

**NZEI SUBMISSION**

**TO THE**

**NEW ZEALAND TEACHERS  
COUNCIL DOCUMENTS**

**ON THE**

**SATISFACTORY TEACHER  
DIMENSIONS**

August 2007

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# **OUTLINE OF NZEI TE RIU ROA'S SUBMISSION**

**on the**

## **New Zealand Teachers Council Satisfactory Teacher Dimensions Review**

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**NZEI TE RIU ROA SUBMISSION  
TO THE NEW ZEALAND TEACHERS COUNCIL'S  
SATISFACTORY TEACHER DIMENSIONS REVIEW**

**1 Profile of NZEI TE Riu Roa**

- 1.1 NZEI Te Riu Roa is the professional and industrial organisation that represents the interests and issues of its 45,000 members. Our members include teachers in the early childhood and primary sectors, support staff in the primary, intermediate, and secondary sectors, advisers employed by the Colleges of Education, and Special Education staff employed by the Ministry of Education.
- 1.2 The main objective of NZEI Te Riu Roa is to advance the cause of education generally while upholding and maintaining the just claims of its members individually and collectively.
- 1.3 As one of the largest professional bodies in the country, NZEI Te Riu Roa has a long history of playing a constructive role in the education sector. Therefore, NZEI views members' professional roles and behaviours in a self-regulating environment as being of critical importance. The review of the "standards" which govern the profession is therefore seen as of immense importance, and NZEI supports this work.

**2 NZEI Te Riu Roa and standards development**

- 2.1 The New Zealand Teachers Council's work on the review of the dimensions or standards has been signaled for some time. It has been acknowledged across the sector that there are likely to be challenges in
- addressing the tension between the dual purposes of registration, which are to assure the profession and the public that registered teachers meet a minimum standard, and also to inspire and assist in the growth of a high quality teaching profession, and
  - solving the issues of the different sets of standards which teachers have to meet, in particular the alignment between the collective agreement standards and the registration standards.
- 2.2 NZEI is pleased to be able to provide substantive feedback at this time, and urges the Teachers Council to ensure it takes heed of the feedback from the key stakeholder groups, so that further and wider consultation can be well received and debated positively and collaboratively.

**3 Recommendations**

- 3.1 The following recommendations are provided by NZEI, with background to each noted in this submission.

NZEI Te Riu Roa wishes to inform the New Zealand Teachers Council of the political, industrial and logistical implications of its current approach to the Satisfactory Teacher Dimensions (S.T.D.s), and requests the Teacher Council to reconsider the timing, pace and content of the current review. In particular, NZEI proposes a number of recommendations

1. *NZEI requests that the focus is on the development of the S.T.D.s, leaving the details of the assessment frameworks for development at a later stage.*
2. *NZEI notes that the inclusion of consideration of assessment options for provisionally registered teachers, and for renewal of practising certificates, is causing unnecessary complexity in the consultation.*
3. *NZEI requests that, in regard to the S.T.D.s, the Council*
  - *considers reducing the number of criteria and of key indicators.*
  - *to develop exemplars over time from schools and centres with good practice, so that they are authentic and from actual teaching experience.*
  - *ensures alignment between the sets of standards, especially with the Graduating Teachers Standards, and develops a pathway which has internal consistency and which reflects good practice.*
4. *NZEI views the Teachers Council's Code of Ethics as an aspirational statement which must not be used as a measure for attestation or appraisal for teacher registration.*
5. *NZEI urges the Council to await the outcomes of their induction research before seeking further consultation in this area , and to note that NZEI is reluctant to enter into in-depth discussion on mentoring at this time, as those discussions are currently being under taken in the industrial arena.*
6. *NZEI requests that the Teachers Council does not, at this time, undertake further consultation on the relative positioning of the various standards, as all of the major collective agreements for teachers in all sectors is under negotiation or ratification processes*
7. *NZEI request that consideration of categories of registration occur at a later time so that the range of issues relating to registration categories can be considered as a whole, rather than in a standards assessment framework.*
8. *NZEI expresses concern at the use of the terminology "scope of practice" and seeks further information on this.*
9. *NZEI urges that the language used in the Teachers Council documents is cross-checked with the language of the current key documents in the sector, including the draft New Zealand Curriculum, the Schooling Strategy, and Te Whariki, and also the language of the sectors, to ensure inclusiveness of, and ownership by, all teachers.*

## **4 Consultation**

### **Consultation Opportunity**

- 4.1 The period of the consultation has been the longest yet provided by the Council for any stakeholder consultation and NZEI appreciated the additional time. However, the sheer scope of the work meant that the time was still insufficient, and NZEI was grateful for an extension to the closure time for submission, as this allowed National Executive to have the opportunity to discuss this submission.
- 4.2. NZEI's submission has been developed using feedback from the National Executive and the three advisory groups with teacher members; the early childhood national caucus, the Primary Classroom Teachers Advisory Group and the Principals' Council. In addition three focus groups with members from all sectors and with a range of teaching experiences met for a full day in Hamilton, Wellington and Dunedin.

### **Consultation timing**

- 4.3 The timing of this work is increasing inappropriate. For example, NZEI is concerned that the Teachers Council is seeking feedback on the positioning of the various sets of standards and assessment models at the same time as industrial bargaining in these areas is underway.
- 4.4 *Recommendation*  
*NZEI Te Riu Roa wishes to inform the New Zealand Teachers Council of the political, industrial and logistical implications of its current approach to the S.T.D.s, and requests the Teacher Council to reconsider the timing, pace and content of the current review.*

### **Consultation breadth**

- 4.5 The Council's wish to seek feedback on assessment options for PRT renewals, and on categories of registration has created such a wide scope for feedback that the task covers almost all aspects of teacher registration and has been almost unmanageable within a few weeks.
- 4.6 The logistics of engaging even only key activists members in such a wide ranging consultation has been huge. Three focus groups each spent a full day on the work, yet did not have time to consider all aspects. National Executive and the National Executive Advisory Groups also provided feedback on particular aspects.
- 4.7 More time was spent on the supposed additional aspects of assessment than on the actual S.T.Ds themselves. This was due to alarm as many of the options provided have potential for interference in the industrial and political work of the union. It is also a reality that assessment processes are of more concern to individual teachers than the specific wording of the STD criteria, and members' focus on the assessment aspects reflected that reality.

## **Consultation Pace**

- 4.8 Although the Council states it is seeking comments and not formal submission on the assessment options, NZEI felt it was essential to engage in consultation with members to attempt to ensure that a position has been considered in all areas.
- 4.9 NZEI is very aware that the pace being set by the Council for this work has meant that there is to be a meeting on assessment options on 12 September. The papers for the two previous Reference Group meetings have been provided at two and three working days notice, and this has severely impeded the ability of the organisation to provide considered feedback on proposals. It was a concern that Reference Groups members sought reading time during the June meeting to be able to provide feedback-this indicates that the responses being provided by the Reference Group are not considered and reflective.
- 4.10 As you will be aware NZEI is a membership driven organisation, and positions in areas as crucial as assessment of teachers, and on induction programmes, cannot be developed in an ad hoc way.
- 4.11 *Recommendation*  
*NZEI requests that the focus is on the development of the S.T.Ds, leaving the details of the assessment frameworks for development at a later stage. NZEI notes that the inclusion of consideration of assessment options for provisionally registered teachers, and for renewal of practising certificates, is causing unnecessary complexity in the consultation.*

## **5 Content of the Satisfactory Teacher Dimensions**

### **Criteria**

- 5.1 Members' comments on the criteria included that these-
- need to be reduced in number
  - need to be ordered into a better sequence with a flow that reflects the teaching and learning cycle. The use of the teaching and learning cycle as outlined in the NZTC policy on maintaining full registration would provide such a continuity
  - could be aligned more with the Graduating Teacher Standards
- 5.2 The criteria need to be
- High trust
  - Generic and interpreted in each setting
  - Consistent
  - Reflect the way the GTS grouped for simplicity
  - Able to be interpreted in each context
  - Measured in the teaching setting
  - Supported by professional development for professional leaders

### **Indicators and exemplars**

- 5.3 The Council needs to develop the exemplars to provide evidence from practice. This would ensure good exemplars rather than artificially creating both key

indicators and exemplars. These need to link for authenticity to the actual teaching experience, need to be able to be linked to the individual teacher, and should not be a ritualistic compilation of formal data.

- 5.4 There is a challenge in the development and resourcing of these. If the exemplars are to remain current and relevant, they will need ongoing updating. Questions which need to be asked include
- Who will develop these?
  - Who will resource this work? Will this fall back on teachers and the profession?
  - Will the cost be prohibitive?
  - How many exemplars are going to be kept up to date?
  - How will they be linked to the curriculum?
- 5.5 There was no wish for the indicators or exemplars to be the assessment/appraisal/attestation level. Exemplars should be aimed at illustrating the context but are not for assessment.

### **Wording**

- 5.6 NZEI has provided feedback on the Teachers Council form regarding the specific wording of each of the criteria and key indicators. This is attached as Annex A.
- 5.7 *Recommendation*  
*NZEI requests that, in regard to the S.T.D.s, the Council*
- *considers reducing the number of criteria and of key indicators*
  - *to develop exemplars over time from schools and centres with good practice, so that they are authentic and from actual teaching experience*
  - *ensures alignment between the sets of standards, especially with the Graduating Teachers Standards, and develops a pathway which has internal consistency and which reflects good practice.*
- *Notes that NZEI views the Teachers Council's Code of Ethics as an aspirational statement which must not be used as a measure for attestation or appraisal for teacher registration*

### **Language**

- 5.8 *Recommendation*  
*NZEI urges that the language used in the Teachers Council documents is cross-checked with the language of the current key documents in the sector, including the draft New Zealand Curriculum, the Schooling Strategy, and Te Whariki, and also the language of the sectors, to ensure inclusiveness of, and ownership by, all teachers.*

## STRATEGY PAPER

### 6 PRT assessment options

- 6.1 NZEI has acknowledged that there will need to be some broad consideration of assessment in the discussion on the STDs. However, it is surprising that the strategy paper section on options for assessment models does not contain any reference to the advice and guidance programmes. NZEI sees that it is not sensible or even possible to discuss the PRT options without an awareness of what the actual induction programmes will look like, as PRTs must have strong formative assessment processes, as well as summative processes.
- 6.2 NZEI urges the Council to await the outcomes of their induction research before seeking further consultation, and to note that NZEI is reluctant to enter into in-depth discussion on mentoring at this time, as those discussions are currently being undertaken in the industrial arena.
- 6.3 The 'options' provided in the strategy paper were considered by members. The "options" were a mixture of models and actions, and as they were not mutually exclusive, it is difficult to clarify any preferences or outcomes.
- 6.4 NZEI provides the following comments on PRTs
- All assessment must be of the profession and by the profession
  - The Council needs to acknowledge the significance of the research work which to date is incomplete, and was for the express purpose of building, capturing and supporting the best practice for New Zealand teachers
  - There is a uniquely New Zealand way for PRT learning and this is to be encouraged
  - The unique personal and professional commitment of a one-to-one relationship between the tutor and the beginning teacher which is an accepted part of the New Zealand induction programme must be valued and supported
  - NZEI is proud of the government commitment to tutor teachers and PRTs, situated in the context of the school or centre and working together, to practice and model good teacher practice in response to the particular learning community
  - NZEI supports the tutor teacher (mentor) being present in the worksite, and for specific professional development to support mentoring and roles allocated
  - The Longer Term Work Programme proposals in the primary teacher sector will support and develop enhanced roles for those who support PRTs
  - New Zealand schools are self managing, with the principal having prime responsibility for leading learning and professionalism of staff
  - The Council must give consideration to the resourcing of any proposed model for schools and centers, so that models proposed are not prohibitively expensive.
- 6.5 Members who commented on paragraph 10 of the strategy paper viewed the use of any scale using the language indicated with great concern. No member saw it

of value. While there was an awareness that teachers are on a continuum of development and of learning, and that there will be areas which need to be identified as needing further development and work, the language used in this section was seen the words used were seen as negative and deficit based. Members do not wish to see such wording used at all. They commented that they would not use such wordings with learners, and did not wish to have PRTs measured in such terms.

6.6 *Recommendation*

*NZEI urges the Council to await the outcomes of their induction research before seeking further consultation in this area, and to note that NZEI is reluctant to enter into in-depth discussion on mentoring at this time, as those discussions are currently being undertaken in the industrial arena.*

**7 Renewal of practicing certificates**

7.1 NZEI is concerned at the Council's request for feedback on the positioning of the various standards at this time. During the period of this Teachers Council consultation, every one of the major collective agreements for teachers in all sectors has been in the bargaining process. To ask teachers to engage in a consideration of the S.T.Ds in relation to the collective agreement and other standards is confusing and because of the impact in the industrial area, inappropriate.

7.2 The activist members who were consulted showed a range of understandings of the various standards, with many having confusions about the various sets and their purposes. This is the reality of the understanding in the sector, and the Council will need to give some consideration to ways to ensure that teachers have a positive awareness of the STDs prior to and during the wider consultation.

7.3 *Recommendation*

*NZEI requests that the Teachers Council does not, at this time, undertake further consultation on the relative positioning of the various standards, as all of the major collective agreements for teachers in all sectors is under negotiation or ratification processes.*

**8 Categories of Registration**

8.1 NZEI believes that any review of categories of registration must be dealt with separately from the STD review. This is a very complex area, and all issues relating to it need to be considered, rather than piece-meal approach which occurs when considering paras 20 - 21.

8.2 NZEI is concerned at the use of a scope of practice approach, as this may add a further complex layer which would not fit the current school and centre structures. NZEI seeks further details.

8.3 *Recommendation*  
*NZEI*

- *requests that consideration of categories of registration occur at a later time so that the range of issues relating to registration categories can be considered as a whole, rather than in a standards assessment framework*
- *expresses concern at the use of the terminology “scope of practice” and seeks further information on this*

Irene Cooper  
National President  
Te Manukura

# Formal Feedback Response Form for the Review of the Satisfactory Teacher Dimensions: Consultation 1 July-August 2007

## NZEI Formal Feedback Response

### **The Introduction:**

The introduction intends to place the draft revised *Satisfactory Teacher Dimensions* in an appropriate context. It describes their background, processes of development and their purpose. (A fuller statement about the nature and purposes of the criteria is contained in the Draft Strategy Paper, for which separate comment will be requested.)

Comment on the Strategy Paper is to be found in the final section and in the body of the submission.

### **The Overarching Statements**

These two statements are the same as for the recently published *Graduating Teacher Standards*. They make explicit the responsibility of teachers to work within the bicultural framework of the Treaty of Waitangi and their responsibilities to all ākonga / learners within their teaching contexts

NZEI would like to see a further over arching statement regarding the Code of Ethics.

### **NZTC**

#### **The two groupings of professional relationships and professional values and of professional knowledge in practice**

The writing and reference groups started with separate groupings of professional knowledge, practice, relationships, values and leadership. Once the new structure of criteria with indicators (and in the future, with evidence added) was decided upon, the logic of only two groupings emerged.

NZEI was surprised to see the move away from the MYCEETA model. One of the NZEI focus groups involved in the consultation members who had been involved in the Graduating Teacher Standards (GTS) and NZEI knowledge and skills and attributes (KSA) work-they had a discomfort with the professional knowledge in practice aspects, especially in relation to assessment, but were not able to clearly tease out their concerns.

Members commented that they saw knowledge and practice as two parts that make the whole, but they are not necessarily equal.

There was a suggestion that “Professional knowledge **and** practice” was a better name giving greater recognition to the two aspects.

Some members noted that teachers will, and indeed need to have, professional knowledge that is not visibly and explicitly evident in their current practice-i.e. knowledge must be wider and broader than the practice.

Members were much more comfortable with the one set covering professional relationships and professional values.

If the groupings remain, placing the professional relationships and professional values as the first “set” was seen as useful as that is what knowledge and practice is built upon.

## **NZTC**

### **Structure of Criteria, Indicators (and Evidence)**

The standards have been organised as 13 **criteria**, each of which has up to four **key indicators** that describe the aspects that should be assessed. It is intended that the key indicators would apply to most teaching contexts but that the **evidence** for those indicators would vary according to the context e.g. early childhood, primary or secondary teaching.

### **Criteria**

Members’ comments on the criteria

- Need to be reduced in number
- need to be ordered into a better sequence with a flow that reflects the teaching and learning cycle. The use of the teaching and learning cycle as outlined in the NZTC policy on maintaining full registration would provide such a continuity
- Could be aligned more with the GTS

The criteria need to be

- High trust
- Generic and interpreted in each setting
- consistent
- Reflect the way the GTS grouped for simplicity
- Able to be interpreted in each context
- Measured in the teaching setting
- Supported by professional development for professional leaders

### **Indicators and exemplars**

The Council needs to develop the exemplars to provide evidence from practice. This would ensure good exemplars rather than artificially creating both key indicators and exemplars. These need to link for authenticity to the actual teaching experience, need to be able to be linked to the individual teacher, and should not be a ritualistic compilation of formal data.

There is a challenge in the development and resourcing of these. If the exemplars are to remain current and relevant, they will need ongoing updating. Questions which need to be asked include

- Who will develop these?
- Who will resource this work? Will this fall back on teachers and the profession?
- Will the cost be prohibitive?
- How many exemplars are going to be kept up to date?
- How will they be linked to the curriculum?

There was no wish for the indicators or exemplars to be the assessment/appraisal /attestation level. Exemplars should be aimed at illustrating the context but are not for assessment.

The Key Indicators need to be

- Responsive
- Creative
- Flexible
- Not a tick box response

### **Assessment**

NZEI would want to use criteria as the assessment level; other-wise there are too many aspects to be “measured.”

Need to ensure that sustained practice is required and not one-off assessment

### **Teacher understanding of the STDs**

The consultation process highlighted that some teachers had limited awareness of the current S.T.Ds and their place in the registration process, including the legal requirements.

The Teachers Council will need to give consideration to the ways in which this information will eventually be conveyed to teachers.

One suggestion would be to have compulsory sections/modules on registration in the Aspiring Principals and First Time Principals programmes.

### **Professional relationships and professional values**

#### **Introductory statement**

#### **Comment on:**

Fully registered teachers engage in respectful and collaborative relationships in their learning communities and demonstrate that they adhere to professional values and ethical standards.

All values currently have active verbs – is this appropriate?

Change to verbs such as value, respect?

## Criteria 1

### Comment on:

**C1.** Establish and maintain effective working relationships with members of the learning community, to enhance the achievement of akonga/learners and overall effectiveness of the key learning setting:

- Too long, stop at community,
- If the longer version must be kept, replace “the learning settings” with “their learning settings”
- The key indicators were seen as too wordy and that the main aspects of relationships with children, family and community could have been outlined in one sentence as a stem and then the subgroups noted.
- This criteria and its indicators were seen as very unwieldy and played a key part in the decision by some members to oppose the use of any key indicators -they saw them as unnecessary duplication in schools with strong appraisal processes...
- Why are some key indicator here “effective”, some “collaborative”,
- 1.4 can be subsumed in to 1.2

**1.1.** Engage in effective working relationships with akonga/learners, establishing mutual trust, respect and cooperation.

- Stop at learners
- “Establishing” change to “endeavor to establish” (Some members saw endeavor as minimalist )
- Using a list is restrictive
- why is the list only in C1.1
- Find one word to describe “mutual/trust/cooperation”

**1.2.** Engage in collaborative and effective working relationships with teaching colleagues, support staff and other professionals

- “collaborative” and “effective” can be separate things

**1.3.** Engage in effective working relationships with whanau/family and other carers of akonga/learners

- Needs involvement of the family to be effective, and that may be beyond the teacher’s control.

**1.4.** Engage in positive and collaborative professional relationships with individuals, groups and agencies in the community to support educational opportunities for akonga/learners.

- Delete 1.4 and move the final phrase to C1.2

**Criteria 2****Comment on:****C2. Demonstrate commitment to promote the well-being of akonga/learners.**

- Add “and colleagues” or “and learning community”

**2.1. Take all reasonable steps to provide a safe physical and emotional teaching and learning environment.**

- contentious -what is meant by “reasonable” as this will differ according to context or time, and teachers can’t control what comes into the centre/school
- Is “take all reasonable steps” there to give a sense of teacher protection-in which case members would support it.
- Is this a value/relationship, or is it an action and therefore in professional knowledge in practice?

**2.2. Comply with relevant regulatory and statutory requirements.**

A range of members’ views on this –

- Why this is PV + PR-“comply” infers action
- replace with 7b from GTS, although instead of “have...” state “*demonstrate...knowledge and understanding of the ethical, professional and legal responsibilities*”
- As it should be a given that teachers comply with the legal aspects of their job, this could be removed?

**Criteria 3****Comment on:**

**C3.** Demonstrate commitment to ongoing professional learning and development.

- Participate in / initiate rather than demonstrate
- Must be able to demonstrate in practice
- Good concept of the “extended professional”
- learning needs to inform your practice, more than just commitment
  
- Re-order key indicators to 3.1, 3.3, 3.2 or remove 3.1

**3.1.** Identify professional learning goals in consultation with colleagues.

- Remove as is covered by other key indicators
  
- Why ‘with colleagues’ –this gives it a flavour of appraisal what about personal professional responsibility

**3.2.** Participate responsively in professional learning opportunities within the learning community

- like “responsively” –implies being proactive in some way
  
- but is this about professional knowledge in practice?
  
- ensures that there is evidence of the teacher putting professional learning into practice.

**3.3.** Initiate professional learning opportunities to advance their knowledge and skills

- Professional values or professional practice
- could be combined with 3.1
- Use “personal” not “their”

**Criteria 4****Comment on:****C4. Demonstrate a commitment to biculturalism in the Aotearoa New Zealand context.**

- The word “Aotearoa” was omitted from the consultation paper,
- Modify to “commitment to the Treaty of Waitangi “
- Biculturalism or to the Treaty and Maori- if it is bicultural then there should be further indicators so that there is a recognition of both languages/both cultures
- Verb here is “Demonstrate” - #10 is “implemented “-members were unclear about the distinction.
- Could use “respect” – rather than demonstrate but this was seen as patronizing by some others.

**Criteria 5****Comment on:****C5. Act ethically**

- The Code of Ethics is not a “standard” but an aspiration.
- NZEI wishes to see the Code used as an aspirational standard and not as a measure and a key indicator
- It is an aspiration, and teachers should not be measured against it
- Remove the Criteria, and write an overarching statement.

**Criteria 6****Comment on:****C6. Show leadership that contributes to effective teaching and learning**

- Leadership -is this PR or V or PK in P
- Leadership of children or adults, or does it matter
- the sector needs to recognise & value the diversity of forms of leadership, and so is one criteria enough?
- Or should it be implicit in others-or even explicit/
- This criteria undervalues the input/importance of leadership
- All teachers are leaders in some way, and need an area of passion to be able to lead others in.
- Varies according to contexts
- 

**C6.1. Actively contribute to the professional learning community**

- Some concern at the expectations of actively, and could remove that.
- Needs to be reworded to reflect this is linked to leadership

**6.2 Undertake areas of responsibility effectively**

acceptable

**6.3 Lead in ways that contribute to the active involvement of parents/whanau in their children's learning**

- remove "active"
- but need two sided involvement – can try but not get them to be involved
- is it leadership?
- parent documentation of learning in ece– needs to be leading them to do this
- "contribute" needs to be included
- "lead in ways that value the involvement "

## Professional knowledge in practice

### Introductory statement

**Comment on:**

Fully registered teachers apply their professional knowledge, understanding and commitment to build an intellectually challenging and supportive learning environment, that promotes learning and success for all ākonga / learners.

A range of members' views on this –

- Some members wanted to have “intellectually” removed
- Others felt that it recognises that teachers focus on literacy/numeracy and lifting achievement in those areas –although it was thought that the word ‘intellectually’ seemed dated, but the intent was correct
- Others felt that it is more than intellectual -use ‘stimulating’ instead
- Early childhood education sector teachers were concerned that it may be used as a lever to require them to teach children to read and write

## Criteria 7

### Comment on:

**C7.** Plan and implement an appropriate curriculum/learning programme to promote success for diverse akonga/learners.

- Remove “learning programme” and leave “curriculum” with a small “c” as that means the same
- “diverse” – covers the variety of NZ learners? See general comment about all/diverse/ individual and need for clarification
- Could be interpreted in a range of ways
- Could use quality rather than appropriate?
- “appropriate” – covers everything?
- Other terms would be to use
  - “life long learners”
  - “confident competent learners”

**7.1.** Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice.

- Remove?
- Discussed wording of ‘give’ and implications of this (to whom and why?, accountability...) perhaps change to ‘based on’
- “aims” what is meant by this?
- indicators link to needs of children – not really incorporated in Key Indicators

**7.2.** Demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents.

- put an “or” into this
- Place 8.3 here

**7.3.** Draw on pedagogical knowledge and pedagogical content to plan, monitor and modify learning programmes.

- used to plan & modify learning programme
- KI – learner there first, then curriculum
- Knowledge of learner paramount
- Then relevant content etc 7.2
- pedagogical – seen by some as a bit jargonistic

## Criteria 8

**Comment on:C8.** Demonstrate in practice their knowledge and understanding of how akonga/learners learn.

- “in their practice, demonstrate ……” better grammar
- “learners learn” clumsy
- very verbose

**8.1.** Demonstrate their knowledge and understanding of social and cultural influences on learning, including the bicultural and multicultural contexts of learning in Aotearoa New Zealand

- -delete “in Aotearoa NZ”-that is implicit as the STDS are for NZ teachers
- “apply in practice” rather than demonstrate
- how will this be “demonstrated”
- how will this be measured?
- “multicultural” is good as we need both bicultural and multicultural aspects
- difficult for teachers to demonstrate in some context
- need to be appropriate to your contexts
- Once there is a list there are things that are left off-- Should socioeconomic be added, is more needed here?

**8.2.** Enable akonga/learners to make connections between their prior experiences and learning and their current learning activities.

- good to see links to prior experience and learning

**8.3.** Develop approaches, organize learning activities, select resources and explain ideas in ways that strongly promote learning and effectively engage all akonga/learners.

- “demonstrate/enable/develop” all good verbs to use
- add “promote positive attitudes”, add “enjoyment”
- If it strongly promotes learning, then it would include making connections otherwise it wouldn’t effectively engage all learners.
  
- Remove word “all” in last sentence. Should read “promote learning and effectively engage learners”.
- “organise and select appropriate learning experiences and resources
- , remove first aspect, move to #9? 9 says select.

**8.4.** Make effective use of a variety of technologies and approaches in teaching and learning activities.

- new teachers may have a strength here
- good to see approaches and not just technology, but what about other resources such as books!
  - or “positive use”
  - to #7 -doesn’t belong in 8?

**Criteria 9**

**Comment on: C9.** Respond effectively to the varied needs and capabilities of individual akonga/learners

- “Diverse” or “individual” or “all” –definition is needed see comment in general section
- Diverse differs from individual learner
- change to “diverse and individual”
- diverse – a group, with individuals?
- “needs” - not comfortable with that language, especially those in the ece sector, as they don’t want to see a deficit model used
- “confident & compatible learners” –may be better language
- problematic with all 30 children
- what is “effectively”

**9.1.** Select teaching approaches, and learning and assessment tasks that are effective for diverse akonga/learners

- Covered in 8.3 so remove

If kept

- use “select and modify”
- keep “diverse” – recognise group of learners -both diversity & individuality
- remove word “tasks’ very secondary orientated

**9.3.** Select appropriate content and teaching approaches to support English as an Additional Language (EAL) learners to succeed in the curriculum

- Members strongly felt that this must be removed as it is specific and targeted at one group, with no recognition given to other sub-groups of learners.
- NZEI opposed the inclusion in the GTS for the same reason
- This was the only indicator on which there was strong and unanimous agreement to have it removed.

**Criteria 10****Comment on:****C10. Work effectively within the bicultural contexts of Aotearoa New Zealand**

- The word “bicultural” was not in the discussion document although it is in the response form; -such omission totally alters the meaning of this criteria. NZEI did not discover this until part of the consultation was completed.
- Should say Treaty of Waitangi rather than bicultural. Please see comment in #4 which notes --Biculturalism or to the Treaty and Maori- if it is bicultural then there should be further indicators so that there is a recognition of both languages/both cultures
- Context or contexts\_\_ Singular or plural?
- issue of lack of PD for teachers
- intention is unclear, indication show Te Reo - Tikanga, and is it is this a cultural context, or environment
- consider use of GTS 4e?

**10.1. Use te reo Maori me nga tikanga-a-iwi appropriately in context.**

- “practice and develop” rather than “use”
- isn't this covered in the overachieving statement
- Will vary hugely within school contexts & expectations.
- How do you define appropriately?

**10.2. Specifically and effectively address the educational aspirations of akonga Maori, displaying high expectations for their learning.**

- Reflects the needs being identified in research for Maori students
- We have high expectations for all students.
- An increasingly multicultural society and expectations means this high expectations needs to be included elsewhere in the document as well.

**Criteria 11****Comment on:**

**C11.** Promote a collaborative, supportive and effective learning culture.

- Add “positive”
- Says nothing about colleagues and parents – need to be included?
- Use “environment” rather than “culture” as that is broader, and put culture into a key indicator

**11.1.** Establish mutual trust, respect and cooperation with and among akonga/learners.

- Use “establish a culture of ....” Or Add “establish an environment”
- “establish” – correct verb? -you can try to do this
- Add a new bullet – “engage learners in a positive learning environment”

**11.2.** Enable akonga/learners to develop skills in evaluating and managing their learning and in taking responsibility for their behaviour

- “empower” rather than “enable” ?
- It is a challenge to do this but do need an indicator about self responsibilities

**11.3.** Demonstrate effective strategies to motivate akonga/learners based on effective management of the learning setting.

- Could “motivation” go up to 11.1, and this key indicator be removed?
- confusing and not clear if this is about behaviour- i.e. is it the physical or learning management
- “effective” – repeated which is clumsy, perhaps use “positive” or “appropriate” or in place of second effective,

**Criteria 12 Comment on:** Gather, analyze and use formal and informal assessment processes and information appropriately.

This criteria caused the greatest debate and consideration. Most groups could not come up with specific word changes in the time allowed and so developed a number of words and other statements for consideration by the writing group to do a major re-write and re-structuring. Concerns centered on the need for a sense of the place of this in the teaching and learning cycle, within the criteria and indicators, and within the STD themselves e.g. The criteria could/should be next to #7 for linkages to planning.

- assessment needs are to
  - gather
  - reflect
  - analyse
  - feedback
  - communicate (two way)
  - formal/informal
  - regular/ongoing
- needs to be clarified that this is about assessment , not just information needs verbs – other than “use”
- Indicator of pedagogical processes.
- use assessment to inform “teaching and learning”
- Gather assessment that’s effective, useful & meaningful
- Add “to enhance learning” or “to support further learning”).
- “and information appropriately” not needed?

**12.1.** Use assessment information to identify progress and on-going needs of akonga/learners

**12.2.** Use assessment information to give regular and on-going feedback to guide and support further learning.

- 12.1 & 12.2 Combined? but one is to the teacher and one is to the learner
- “gathering” – not mentioned as an indicator
- is this presumed, or implicit
- need to future proof this wording
- be aware of impact of NZC and Te Whariki

**12.3.** Use assessment information to evaluate the effectiveness of the teaching

- add “reflection” to this -reflection of teachers in classroom

**12.4.** Communicate assessment and achievement information to appropriate members of the learning community.

- remove “learning”?
- can be linked to settings e.g. ECE to parents

**12.5.** Actively involve whanau/family in collection and use of achievement information to support further learning of akonga/learners.

- is this personalising learning?
- schools are part of the village
- NZC/Te Whariki seek this
- “acknowledge” rather than/or as well as “involve”
- remove “actively” as it is too dependent on the response from parents

### Criteria 13

#### Comment on:

**C13.** Systematically and critically engage with evidence to reflect on and refine their practice

Range of views on this

- This appears to be a catch-all as there is a mismatch of the criteria and the indicators
- reflects BES, but is this is the “flavour of the month,” current thinking, and so may not last over time.
- Critically not systematically?
- systematically – is this linear? or clear step by step work
- should be about reflection & adaption
- “evidence” – is this current & emerging research? Or teacher thinking about themselves
- is it broader than assessment in 12, or could it be part of 12
- 12.3 is the same. (Remove 12.3)
- Do need something on evidence to step beyond the teaching practice, and to reflect professional learning
  - “Research/emerging knowledge”
  - (GTS 5b) – Self reflection in practice
- critically” – good: reflective, indicates need/wish to improve

**13.1.** Demonstrate commitment to critical inquiry and problem solving approaches in their teaching practice.

- This key indicator needs to be removed as it is too specific, and narrow as it identifies specific approaches. This status implies this is best practice, whereas NZEI would question that this the only way for every teacher?

**13.2** Respond professionally to feedback from other members of the learning community

- Remove
- Unnecessary, can be covered by other criteria or key indicators

**13.3.** Examine their own beliefs (including cultural beliefs) and expectations about akonga/learners, learning and teaching and how they impact on achievement.

- This is important but is a value.

## General comments

- There were ongoing issues with the language of 'all', 'diverse', 'individual', and much confusion about the ways in which these were used in the differing criteria and key indicators.
  
- A grid with just the criteria would have been useful. The criteria plus the indicators made this a huge task, and alienated some teachers who saw it as too big, too large and unwieldy and this reduced teacher engagement.
  
- The tension between the need for the dimensions to be the minimum standards as well as serving an aspiration focus continued to be a challenge.
  
- NZEI urges that the language used in the Teachers Council documents is cross-checked with the language of the current key documents in the sector, including the draft New Zealand Curriculum, the Schooling Strategy, and Te Whariki, and also the language of the sectors, to ensure inclusiveness of, and ownership by, all teachers.
  
- The challenges remain in
  - addressing the tension between the dual purposes of registration, which are to assure the profession and the public that registered teachers meet a minimum standard, and also to inspire and assist in the growth of a high quality teaching profession , and
  - solving the issues of the different sets of standards which teachers have to meet, in particular the alignment between the collective agreement standards and the registration standards.

### **Options for assessment models**

See comments in the submission.

Members who commented on paragraph 10 of the strategy paper viewed the use of any scale using the language indicated with great concern. No member saw it of value. While there was an awareness that teachers are on a continuum of development and of learning, and that there will be areas which need to be identified as needing further development and work, the language used in this section was seen the words used were seen as negative and deficit based. Members do not wish to see such wording used at all. They commented that they would not use such wordings with learners, and did not wish to have PRTs measured in such terms.

### **Renewal of practising certificates page 6**

#### **NZEI Comment**

NZEI is concerned at the Council's request for feedback on the positioning of the various standards at this time. During the period of this Teachers Council consultation, every one of the major collective agreements for teachers in all sectors has been in the bargaining process.

To ask teachers to engage in a consideration of the S.T.Ds in relation to the collective agreement and other standards is confusing and because of the impact in the industrial area, inappropriate.

The activist members who were consulted showed a range of understandings of the various standards, with many having confusion about the various sets and their purposes. This is the reality. Consideration will need to be given to ways to better inform teachers.

When asked about the options in paragraph 19, some members liked the final option. However it appeared that they saw this as the solution to the complexities of sets of standards and did not have a full understanding of the ramifications of such a development.

NZEI would hope that further consultation on renewals will be broader than just the standards question.

### **Categories of registration page 7**

NZEI believes that any review of categories of registration must be dealt with separately from the STD review. This is a complex area, and all issues relating to it need to be considered, rather than piece-meal approach which occurs when considering paras 20 - 21.

NZEI is unclear about the use of a scope of practice approach, as it may add a further complex layer which would not fit the current school and centre structures.