Aotearoa The Teaching Council of New Zealand in developing guidance and resources supporting teachers to meet the needs of disabled students.</p> <p>The Council further recommends aligning resource development with our inclusive education framework for teachers. Given the Council’s reach across the teaching workforce and its expertise in professional learning and sector leadership, our involvement is essential to ensure guidance and resources are relevant, evidence-based, and widely adopted. We would be happy to collaborate with Whaikaha on the development of a resource that sits alongside our inclusive education framework and contextualises the framework in the context of disability.</p>

Thankyou for providing us with this opportunity to comment.

Ngā mihi,



Lesley Hoskin
CEO