

Teaching Council submission on the Tomorrow's Schools Independent Taskforce's Report:

Our Schooling Futures, Stronger Together | Whiria Ngā Kura Tūātitini

5 April 2019

Executive summary

1. The Council's mandate extends across the whole teaching profession, including Early Childhood Education and schooling. We are concerned that sufficient time should be taken to ensure alignment between the various reviews currently being undertaken, particularly the Early Learning Strategic Plan and the Taskforce's Report.
2. The Council and the teaching profession are committed to honouring Te Tiriti o Waitangi. We would like to see more specific consideration of how Māori will influence and input into the design and ongoing performance of the future system for their tamariki.
3. An online survey, open to registered teachers, showed about 40% percent agreed that the Taskforce's recommendations would have benefits across a range of issues. However, a consistent majority of teachers were either unsure or did not agree that the Taskforce's proposals would bring benefits. A large majority of teachers want the profession to have input into the proposals as they are further developed.
4. The Council welcomes the Taskforce's affirmation of the central role of teachers and teaching in student achievement, the need to create better career pathways for all teachers (including those newly graduated), the recommendations to strengthen professional learning systems, both to advance system priorities and support individual teachers to grow their practice, and the importance of leadership (broadly defined) to schooling success.
5. With respect to the proposed Education Hubs (hubs), the Council is concerned that there is a high risk that the proposal as framed will not support the development of the professionally-led, community-wide learning networks the Council believes are required in the future, nor the development of a nationally cohesive but locally responsive schooling system. This is because of the proposed complexity and scale of hubs, which could also once again lead to top down change which leaves the profession feeling "done to" rather than empowered.

The Council and the teaching profession are committed to honouring Te Tiriti o Waitangi



6. In the Council's view it would be better to give the profession (with support as needed) the responsibility of leading the development of interconnected ways of working within schooling networks and with other social agencies and communities. We think the Stewardship Groups proposed in the Leadership Strategy for the Teaching Profession of Aotearoa New Zealand, along with Kāhui Ako, could be the basis for this doing this in a way that is more cost effective and flexible than what is proposed.
7. Part of the purpose of the Stewardship Groups is to “develop a shared understanding and philosophy of leadership in a bicultural landscape”, which is fundamental for our system. Using these groups as platforms for future collaborative ways of working would offer the flexibility to recognise the diversity of philosophical approaches that exist particularly in the Māori medium sector, something which a single hub for the Māori medium sector may not do.
8. The Council has a range of changes underway in the area of Initial Teacher Education (ITE) that will address many of the issues the Taskforce raises. We see greater networking at a local level as a valuable support to the development of the authentic partnerships between ITE providers and schools that are required to sustain high quality ITE.
9. The Council is not prescriptive about how teacher appraisal is conducted and strongly supports a professional learning focus in appraisal. We are keen to work proactively with the profession to progress this further. If hubs are established, alignment between the Council and hubs on teacher appraisal processes will be essential.
10. While we welcome the Taskforce's recommendations with respect to teacher professional development, we think an acknowledgment that teachers need to have more time to engage in effective professional learning is an omission from the Taskforce's report. Indeed at the heart of many of the issues in our schooling system is a need for greater investment in teacher capability. This will still exist, regardless of whether or not the additional cost of hubs as proposed is incurred.
11. The Council welcomes the recommendation that the Leadership Centre be located within the Council. However, if hubs are established as proposed, it will be a priority for the Council and the hubs to develop a shared approach to leadership development and to clarify how leadership stewardship groups would fit with the proposed role of hub leadership advisors.

At the heart of many of the issues in our schooling system is a need for greater investment in teacher capability

The Teaching Council

12. The Teaching Council of Aotearoa New Zealand (the Council), formerly the Education Council, is the independent professional body for teachers from early childhood education through to primary and secondary schooling in English and Māori medium schools and centres. This submission reflects the organisation's analysis and views on the recommendations and therefore it does not necessarily reflect the view of the Council's Board.
13. There are currently around 101,000 practising teachers in New Zealand.



14. We act in the interests of teachers to:
- enable and support leadership to teachers and direction for the education profession, including teacher education and continued professional and leadership development;
 - give voice to the teaching profession as a whole on education policies and issues about which teachers, because of their role, can bring expertise to bear;
 - establish and maintain criteria for issuing teacher registration and practising certificates, and standards for ongoing practice;
 - monitor and maintain the requirements relating to teacher conduct, competence and impairment; and
 - establish and maintain the Code of Professional Responsibility for teachers.
15. The Council acknowledges that the scope of the terms of reference for the Taskforce's work was limited to the schooling system. However, in parallel with the development of this plan, other reviews, including the development of the Strategic Plan for Early Learning and an Education Workforce Strategy, are in progress.
16. Given the Council's mandate to be the independent professional body for teachers in all parts of Early Childhood Education (ECE) and schooling, in our view, it is important that care and time is taken to ensure that the system that emerges from all of the current work programme creates seamless educational pathways for learners and strengthens the teaching profession. The report of the Taskforce and the draft Strategic Plan potentially establish structures that would separate ECE from schooling and create barriers for strengthening one teaching profession.
17. The teaching profession is committed to honouring Te Tiriti o Waitangi, as expressed in Our Code, Our Standards. Giving life to Te Tiriti in all our relationships and practices, we believe, is crucial for the success of our education system. We would like to see more specific consideration of how the aspirations of tangata whenua would influence the design of the future system and its ongoing performance.

It is important that care and time is taken to ensure that the system that emerges from all of the current work programme creates seamless educational pathways for learners and strengthens the teaching profession

The results of a survey of registered teachers

18. To inform the development of this submission, the Council undertook an online survey of registered teachers. A brief summary of what we heard in the survey is provided in this section and the views of the profession have been taken into account in the development of our comments in the rest of this paper. Fuller details on the responses are provided in Appendix 1.
19. 341 registered teachers chose to respond to the Council's online survey indicating their agreement or disagreement with a number of propositions. In addition to this, approximately 700 written comments were received. The survey was open for two weeks and ran from 20 February to 8 March. The survey was open at roughly the same time as public consultation meetings. Questions in the survey canvassed respondents' views on whether the Taskforce's proposals would enhance student learning, student safety and wellbeing, support a stronger professional focus on teaching and learning, advance professional



learning and collaboration, enable leadership capability to be built, support professionals to build relationships with whānau, families and communities and help to build a stronger profession across all settings. Respondents were also asked whether they thought particular proposals would enhance the status of the profession, would create barriers to a strong profession and what their views were on the profession's involvement in further design and implementation of the proposals.

20. Consistently across the questions about 40% of respondents provided a positive response, indicating they saw potential benefit in the proposals. Although this is not a majority of respondents, it still represents a good level of support.
21. But the responses also indicate that many respondents are unclear or remain to be convinced about the detail of the proposals, or how they would work in practice, and a significant group are opposed to them. The group that was unclear was larger than the group that was negative regarding questions about whether the proposals would enhance learning for students and provide better opportunities for professional learning. But the group that was clearly negative was larger than that which was unclear on questions relating to more time for teaching and learning, greater professional collaboration and better connections with whānau, families and communities.
22. These sets of results suggest that a majority of responding teachers remain to be convinced, although the positive aspect of this is that a significant proportion of those (for some questions over half) remain unclear and potentially could be brought on board with the proposals with more information or once they see further detail.
23. Specific comments received indicate that teachers recognise the potential benefits in terms of career pathways, collaboration etc. They are worried about bureaucracy (including the potential resources that might be involved in setting up a middle layer), about structural change which is not focused on student outcomes, and about loss of local responsiveness.
24. A key message from the survey is that how the proposals are developed and the involvement of the profession in that development will be critical to creating the confidence and ownership needed to ensure the success of whatever changes are finally decided on. A majority of respondents want to participate in implementation design and an overwhelming majority want the opportunity to understand plans, comment at a local level and see representatives of the profession engaged in the detailed design.

Points of Agreement

25. The Council welcomes much of the Taskforce's analysis of the current situation and its recognition of the importance of the teaching profession and what will contribute to making the profession stronger.
26. We agree with the Taskforce's assessment that our schooling system does not yet deliver the level of excellence and equity in learning outcomes that we need as a country and which every learner deserves. The Taskforce is right to recognise that the overall performance of our schooling system "has plateaued and in areas deteriorated" and that "children from disadvantaged homes, too many Māori and Pacific families, and those with significant additional learning needs remain those most poorly serviced by the system."



27. We also think that the Taskforce is right in its assessment that “we struggle to address system-wide challenges because our current schooling system has been designed for autonomous self-governing schools, not for networked and connected schools and their communities”. We agree that a key focus should be on finding ways to address this, although as we will discuss subsequently we are not convinced that the Taskforce’s recommended approach is the best way of doing this.
28. With respect to the teaching profession, for which the role of the Teaching Council is “to ensure safe and high-quality leadership, teaching and learning”, we welcome a number of aspects of the Taskforce’s report, including the Taskforce’s recognition of:
- the centrality of teachers and teaching to the achievement of the required outcomes for all learners;
 - the need to create better career pathways for all teachers;
 - the importance of effective systems to support the ongoing professional learning of teachers, both individually and collectively, involving both national professional learning and development programmes and local advisory services;
 - the need to ensure that newly graduated teachers are provided with consistently high support as they start their teaching careers and also have sufficient stable employment opportunities open to them; and
 - the importance of leadership to schooling success.
29. More generally we welcome the Taskforce’s recognition of the contribution the Council can make through its role in the system architecture and specifically the recommendation in support of the establishment of a dedicated Leadership Centre within the Teaching Council in order to “champion a coherent, research-based approach to developing leadership capabilities at all levels of the system”.

The proposal to establish Education Hubs

30. As already noted, the Council agrees with the Taskforce’s recognition of the need for a more systemic approach to building the professional capability of the teaching profession and of professional leadership within that. We also agree with the Taskforce that this requires support to teaching professionals that spans individual schools as well as building professional learning communities within individual schools.
31. We are concerned, however, for a number of reasons discussed below, that hubs of the type proposed by the Taskforce might not be the best way of going about achieving the intended objective.

A vision for networked learning communities

32. Over the last three years the Council has undertaken a very substantial programme of work with the teaching profession to develop The Leadership Strategy for the Teaching Profession of Aotearoa New Zealand (the Leadership Strategy), released in August 2018. This strategy has been widely accepted by the profession and can provide valuable guidance as to how to build networked communities of learning in ways which are now briefly summarised.



33. The vision statement for the strategy includes the following words:
“through principled and inspirational leadership, a culturally capable and competent and connected teaching profession achieves educational equity and excellence for all children and young people in Aotearoa New Zealand”.¹
34. This vision has several important dimensions. It recognises:
- characteristics of leadership that are critical to tackling the education challenges before us
 - cultural capability and competence as integral to achieving education success
 - connectedness as being the foundation on which future learning success will be based.
35. The vision was framed with awareness that “leaders are also increasingly required to act as system and community leaders because resolving problems in these contexts requires consultation and collaboration”². This includes relationships within the education system between individual schools, ECE Centres and tertiary providers but also recognises the importance to learning success of involvement from parents/whānau, iwi/hapū, community groups, business and social agencies. The reality is that while schools will always retain a key role, learning will increasingly involve a wide range of contributors through connections beyond education that enable more of a community response to education and other social needs. A strong profession will engage with and draw in a range of expertise in order to create new solutions to contribute to the success of every learner, which may require co-operation between several parties.
36. As Professor Mason Durie has said:
“Collaborative leadership in this context recognises the power of collective impact. Collaboration from other sectors and from a range of different disciplines is as important as collaboration with leaders in the whole education sector.”³
37. The Council is concerned that the hubs, as proposed, will not be best placed to providing the leadership needed to enable this vision for future learning communities become a reality. This is because as multi-functional organisations covering significant geographical areas, they would risk being both too large and too far removed from local communities to build the quality of local relationships required. And as proposed hubs may struggle to effectively understand the local needs to responsively facilitate the right mix of partners in and contributors to the rich and diverse learning systems that need to develop at a local level.
38. Currently individual schools have the autonomy to work responsively with their local communities. We recognise that there is a good deal of variability in how well schools currently use this autonomy to advance learning outcomes and require support to do this better. For this reason, changes to current settings are desirable. But we are concerned that the proposals outlined risk losing the local flexibility and connectedness that is currently possible without offering sufficient guarantee that hubs will be able to offer an improvement on the *status quo*.

1 Education Council of Aotearoa New Zealand, 2018. The Leadership Strategy for the teaching profession of Aotearoa New Zealand. Wellington p.4

2 Ibid p.19

3 Ibid p.19



39. While it is not impossible that hubs may be able to do this, whether they actually do will depend on the way of working and culture that hubs adopt and the capability they are able to draw on. The Council thinks that, at best, there is a strong risk of unevenness in the performance of hubs in this regard.

Maintaining a systems approach nationally as well as locally

40. Just as the strengthening of local learning systems is important, so too is the continued building of a national schooling system. As an entity with national responsibilities, the Council is concerned about how national agencies work together and also how they collectively interact with regional and local professionals in the schooling system.
41. We are concerned that, just as the current self-managing model of schooling makes this difficult, so too could the Taskforce proposals which have within them the risk of twenty-five independent Crown entities each adopting their own approach to tackling the new roles.

Effectively creating change

42. A third concern is that the creation of the hubs will prove to be another round of top down imposition of change at a time when it is increasingly recognised that such approaches seldom work and are increasingly being rejected by the profession. Such an approach does not engage the professionals who are most essential to achieving successful change. In a contribution to the development of the leadership strategy, well respected educational researcher and futures thinker Jane Gilbert commented: “System wide change has to come from within the system, not from ‘top down’ initiatives designed to produce specific kinds of change, thought to be knowable in advance. We need within-system initiatives designed to produce more - and deeper - interactions between the system’s elements - people (teachers, students, school leaders, parents, policy makers, researchers, and so on) and their physical and intellectual environments”.⁴
43. This is the sort of system design and development process that the teaching profession is seeking. As already highlighted, one of the strongest responses in the survey of the profession that the Council undertook concerning the Taskforce’s proposals was an overwhelming desire to understand and have a chance to comment on plans at a local level and for representatives of the profession to be involved in policy design.
44. While the Council appreciates the extent to which the Taskforce has gone to consult with the sector on its proposals, this is not the same as the profession having the chance to actively input in to the design of new arrangements in an ongoing way. Involvement of the profession in detailed policy design takes time and additional resource to do well, and requires explicit recognition of the value the involvement of the profession can provide. Because of this, the risk, even with the best of intentions, is that once policy decisions are taken with respect to the Taskforce’s proposals, the implementation will appear to the profession as being “done to” rather than “done with”.
45. This is, in the Council’s view, almost inevitable given the nature of what is proposed, i.e. large structural change which will involve very significant implementation cost and risk as a multitude of new functions and capability are brought together in the hubs.

4 Ibid p.11



An alternative approach

46. In the Council's view it would be better to give the profession (with support as needed) the responsibility of putting in place what is required to enable more interconnected ways of working in and beyond our schooling system.
47. In the Leadership Strategy, the Council proposed the establishment of "Māori medium and English medium stewardship groups to oversee the effective implementation of the strategy to:
- develop a shared understanding and philosophy of leadership in a bicultural landscape
 - facilitate engagement between, and collaborative work by education leaders on issues related to the learning and wellbeing of learners
 - promote and support leadership excellence"⁵
48. In our view stewardship groups could, in conjunction with existing Kāhui Ako, be the platform on which a new local learning ecosystem is built, using the expertise and commitment of the profession and thereby creating strong professional ownership and relationships in the process. These groups would have the advantage of being much more locally connected than the hubs would be able to be, but also potentially more suited to constructive working relationships with national agencies such as the Ministry of Education and the Council, although we acknowledge that this would require new ways of working for national agencies. For stewardship groups to play the sort of role outlined they would need to be supported by national agencies. Local iwi could be invited to be partners in such groups. This approach would also offer greater flexibility to recognise and support the diversity of philosophical approaches that exists within the Māori medium sector than the Taskforce's current proposal for one hub to work with all of the Māori medium sector.
49. This approach would mean many of the functions that the Taskforce proposed to move to hubs would remain with the Ministry, meaning a lower cost of change and more resource available to support teaching and learning rather than the costs of additional administration in the hubs. A narrower range of functions would mean that the groups would have more time to invest in developing the quality of relationships that are pivotal to the successful emergence of effective learning networks.
50. The Council believes that this alternative approach offers the better chance of supporting and developing the leadership capability, including expertise in collaboration and change management, that will enable the system to achieve excellence and equity in education.

⁵ Ibid p.10



Comments on specific recommendations

51. The Taskforce makes specific recommendations in a number of areas that have direct bearing on the role and responsibilities of the Council.

1. Initial Teacher Education

52. The Taskforce makes a number of recommendations with respect to Initial Teacher Education (ITE) including.

Part of Recommendation 12

“the Ministry ... work with Teaching Council so that in Initial Teacher Education students gain a good base understanding of what good inclusion in schools requires and looks like”

Part of Recommendation 15

“that the Ministry of Education work with the Teaching Council ... to ensure there is a coherent future-focused workforce strategy, including ensuring Initial Teacher Education provision is future-focused and fit for purpose. This work should include:

- provision to ensure the diversity of teachers/kaiako more closely matches the student diversity;
- a review of Initial Teacher Education to improve the overall quality and range of provision and ensure an appropriate number of providers;
- development of alternative flexible and good quality initial teacher education pathways to registered teacher status, such as school-based models; and
- developing programmes to guarantee newly trained teachers/kaiako who meet specified standards employment for a specified period.”

Future-focused and fit for purpose ITE

53. The Council has been working with the profession for the last two years to develop new requirements and policies for ITE with the primary purpose of doing what the Taskforce recommends, namely ensuring ITE provision is future-focused and fit for purpose. The new ITE Programme Approval, Monitoring and Review Requirements (the Requirements), which will be released in April, will form the basis for our approval of ITE programmes in the coming years.

54. The platform for the new Requirements is the Code of Professional Responsibility (the Code) and Standards for the Teaching Profession (the Standards) that the Council developed with the profession and released in 2017. The new Requirements seek to ensure that ITE programmes are focused on preparing students to meet the Standards (in a supported environment) when they graduate.

55. There are several features of the new Requirements:

- A primary focus for the Council in approving a programme will be to gain assurance that the assessment processes used by providers are rigorous and provide confidence about the capabilities of graduating teachers against the Standards.
- All programmes will be required to include a mandatory assessment of the full integration of the student teachers' learning during the programme and their ability to access and integrate multiple sources of knowledge and skills to address problems of practice.



- Providers will also be required to develop and assess a set of key teaching tasks for a programme. The key teaching tasks will be the critical discrete and observable tasks that graduates of that programme must be able to carry out independently on day one as a beginning teacher.
- 56.** To provide national consistency and transparency, the Council also intends introducing a national moderation process for assessment decisions by providers.
- 57.** The Requirements make it clear that the approval panel will be looking to particularly test the following (among other things):
- How culturally responsive teaching has been integrated into the programme.
 - How the programme will prepare graduates with the knowledge, skills and teaching strategies to teach in inclusive ways.
 - Whether the depth of curriculum knowledge that student teachers will graduate with is sufficient.
 - Whether the programme will enable graduates to have sufficient knowledge of assessment across the learning areas and curriculum levels that they will be expected to teach.
- 58.** In order to ensure that all student teachers are afforded the opportunity to develop their te reo Māori skills during their ITE programme, the Requirements make it mandatory for all English medium programmes to assess a student teacher's te reo Māori competency soon after entry into the programme.
- 59.** Combined with a strong focus on authentic partnerships between providers, schools/centres/kura, Māori and iwi, we believe that the new Requirements are a significant step forward in achieving what the Taskforce recommends, namely ITE which is future-focused and fit for purpose.
- 60.** However, we will not be taking a passive approach as the new requirements are put in place. We will be formally evaluating the approval process so that the Requirements and approval process can be tightened, if need be, going forward as well as seeking to create opportunities for providers to learn from one another about best practice in both programme delivery and assessment.

Inclusive practice

- 61.** The Taskforce's recommendation that the Council "works to improve ITE programmes so that students gain a good base understanding of what good inclusion in schools requires and looks like" fits well with the role the Council sees itself playing over the coming years in developing, in conjunction with providers and the profession, exemplars of good practice and sharing knowledge of existing practice. This will support graduating teachers to meet the professional standards, particularly the standard "Learning focused culture: develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety."



Diversity of teachers/kaiako

62. As part of the introduction of the new requirements the Council has made some changes to entry requirements to ITE programmes. As a result of this, we will allow candidates aged under 20 years without University Entrance to enter ITE but only into those programmes that are well equipped to staircase the learning of such candidates and can effectively support them. Similarly, exceptions to the normal academic requirements into Graduate Diploma, Post-Graduate Diploma or Master's programmes will be approved on a case-by-case basis if we are satisfied that:

- the programme in question has an entry pathway specifically designed for teacher cohorts that may be in short supply, or
- candidates have a combination of skills, experience and qualification(s) such that the Council is assured they have in-depth expertise in a curriculum area that will enable them to advance their learning and study at a tertiary level.

63. We are always seeking to balance concerns for quality of outcomes from ITE with the need for greater diversity in pathways into the teaching profession, and believe these changes will help to promote greater diversity without compromising quality.

Alternative ITE pathways, including school-based models

64. Because the Council has avoided prescription as to how ITE should be delivered, its new Requirements should facilitate development of school-based models. We have an expectation that each learner is entitled to teaching of the quality required by the Standards, regardless of who their teacher is or the particular pathway into teaching that they have followed. Providers seeking to offer employment-based programmes will need to justify how the programme has been structured (including entry policies) to ensure that student teachers are well prepared prior to starting employment as teachers.

High-quality professional experience placements

65. The Council recognises the importance of high-quality professional experience placements as a key contributor to high-quality ITE programmes. Currently the quality of relationships between providers and partner schools and ECE centres are variable, and it has become increasingly challenging in recent years for providers to sustain consistently high-quality placements, partly because of resourcing constraints and partly because of the fragmented nature of our system. One of the potential benefits of the development of a “middle tier” or mechanism for facilitating collaboration across schools, whether it be a hub or an alternative such as the approach proposed in this submission, would be to provide a mechanism to support collaboration between schools and ITE providers. This would be to the benefit both of placement of students while they are in programmes, and of their transition to the workforce once they have graduated.

2. Professional Appraisal

66. The Taskforce makes the following recommendation with respect to professional appraisal:

Recommendation 18

We recommend that the Teaching Council develop more flexible guidelines for teacher appraisal including team appraisal, peer appraisal, and the frequency of reporting.



67. In making this recommendation, the Taskforce notes that the Standards “provide an effective appraisal framework to help teachers/kaiako⁶ improve and learn.
68. However, the Taskforce also states that while some schools are using appraisal processes well, others see it as “a compliance driven ‘tick the box’ activity, in which appraisal is seen primarily as an administrative requirement.” The Taskforce asks whether appraisal needs to be against all of the standards every year, whether every teacher needs an annual summary appraisal report, whether some appraisal could be undertaken on a team basis rather than individually and whether there could be more use of peer appraisal for learning purposes.
69. Current appraisal obligations were determined by Government policy set more than twenty years ago.
70. Within this context the Council has been working to position appraisal for the teacher as a genuine reflection on the Standards and their impact on students’ learning and their own further development and contribution to the profession. While a professional leader may be required to attest to a teacher’s practice against the Standards, our intent is for that leader to be a partner in and support to the professional learning process.
71. The Council does not dictate what the appraisal system needs to look like and respects the decisions of professional leaders to design appraisal systems that make the best sense for their context. We have given advice to the profession about what development-focused appraisal could look like but have not mandated any one particular system or approach. This reflects our support of a self-managing profession where co-construction, collaboration and place-based approaches can be implemented.
72. While it is imperative that the profession has standards to work to, we see appraisal as a vehicle for ongoing interrogation of the relationship between practice, development and outcomes - not simply an issue of compliance. This will happen the more professional enquiry and learning processes become the norm within schools and appraisal requirements are part of these processes, rather than being add-ons.
73. We agree with the Taskforce that approaches to appraisal remain variable across schools, largely reflecting the understanding of possible approaches to appraisal and how it might be integrated into broader school learning processes.
74. In light of this, the Council believes that more action is needed to change thinking about appraisal as compliance and move to a balance between accountability and development. While we have been working with the profession to build this understanding, we are keen to do more in this area. We have considered changing what appraisal is called and bringing together some of the profession and stakeholders to develop new policies and practices that could be adopted.
75. We see the potential of locally-based support to professional learning to help move further in this direction.

6 Taskforce report p.92



76. If the hubs are ultimately the vehicle for providing this locally-based support, the Council would want to develop effective working partnerships in the area of appraisal (and of course other professional areas) to develop an integrated approach. The purpose would be to ensure all professionals working in schools have the opportunity to participate in the design and implementation of high-quality appraisal processes directed at promoting ongoing professional learning.
77. Our concern would be that hubs, as independent entities, may develop their own approach to appraisal independent of each other or of what the Council is seeking to do to fulfil its mandate in a nationally consistent manner. We would want to work with the Ministry of Education (in its system stewardship role) and with hubs collectively to avoid this happening.

3. Teacher professional learning

78. Recommendations 16 and 19 set out a significant set of proposals to support the professional learning and development of teachers including action that both the Ministry of Education and the proposed hubs should take to ensure that all teachers experience quality professional learning.
79. In our view, the Taskforce proposes significant elements of an effective professional learning and development system for teachers including provision for professional learning and development in areas of national priority, the availability locally of experts and advisers to work with teachers and the further fostering of professional learning networks across schools.
80. However, we do think that a significant omission from the Taskforce's proposals is the explicit recognition that teachers need more time than they currently have to engage in high-quality professional learning and development. This can be enabled by improved support and more efficient administrative processes in order to unburden teachers from some of the lower-priority tasks they currently undertake. It also requires a recognition that resourcing adequate time for teaching and learning is a high priority, and that every teacher has a responsibility to continue improving and developing themselves and will have their own personal development goals. Systems that deliver personalised professional learning and development for teachers within the context of their professional learning communities will facilitate this.
81. More generally, we note that many of the issues raised by the Taskforce with respect to teacher capability will not just be addressed by changes in structural arrangements. Rather this will require additional investment in building teacher capability over time and we would be concerned if the costs of setting up the hubs as proposed act as a barrier to making this investment.

4. School leadership

82. With respect to leadership, the Taskforce makes the following recommendation:

Recommendation 20

We recommend that the Leadership Centre be established within the Teaching Council.

We recommend that the Leadership Centre is placed here because the Teaching Council is the profession's body. The Director of the Leadership Centre would be a member of the Teaching Council's leadership team, responsible to the CEO with an agreed set of key performance indicators encompassing outcomes, processes, and relationships.



- 83.** As previously stated the Council welcomes the confirmation that the Leadership Centre should be located with it. This is consistent with its core purpose and will provide the opportunity to embed the Leadership Strategy and Capabilities Framework.
- 84.** We affirm also that the development of leadership capability encompasses more than positional leadership (e.g. principals), needing to focus on the growth and development of leadership capability for all registered teachers. The Taskforce acknowledges this by stating “Good school leadership is shown by teachers, team leaders, and principals/tumuaki”⁷ but much of the discussion in its report is focused on positional leadership development. We encourage maintaining a broad view of leadership.
- 85.** If the hubs proceed as proposed, the Council would need to develop effective working partnerships in the area of leadership development. As the employers of principals and teachers, the hubs would of course have strong interest in capability development. But equally the Council, charged with leading a national approach to leadership development, would also have a strong interest. Integration of these two roles would ensure that a consistently effective leadership development system was put in place across all regions and schools.
- 86.** An issue that would need more detailed examination is how the leadership stewardship groups, which are part of the Leadership Strategy, would fit with the proposed role of leadership advisors within hubs, and the responsibilities of hubs more generally.

⁷ Taskforce report p.97



Appendix 1

Survey Questions and Results

Do you think the proposed changes create and sustain the conditions for:

Enhanced student learning now and in the future

- Yes 38% (130 teachers)
- No 30% (101 teachers)
- Unclear 32% (108 teachers)

Supporting Māori Medium kaiako and tumuaki to achieve for their tamaiti

- Yes 39% (133 teachers)
- No 23% (77 teachers)
- Unclear 38% (137 teachers)

Student safety and wellbeing

- Yes 46% (155 teachers)
- No 26% (87 teachers)
- Unclear 28% (92 teachers)

Teachers to be able to focus more on teaching and learning

- Yes 39% (131 teachers)
- No 38% (129 teachers)
- Unclear 24% (80 teachers)

Teachers to have more opportunity for ongoing personal professional learning

- Yes 40% (136 teachers)
- No 25% (85 teachers)
- Unclear 25% (118 teachers)

Leadership capability to be built across all settings

- Yes 41% (139 teachers)
- No 30% (101 teachers)
- Unclear 29% (96 teachers).

Do you think the proposed changes create better opportunities to build and sustain professional partnerships, communities and networks including:

Collaboration with colleagues and other adults to support learning, create new solutions and new knowledge

- Yes 42% (140 teachers)
- No 34% (113 teachers)
- Unclear 24% (81 teachers)

Collaboration with colleagues to share what is working across the system

- Yes 45% (149 teachers)
- No 30% (100 teachers)
- Unclear 25% (84 teachers)

Supporting teachers and leaders to build relationships with whānau, parents and communities

- Yes 39% (130 teachers)
- No 33% (111 teachers)
- Unclear 28% (92 teachers)



Supporting a whole teaching profession across all settings, including ECE, primary, secondary, transitions to tertiary, English and Māori medium

- Yes 37% (124 teachers)
- No 34% (112 teachers)
- Unclear 29% (98 teachers).

How would you want to be engaged in any implementation planning?

Want to participate in implementation design

- Yes 55% (83 teachers)
- No 45% (67 teachers)

Want to have opportunity to understand plans and comment at a local level

- Yes 83% (125 teachers)
- No 17% (26 teachers)

Want to ensure some representatives from the profession are actively engaged

- Yes 95% (144 teachers)
- No 5% (8 teachers)

Just want to know what is happening before it happens

- Yes 82% (120 teachers)
- No 18% (26 teachers).

Do you support taking a learning approach to implementation that involves some pilots, co-design, evaluation before changes are implemented across the country?

- Yes 70% (232 teachers)
- No 14% (46 teachers)
- Unsure 17% (55 teachers).

