



Teachers Jo McIntyre-Brown, Petro Els, Sheryl Law and Ces Kenny at an educative mentoring session held at Manurewa Intermediate in April. The Council has contracted Auckland University to pilot its draft guidelines for induction and mentoring in the primary sector (see story pages 3-4).

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From the Director

Live as if you were to die tomorrow. Learn as if you were to live forever.

(Mahatma Gandhi)

What is the business of teachers? Obviously it is *teaching* and *learning*. The two sides of the coin of teaching and learning are expressed in Māori culture as *ako*, meaning both teaching and learning. An *ākonga* is both a *learner* and a *teacher*. Furthermore, this is also a multi-faceted concept. For example, the traditional *pupil* can and does teach the teacher about many things including the subject of a lesson and also about *teaching* and *learning*. Learners teach each other and teachers tap into this skilfully when designing learning activities. Teachers also learn from examining their own practice of teaching and also from colleagues, as well as from well designed 'professional development' activities. The concept of *ako* can be unravelled in many more ways.

REGISTERED TEACHER CRITERIA

In launching the new *Registered Teacher Criteria* for use by teachers, professional leaders, mentors and others, the Council is setting new benchmarks for the professional learning of teachers. In the past, the *Satisfactory Teacher Dimensions* were used as a focus of professional learning and assessment of provisionally registered teachers but not necessarily for experienced teachers. Instead, teachers in the school sectors mainly focused on the standards in the collective agreements for their appraisal and review processes.

Teachers in our pilot programmes, however, have indicated that the new Registered Teacher Criteria are potentially powerful statements that they can use to guide their professional learning. The training workshops advertised in this newsletter and on



NZ Teachers Council Director, Dr Peter Lind

our website are opportunities for professional leaders and others to examine the criteria and discuss issues for implementing them in their schools and early childhood education services.

REFLECTIONS FOR THE COUNCIL

The recent communications about a proposed fee increase for registration have been a learning opportunity for the Council too. Responses from teachers have shown a limited awareness of the full range of Council functions and strategic direction. We have been aware that our communications are not reaching enough teachers to explain what the Council is doing on behalf of the profession.

While this is a common problem faced by similar organisations, we are resolved to try even harder to communicate effectively with you as it is your profession we exist to protect and support. The New Zealand public annually expresses high confidence in the teachers in our schools and early childhood education services and we want this confidence to be even more firmly secured.



New Zealand Teachers Council
Te Pouherenga Kaiako o Aotearoa

forTEACHERS COMMUNICATES DIRECTLY WITH TEACHERS AND OTHER EDUCATORS ON ISSUES RELATED TO THE WORK OF THE TEACHERS COUNCIL
Ū ki te ako, tū tangata ai apōpō



Alison McAlpine

New Council Chair takes up her role

Alison McAlpine, QSO, JP, was appointed by the Minister late last year as the new Chair of the Teachers Council replacing Kathy Smith whose term expired at the end of January this year.

Until recently, Alison was Principal of Nelson College for Girls and retired after 18 years in that position. She has served 46 years in education in many and varied roles.

Although her professional life has been predominately at the secondary school level, she has also worked in the primary, pre-school, tertiary and adult education sectors. In addition she has worked as a School Inspector, Curriculum Adviser and Resource Writer. She has represented the school sector both nationally and internationally on the Secondary Principals' Association of New Zealand (SPANZ) external reference groups and on New Zealand representative missions to Pacific and Asian countries.

Past governance roles have included serving on the Hillary Commission, the SPANZ Executive, and the UNESCO Education sub-committee. Alison is currently on the Board of NZQA and is a Nelson City Councillor. Amongst other commitments, she is also a member of the Institute of Directors.

Alison has been recognised for her services to education through awards including a Woolf Fisher Scholarship, the Annie Aitken Continuing Education Fellowship from Otago University and a Queens Service Order award.

Alison took up duties as Chair of the Council early in February and is enjoying the challenges of working across the whole teaching profession to support and strengthen the reputation and capabilities of teachers.

NEW MEMBER OF MĀORI MEDIUM ADVISORY GROUP (MMAG)

Winnie Emery was nominated by NZEI and appointed to the Council's Māori Medium Advisory Group, being formally welcomed at her first meeting in March this year.

Winnie graduated from Ardmore Teachers College in the late 1960's and returned to the Rotorua district where she taught at various primary schools and kura, eventually becoming Tumuaki of Te Kura Kaupapa o Te Rotoiti in 1995. After five years in that role, Winnie took up a position as a Māori Advisor with School Support Services, operating out of Waikato University. She has sat on various Te Reo and curriculum advisory or reference groups and takes an active kaitiaki role at marae and runanga levels amongst her Ngati Pikiao and Te Roro o Te Rangi iwi.

E ngā mana e ngā reo rangatira mā, ngā mihi mahana ki a koutou e ngā mema hou katoa ki te kaunihera me te MMAG o Te Pouherenga Kaiako O Aotearoa.

Two appointments complete full Council

For over a year, the Council has been operating with two members short, waiting for Ministerial appointments to be made. Now the workload can be spread a little more with two new members appointed late last year.

Makoha Gardiner and Kevin Knight both joined the Council in December and bring new perspectives to the governance roles of the Council.

Makoha Gardiner has strong Māori language skills and teaching experience. She was Head of the Māori Department at John Paul College, Rotorua, between 1992 and 1998, kaiako at Te Kura Kaupapa Māori o Hurungaterangi for three years and Deputy Principal of Rotorua Girls' High School between 2004 and 2005.

Recently Makoha completed a postgraduate diploma in interpreting and translating Māori. She served for 12 years as Secretary of Te Arawa Pouako i Te Reo, a Te Arawa teachers group. Her skills in teaching and assessment of Te Reo Māori have been used in a number of groups, for example, NCEA review writing groups for NZQA and she was Chief Examiner for university bursaries Te Reo Rangatira from 2000 to 2003.

Dr Knight's career spans education leadership and management, teacher education, classroom teaching, school psychology and education consulting. He is currently a director of the New Zealand Graduate School of Education (NZGSE), Christchurch, a private teachers' college he co-founded in 1996. In 2004, he acted as Principal of Hornby High School at the request of the school's statutory managers. Kevin also offers workshops in professional development for teachers and has focused on behaviour management, teacher appraisal and mentoring systems.

In accordance with Council tikanga, all three new council members received a formal mihi whakatau when they attended their first meetings.

EARLY CHILDHOOD EDUCATION ADVISORY GROUP (ECEAG) MEMBERSHIP

Nominations were called for the Convenor, home-based, Māori medium and Initial Teacher Education positions on the ECEAG in September 2009. The result was reappointment of the incumbents. Professor Helen May (convenor), Margaret Barclay (home-based), Hinerangi Korewha (Māori medium) and Barbara Backshall (ITE) have accepted a further three year term on the advisory group.

The Council values their continued commitment to our work and appreciates their contribution, which ensures that all ECE perspectives are provided.

South Auckland Schools Take on New Mentor Teacher Education for Tutor Teachers



ABOVE: Prof. Helen Timperley analysing learning conversations with teachers Sharon Hill and Jo Hardwidge at one of the regular educative mentoring sessions held at Manurewa Intermediate as part of the pilot programme.

A cluster of primary and intermediate schools in south Auckland are transforming their practices to support provisionally registered teachers through involvement in the Council's induction and mentoring pilot run by Auckland University.

Director of the pilot programme, Dr Frances Langdon, has a clear vision for ideal induction and mentoring of beginning teachers.

"I'd like to see beginning teachers walk into a school where there is a culture of professional learning and development," says Frances, "where the leaders are interested in their progress, and where an educative tutor/mentor and a class has been selected for them. The programme to support their development would be flexible, needs based, and negotiated and would be focused on the teacher's and children's learning."

Auckland University is one of four pilot programmes that are trialling the Council's draft *Guidelines for Induction and Mentoring Programmes and Mentor Teacher Development*. As with the other pilots, Auckland is focusing particularly on support for the mentor/tutor teachers - but within a whole school structure of support. The draft *Guidelines* emphasise the educative or pedagogical role of the mentor alongside the more traditional pastoral role that tutor teachers are familiar with.

"A common approach is to support and encourage beginning teachers in their efforts to simply come to grips with demands of the job. That's a very humane approach because starting out as a beginning teacher is very stressful," Frances says, noting that no teacher training programme in the world can fully prepare a teacher for the realities of the classroom. She continues, "but mentoring and induction programmes for beginning teachers should do more than simply support them."

"Whilst tutor teachers are working with the very best intentions, they may not be giving the type of feedback that helps beginning teachers to reach their potential."

"What they should do is help the new teacher reflect on their work so they can become more effective teachers, rather than simply managing the demands of their job and keeping their classroom on task. Mentors need to provide planned and opportunistic learning that is really responsive to the beginning teacher's work with students in the classroom."

There are two parts to the pilot - a professional development intervention and a research intervention that runs alongside. The year-long programme for tutor/mentor teachers begins with the research team working with

principals and other key leaders to analyse the existing induction programme and set specific goals. As a result of this analysis they then develop their school induction and mentoring programme, a vision statement, and look at guidelines about how this might be translated into practice.

Frances makes the point that, "the context makes all the difference as the cultures of schools emerge from and develop around the leadership of the school. That's why we go in and work with school leaders because their commitment to professional development and how they perceive learning is critical to effective induction."

After the preparatory work with school leaders, tutor/mentor teachers are then released to attend meetings throughout the year that focus on supporting the mentors. Topics have included presentations about what educative mentoring actually is, and how to work effectively with provisionally registered teachers. The pilot programme is supported with expertise from the Faculty of Education including Professor John Hattie who presented his research on making learning visible; the Dean of Education Associate Professor Graeme Aitken, who delivered sessions on effective classroom observation; and Professor Helen Timperley who disseminated her seminal work on professional learning and development and how to have professional learning conversations. Gabi Kromer is the project manager and Annaline Flint is a researcher and teaches with Dr Frances Langdon on the mentoring programme.

Teachers were also encouraged to enrol in a postgraduate course that complements the mentoring programme – EDPROFST 755 *The Inquiring Teacher*. This enables mentor participants to research aspects of their own practice – such as the supervision of beginning teachers – and can be credited towards a postgraduate diploma or masters qualification. More teachers have enrolled in the paper in 2010 than in the first year, perhaps showing greater confidence in their ability to handle the demands of this level of academic study.

One of the most powerful aspects of the professional development was receiving feedback on taped mentor – PRT conversations. "This feedback really made me change how I ran these meetings with PRTs," says one mentor, while another talked about the importance of her mentoring role:

"I have been made aware of the importance of the mentoring role. Being available and approachable is key. No question or concern is too big or too small. My practice has changed by not having an open agenda. Today, my observation goals are negotiated and focused; a win-win situation for both myself and the PRT. The course has provided me with a range of tools for observing, giving feedback and analysing conversations. It has enabled me to feel more confident about my role as MT and to put student learning at the centre of the observations. Giving agency to the PRTs, encouraging them to discuss their beliefs, decisions and implications for their teaching practice has also been a positive shift. In this matter, allocated time is key. I think I also have a role to play in ensuring the PRTs get the opportunity to see good teaching practice in action around the school, as many individuals around the school assist in the PRTs development and learning."

continued on p4...



ABOVE: Dr Frances Langdon



ABOVE: Gabi Kromer

...continued from p3

One of the exciting developments arising from the pilot has been the way some of the principals have capitalised on the learning from the project to underpin wider professional learning and school development goals in their schools. One principal spoke about how the mentoring programme had affected teacher's professional conversations throughout the school:

"Having learning conversations is a big learning curve for us... We are talking about honest feedback, having evidence to back up what you are saying, putting it back onto the teacher, it is data driven. ...the data was not in the centre of the conversation before, whereas now it is, for everybody."

Dr Langdon is hugely appreciative of how the principals have supported this programme. "Clearly they can see the value of the professional development and have supported it by making school time available for the mentor teachers to attend the professional development," she says. "This has been a critical element in the success of the programme."

As with the Massey University secondary schools pilot that *ForTeachers* reported last year, this pilot in Auckland has also brought schools and teachers together to share and celebrate their achievements. A mini hui was held last October and principals and mentors made presentations on what plans and processes the pilot has led them to develop.

A clear shift had been made in understanding of the key elements of the mentor role and potential it has to lift beginning teachers' practice towards highly accomplished teaching early in their career and to keep them in the profession.

The Council is looking forward to using the findings from this pilot to promote and support high quality induction and mentoring throughout New Zealand.



ABOVE: Professor Helen Timperley (left) and Annaline Flint

New Zealand Kindergartens Inc Complete Induction and Mentoring Pilot

The Council has received the final report from the early childhood education pilot in induction and mentoring. Recommendations show exciting opportunities but also serious challenges for the sector to be able to make best use of the draft Guidelines for Induction and Mentoring of Provisionally Registered Teachers and Mentor Teacher Development.

The pilot programme included professional development for Provisionally Registered Teachers (PRTs) as well as for the mentor teachers. Both groups appreciated the opportunities to network and to unpack the draft *Registered Teacher Criteria* to gain shared understandings. For PRTs to see their mentor teachers as learners really showed the ideal of professional learning communities in action.

Each region involved developed its own professional development programme for mentors, drawing on the draft *Guidelines*. Senior Teachers followed up with mentors in their centres and new systems were developed to incorporate what they learned from the pilot. In Nelson, early childhood education and care services were included in the professional development which was led by the local Kindergarten Association.

EMERGING ISSUES WERE IDENTIFIED

- Relationships between mentors and PRTs need to be deliberately and carefully developed on both a personal and professional level.
- Induction programmes need to be tailored appropriately to the PRT.

- Many PRTs had little information from their teacher education institution about the requirements and entitlements for moving from provisional registration to full registration and did not know what to expect in their induction programme. Many were unsure of the availability and use of the Ministry funds to support their participation in an induction programme.
- Many mentors were taking up their role at the same time as coping with demands on their time as leaders in their services. It was suggested that to do justice to an induction programme, a mentor should work with only one PRT at a time.
- The current staffing funding formula was identified as impacting on the availability of meeting time between the mentor and PRT particularly in the education and care services.
- Many PRTs did not have easy access to the internet and this inhibited their professional development through online discussion but also in accessing journals or other information.

Specifically provided professional development for mentor teachers is central to professionalising this role. As early childhood education has many private and stand alone services, making this leadership development available to all potential mentor teachers will be a challenge. The pilots are showing, however, that this professional learning of mentor teachers is critical for the induction of new teachers to occur with the depth and commitment that is needed to ensure an expert teaching workforce.

News and Work in Progress



Implementation of Registered Teacher Criteria

They have been a long time coming but here they are at last! The *Registered Teacher Criteria* were finalised and adopted by the Council in October 2009 along with a plan to inform the profession and successfully implement the criteria.

This month a national programme of workshops begins in Auckland. The workshops are primarily for professional leaders or senior staff responsible for registration processes. They are also aimed at professional development advisers who will be offering support to schools and early childhood services in the future.

The Council convened a group of teachers including principals and advisers to help design the workshop programme and the resource materials. Juliet Martin, an experienced professional development adviser who directed the University of Canterbury trial with teachers and principals of the draft *Registered Teacher Criteria* in 2009, has been contracted to facilitate most of the workshops.

The workshop programme and resources used in the workshops will also be made available through our website.

Invitations were sent to professional leaders to register for a workshop by April 30 so we could gauge the number of workshops needed in each area. As a result we have finalised the programme (summarised on page 6) and the final programme, with details about venues and times, is now available on the Council's website at:

<http://www.teacherscouncil.govt.nz/rtc/rtc-workshops.stm>
or by texting 'criteria' to 244 (txts cost 20c).

RESTRICTION ON ONE PARTICIPANT NOW LIFTED

Until we were surer of numbers, we asked for only one participant per institution, but we can now confirm that two (in exceptional cases more) can be accommodated. Please ensure you register these extras as we still need to know numbers for each workshop so we can plan resources, seating etc.

DISTRIBUTION OF HANDBOOKS FOR FINAL REGISTERED TEACHER CRITERIA



The bilingual handbooks for teachers containing the *Registered Teacher Criteria* have been printed and multiple copies will be posted to schools and early childhood education services. You should receive these at the start of term three. There may not be one for each staff member but there should be enough so all teachers can easily access a copy.

STRONG INTEREST IN THE REGISTERED TEACHER CRITERIA

We have been encouraged by the high interest shown in the new Criteria by teachers, principals and professional development advisers who have engaged with them. One of the advisers has described them as "a gift to the profession". She has observed the way "teachers have responded to them in a highly professional way and used them to think critically about their teaching and used them to lift their professional practice to a new level." We certainly hope that the thinking and consultation that has gone into their development will indeed make the *Registered Teacher Criteria* a tool teachers and professional leaders will really value.

Registration Policy Review

Last year many teachers and professional leaders took part in consultation meetings and responded to a survey seeking input into proposed changes to some of our key registration policies. For example, we asked how long a teacher should be able to remain provisionally registered, how far back the time period should be for 'recency' of teaching experience and what the different categories of practising certificate should signal. We also suggested that we should make the distinction between 'registration' and a 'practising certificate' clearer and that perhaps teachers who no longer needed a practising certificate could still retain their registration.

We got a wealth of responses to this consultation, all of which has been useful in helping the Council decide on 'next steps' in the policy review process. As a result, some clear directions are being pursued for detailed analysis and discussion. These will be discussed further by the Council and by the external Reference Group over the next couple of months.

Initial Teacher Education Programme Requirements Review

A key responsibility of the Council is to approve and monitor initial teacher education (ITE) programmes and to set requirements for this process.

In 2007, the Council began a review of its current guidelines. Initial feedback gave a clear signal that any requirements needed to be fair, transparent, research informed and sector acceptable.

In 2009, the Council consulted with the wider education sector on a number of aspects of ITE programmes and the processes for approval, continuing approval and monitoring. We received responses from across the education sector including providers of ITE and teacher educators in the university and non-university sectors, teachers and groups in ECE, primary and secondary schools, and responses from educational groups including the teacher unions.

The consultation asked about issues such as entry requirements, selection into ITE programmes, length of the teaching practicum, practicum visiting, programme design and the process for approval and monitoring.

The responses have been analysed for their major trends. There are distinct differences in many of the responses across the sector with the ITE provider institutions seeking a high trust model, allowing them to exercise their intellectual freedom across most aspects of their programmes. The teachers, centres and schools, along with a number of large educational groups are seeking more nationally defined and described aspects for ITE programmes, with the sector clearly expressing a strong voice for more active involvement in ITE with provider institutions. The employing sector is expecting new graduates from ITE programmes to be ready to begin their teaching careers upon graduation.

The proposed approval and monitoring process, has taken account of the need for reduced costs for providers in both the university and non-university sectors and a higher trust model with a focus on self-review and self-reporting.

This review will see the *Graduating Teacher Standards* (established in 2007) as the benchmark standards for ITE programmes and graduates in New Zealand, with a set of stated requirements for all newly approved and reviewed programmes from 1 January 2011.

Research News

WORKSHOP PROGRAMME

For detailed information about locations, dates, venues and times go to:

www.teacherscouncil.govt.nz

REGION	WEEK
Auckland	24-28 May
Bay of Plenty	9- 11 June
South Auckland	14-15 June
North Auckland	16-18 June
Waikato	22-25 June
Gisborne-Hastings	29-30 June
Palmerston Nth	1 July
Taranaki	27-29 July
Wairarapa Wgtn	2-5 August
Nelson W.Coast	10-11 August
Canterbury	19-24 August
Southland	26 August
Otago	1-3 Sept

Early Childhood Education (ECE) Leadership Framework Development

The Council has continued to support work on developing a leadership vision and framework to support a strategy for leadership development in the ECE sector. Following the launch of the occasional paper *Conceptualising leadership in ECE in Aotearoa New Zealand* in July 2009, the Council hosted a Leadership Workshop in November. Invitations went to all key ECE organisations and stakeholders as well as providers of leadership professional development programmes. A range of perspectives were provided by key presenters before participants went in to groups to workshop their view of leadership in ECE.

The Council subsequently agreed to host a writing group to engage with the material from the workshop day. The writing group met in March and began development of a vision for leadership in ECE and to define some leadership characteristics for the sector. This work is still in progress and may be supplemented by a further meeting of the writing group.

Ngā Whakaaro o ngā Tumuaiki - Kura Kaupapa telephone survey report now available

One of the statutory responsibilities of Te Pouherenga is to establish and administer a registration process for all kaiako / teachers. Up until 2006, it was not compulsory for kaiako in Kura Kaupapa Māori (KKM) to be registered. The change was followed by a decision to canvass tumuaki in KKM on their experiences with the registration policies and process.

The survey indicated a high level of support for teacher registration amongst tumuaki as well as identifying some of the barriers to a smooth registration process. It also highlighted some of the issues concerning access to initial teacher education and limited authority to teach certificates. A need to improve the communication systems between Council and KKM in order to overcome feelings of isolation and lack of appreciation of their unique issues was evident in the results.

The report will shortly be available on our website with our other research publications. It includes an updated section on what Te Pouherenga has done in response to the survey findings.

FOR TEACHERS READERS SURVEYED – WHAT WE FOUND OUT

In the last issue of *ForTeachers*, we asked for your feedback on the newsletter to find out what can be improved and the best way to send it out. Over 600 teachers and other professionals in the sector completed the online survey providing useful information to the Council on who is reading *ForTeachers* and what they think about it.

Findings from the survey included:

- Most respondents read *ForTeachers* occasionally and tend to browse the newsletter and read articles that interest them rather than read every article.
- *ForTeachers* was rated highly for its interesting articles and usefulness of information. Not all teachers found the newsletter relevant to their sector or professional role.
- Teachers were most interested in reading about Council policies and standards, research publications and Council projects. Over half of teachers agreed that *ForTeachers* has increased their knowledge about the purpose of the Council and how Council supports teachers.
- Style aspects of *ForTeachers* were rated highly, for example the layout, tone of writing style and appeal of the front cover.
- Teachers were split in their preference of how they like to receive *ForTeachers*. Some (36%) wanted hard copies available at work, others (29%) an electronic copy emailed to them, and others wanted both.

One issue highlighted was that teachers are either not receiving or not recognising their individual copy in the mail. Many teachers said they had not read *ForTeachers* before and were not aware of the newsletter. We are seeking to address this communications problem.

The Council would like to thank all teachers that took the time to answer the survey. We are currently reviewing the survey findings and intend to make changes based on the feedback during this year.

KEEP IN TOUCH

Are you moving soon?

Changing e-mail address?

If so, we'd like to hear from you.

You can now keep in touch via the Teachers Council website. Following the link at the foot of the home page will bring up an e-mail template. Simply update your contact details and submit the form. Your details will be automatically saved.

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