

NZEI · TE RIU ROA

**NZEI TE RIU ROA
RESPONSE TO THE
TERTIARY EDUCATION
COMMISSION CONSULTATION
PAPER**

***The Distinctive Contributions of
Tertiary Education Organisations***

12 August 2004

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**NZEI RESPONSE TO THE TERTIARY EDUCATION COMMISSION
CONSULTATION PAPER: THE DISTINCTIVE CONTRIBUTIONS OF TERTIARY
EDUCATION ORGANISATIONS**

1.0 Introduction

- 1.1. NZEI Te Riu Roa is the professional organisation and industrial union that represents the interests and issues of its 43,500 members. Our members include teachers in the early childhood and primary schools and centres, support staff in the primary, intermediate, and secondary sectors, advisers employed by the Colleges/Schools of Education and Special Education staff employed by the Ministry of Education.
- 1.2. The main objective of NZEI is to advance the cause of education generally while upholding and maintaining the just claims of its members individually and collectively.
- 1.3. NZEI is one of the largest unions and professional bodies in the country and has a long history of playing a positive role in the education sector. The national structures of NZEI Te Riu Roa include an elected National Executive, Te Reo Areare (the elected executive of NZEI Te Riu Roa Māori strand), and a number of specific sector advisory groups including the Principals' Council, the Early Childhood National Caucus, and the Primary Classroom Teachers' Advisory Group.

2.0 The Distinctive Contribution of Colleges of Education

- 2.1. NZEI Te Riu Roa endorses the focus of the consultation document on ensuring high quality provision of teacher education. It is hoped that this initiative will rectify the confusion caused by the proliferation of teacher education programmes and qualifications developed during the last 12 years.
- 2.2. NZEI Te Riu Roa recognises that we are entering a tertiary environment where excellence in teaching practice and experience must be complemented by content knowledge, a firm base in theory, and an understanding of the relationship and

critical importance of factors and developments outside the classroom and how they impact on student learning in the classroom.

2.3 While this environment has been evident in schools for at least a decade, it is encouraging to have alignment of teacher qualifications and teacher education programmes.

2.4 NZEI Te Riu Roa also endorses the continuing importance of enhancing research-practice links through the continued role of the expert practitioner in teacher education.

3.0 Undergraduate Qualifications

3.1 NZEI Te Riu Roa endorses the need for qualifications, and professional development, which support quality teaching practice in the early childhood, primary and secondary sectors.

3.2 Teaching in early childhood and primary schools requires interaction with a range of students who are in their formative years of learning and developing skills and attitudes.

3.3 Therefore it is imperative that degree-based qualifications leading to teaching include substantive content based undergraduate study, followed by further study in theory and practice.

3.4 Within any course of study there must be opportunity to trial theories and ideas in the classroom setting.

3.5 Foundation, or initial, qualifications must be further supported by a programme of quality assured professional development during the first two years of practice appropriate to the needs of the newly graduated teacher.

3.6 NZEI Te Riu Roa believes that it is imperative that the teaching service mirrors the classroom demography.

3.7 Where appropriate, bridging courses and scholarships should be offered to encourage enrolment of under-represented groups in programmes leading to teaching.

4.0 Postgraduate study

4.1 NZEI Te Riu Roa recognises that teaching is a profession, and therefore teachers should be encouraged to further study at postgraduate levels.

4.2 Any undergraduate qualification leading to a teaching qualification should provide pathways to quality assured postgraduate study.

5.0 Professional development

5.1 Quality assured professional development, appropriate to the needs of both the teacher and the school, must be available to all teachers.

5.2 NZEI Te Riu Roa supports professional development where that professional development:


- is linked to a purposeful framework;
- includes an external facilitator and a structure of mentors;
- is linked to a recognised quality assured tertiary provider;
- applies at three different levels: the individual, the group and the school level;
- is consistently assessed and moderated to show evidence of learning relating to practice (including research) and assessment;
- is clearly linked to actual classroom or school leadership practice.

6.0 Summary

6.1 NZEI Te Riu Roa recognises that initial qualifications leading to teaching must be based on the understanding that professional practice and content knowledge play equal and vital roles in classroom practice.

6.2 NZEI Te Riu Roa recognises that teacher education does not stop with the first degree; rather it is an ongoing process, enhanced through appropriate and applicable professional development and postgraduate study.

6.3 NZEI Te Riu Roa further endorses the provision of teacher education programmes supported by quality research and recognising the needs of practitioners and schools.

A handwritten signature in black ink, appearing to read 'Colin Tarr', with a long horizontal flourish extending to the right.

Colin Tarr
NATIONAL PRESIDENT
TE MANUKURA

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The Distinctive Contributions of Tertiary Education Organisations –

A Tertiary Education Commission Consultation Paper

Consultation Submission Template

The deadline for submissions to the Tertiary Education Commission (TEC) is **Friday 20 August 2004**.

The TEC wants to hear your views on the Consultation Paper. The TEC's strong preference is for all submissions to be in the public domain in order to inform and encourage public debate on the issues raised in the Consultation Paper. However, if you specifically request the TEC will treat your submission In Confidence.

In writing your submission, you may find it helpful to consider the questions included in the document.

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Comments Please see attached letter and submission

Once you have completed your feedback, you can either:

Mail to:

Consultation Paper Administrator

Tertiary Education Commission

PO Box 27-048

Wellington

Email to:

consultationpaper@tec.govt.nz