

**Extracts from submissions made by members as individuals to the
Education Workforce Advisory Group Report *A Vision for the Teaching Profession***

Leadership of the Profession

Teachers see the Teacher's Council as part of the government and not independent. If it is to be seen as leading the profession then it needs to be independent.

Is this section about LEADERSHIP of the profession or making sure the profession does as it is told? There will need to be significant changes and resourcing to the Teachers Council if it is to provide professional leadership as opposed to professional monitoring.

We would prefer the title Education Profession... as opposed to workforce... as the term has more status (and it would seem that the proposed changes are an attempt at this) and if the proposals are to include the entire 'workforce' where is the reference to all other personal who are employed in a school setting?

The NZTC is resented because it is paid for by teachers (and we pay through the nose) and controlled by the Gov. It is full of Gov appointees – chaired by a Gov appointee. It is ironic that this paper implies that the unions exert too much control over it. Really?? Not that we have noticed

New Zealand has a world-class education system built on excellent teachers who are creative, inventive and responsive to the learner and the learner's environment.

*Let us not be party to the invention of a whole lot more controlling structures that will cost money. That will only mean that the money that might be used for the benefit of the 'tail' will be sucked into fulfilling compliance requirements.
Further – morale in the profession is low at the moment – teachers are being treated with contempt. Their professional input is worth nothing; they believe that they are constantly being told they are lazy, ineffective, and self-serving.*

This is no way to engage the members of the profession or to harness their skills. Quite a number of teachers at all levels are eyeing more profitable pursuits – retirement, the Middle East, etc.

We find it interesting that the focus seems to be on the quality of teaching in parts of the document and the status of teaching in others. While they are certainly interrelated issues they are not necessarily one and the same. It could be argued that NZ has a high quality but low status teaching profession.