

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

## **Reward, Recognition and Progression**

*The first point that we feel must be reiterated is that teaching is NOT an individual pursuit and any reward, recognition or progression process must not undermine this – it is a collegial profession!!!!*

*The profession needs a career structure that is established and not dependent on the whims of the principal. The present mix of permanent and flexible use of units works well. Principals can have DPs and APs that they can depend on to support them by doing principal-type activities and providing consistent, grunty leadership – while they can still reward others for special projects / leadership tasks.*

*If schools were fruit salads; this aspect of the vision would be one of the rotten lemons bobbing in them....*

*Measuring a teacher on performance rather than expertise – knowledge, skills etc... is not right*

*We believe we have sufficient flexibility within the current system to recognise teachers who take on additional responsibility and leadership. It is important that there are some guidelines around the allocation of units in order to ensure the preservation of a career path through the various levels of responsibility. It also needs to be remembered that the current units and classroom release time are negotiated through a collective employment agreement and therefore it is not appropriate that the advisory group should be recommending proposals that cut across the correct forum for negotiating such conditions.*

*How can you expect teachers to take on extra responsibilities if they cannot rely on that fact that they will remunerated fairly for what is usually a lot more work?*

*Using units flexibly is a form of performance pay, I reject this! Units are intended to develop career paths and remunerate teachers who take on professional leadership positions. The New Zealand Curriculum requires collaboration within schools and in fact this has been one of the main reasons our school system has been so highly effective and is recognized world wide – this will be seriously undermined if the reward and incentives you suggest are implemented – I would not want to share my good ideas with others – but keep them to myself to ensure I am rewarded. It would change teaching from a collegial to competitive environment which would be a disaster for children's learning!*

*The mechanisms for rewarding teachers in a way that is different to what we have at the moment could be fraught with difficulties and anomalies: Example: A teacher who technically is a 'best practice' practitioner as opposed to a teacher who is intuitive and has excellent engagement with students where that connection results in a real motivation and desire by students to learn, resulting in outcomes which may be the same or better than the technically proficient teacher. How do you measure real personal engagement, charisma and intuitive teaching? Hattie's research highlights this as being the difference between a good teacher and a great teacher.*

*Any sort of reward system should be looked at with suspicion. This could be very dangerous and arbitrary. Sounds like this would need some sort of bulk funding system, as well, which we have already gotten rid of many years ago.*

*There have been studies done that say external motivation is not the best way to go about things.*

*Staff is adamantly opposed to performance pay. National pay scales need to be retained and overall rates increased so that teachers as a whole become a more respected and valued profession- lifting the status of teachers. Staff concurs with NZEI and rejects using units flexibly as a form of performance based pay. The purpose of units is to develop career paths and remunerate leadership. In fact more units are required for a wider range of responsibilities.*

*I have had the happy task of studying teacher / school effectiveness at Masters Level. Here is the news – I give it to you free of charge -: there is no one ‘treatment’ or ‘formula’ which can show a teacher is ‘performing’ better than another. What works one year, does not the next. A teacher in one school will be an ace – and totally ineffective in another school. Teaching and learning are that complex – something which this Gov is not moved to recognize of course. But – if you insist – I will play Santa Claus - ??? – And divisive will that be!!*

*It is a fallacy to think that more standards will enable better judgments of capability and performance. Staff is already concerned at the number of sets of standards, yet the advisory group is recommending more.*

*Standards cannot measure relationships and in a learning community the quality of relationships has a high correlation with positive impacts on learning. This is a key tenet of the successful Kotahitanga programme. Measuring teacher performance rather than expertise (knowledge, skills and attributes) is not supported.*

*We are already plagued with sets of standards.*

*Again, here’s the news - there can be no one definitive set of standards that can be applied to get ‘effective, transparent and robust judgments’ of a teacher’s ‘capability and performance’ and performance pay does not work. Not even in the days of the inspectorate did we all pretend that.*

*As schools, we do not control our raw material. We have to work creatively with what we have – and our best outcomes cannot be ‘measured’ by applying a ‘standard’. Teaching is more an art than a science.*

*We already have clear professional standards that form part of the performance management system in schools. We do not believe that further surveillance or setting up more structures for auditing these standards in the name of robustness and transparency will add to either the quality or status of teaching. What will make a difference is the quality of people who are attracted to, and selected for teaching along with the quality of pre service education and the quality and consistency of ongoing professional development provided for teachers.*