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**NZEI TE RIU ROA SUBMISSION**

**TO THE**

**NEW ZEALAND TEACHERS COUNCIL**

**ON THE**

**DRAFT**

**REGISTERED TEACHER CRITERIA**

October 2008

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

**on the**

## **New Zealand Teachers Council Draft Registered Teacher Criteria**

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# NZEI TE RIU ROA SUBMISSION TO THE NEW ZEALAND TEACHERS COUNCIL DRAFT REGISTERED TEACHER CRITERIA

## 1 Introduction

- 1.1 NZEI Te Riu Roa is the professional and industrial organisation that represents the interests and issues of its 49,000 members. Our members include teachers in the early childhood and primary sectors, support staff in primary and secondary schools, advisers, and special education staff.
- 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. In its key position paper, QPE 4 21C, NZEI notes the following about teacher registration.

*The registration of teachers is a cornerstone of the teaching profession. It gives confidence to the public and the profession that the standards are being upheld. The process of registration should be the means by which teachers set, sustain and monitor the practices of their profession.*

*In an environment where highly skilled professionals are expected to make decisions about the personal learning needs of students, generic standards that provide a broad framework within which to work are important. The development of generic standards that guide and assist teachers to provide quality teaching and learning opportunities will assist in achieving 'buy-in' from the profession.<sup>1</sup>*

- 1.4 NZEI was eager to be involved in the sector consultation on the draft Registered Teacher Criteria (RTC), seeing this an opportunity of members to discuss and debate what it means to be a teacher in Aotearoa New Zealand. NZEI has been disappointed at the level of engagement by teachers in the consultation, and questions the ownership and understanding of the revised 'standards' that teachers will have when the final RTC are published.
- 1.5 NZEI's consultation with members resulted in three key points:
- The lack of involvement by teachers, which was attributed to the lack of publicity, the brief time frame, and the complexity of the consultation documents.
  - The importance of having the draft RTC further critiqued by a group of practitioners and other experts to improve its alignment with the New Zealand Curriculum (NZC), Te Whariki and Te Marautanga o Aotearoa.
  - The need for the number of criteria to be reduced.

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<sup>1</sup> NZEI Te Riu Roa. (2006). *QPE 4 21C: Quality Public Education for the 21<sup>st</sup> Century*. Wellington(NZ): Author.

## **2 Recommendations**

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

### **2.1 Recommendation**

*That the New Zealand Teachers Council ensures a longer time frame with earlier notification to the sector when consulting in major areas of work, and reconsiders the practice of providing differing consultation questions and materials for “stakeholders” and for teachers.*

### **2.2 Recommendation**

*That the New Zealand Teachers Council ensures the gazetting or publishing of the final Registered Teacher Criteria is preceded by planned action to promote for teachers, greater awareness and ownership of the revision of the Satisfactory Teacher Dimensions*

### **2.3 Recommendation**

*That the New Zealand Teachers Council establish a group of experts to cross check the language used in the draft Registered Teacher Criteria with the language of the current key documents in the sector, including the revised New Zealand Curriculum, Te Marautanga o Aotearoa, and Te Whariki, to ensure inclusiveness of, and ownership by, all teachers.*

### **2.4 Recommendation**

*That the purposes of the draft Registered Teacher Criteria as outlined in the draft Registered Teacher Criteria consultation booklet be reviewed*

### **2.5 Recommendation**

*That the New Zealand Teachers Council considers the draft Registered Teacher Criteria and*

- *reduces the number of criteria and of key indicators,*
- *reconfigures the order to better reflect the teaching and learning cycles*
- *ensures greater alignment with the Graduating Teacher Standards*
- *uses the term ‘akonga’ as a standalone term, with explanation in a glossary or footnote*
- *wordsmiths some of the criteria and indicators as noted in the feedback from NZEI members*

## **3 Comment on the 2007 consultation on the draft RTC**

3.1 In 2007, NZEI provided a substantial submission and made a number of recommendations.

3.2 NZEI is pleased to note that the Council agreed the Code of Ethics is an aspirational statement which must not be used as a measure for attestation or appraisal for teacher registration.

3.3 NZEI had noted the inclusion of consideration of assessment options for provisionally registered teachers and for renewal of practising certificates was causing unnecessary complexity in the consultation. NZEI is pleased that the Council has focused on the development of the RTC, and will refine the assessment aspects during 2009.

- 3.4 It was disappointing that the Council has not appeared to heed NZEI's suggestion 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." This is again a recommendation from NZEI in 2008.
- 3.5 NZEI had requested that the Council considered reducing the number of criteria and of key indicators and ensured alignment with the Graduating Teacher Standards. These requests are also part of the recommendations in this year's submission.

## 4 Consultation

### *Recommendations*

*That the New Zealand Teachers Council ensures a longer time frame with earlier notification to the sector when consulting in major areas of work, and reconsiders the practice of providing differing consultation questions and materials for "stakeholders" and for teachers.*

*That the New Zealand Teachers Council ensures the gazetting or publishing of the final Registered Teacher Criteria is preceded by planned action to promote for teachers, greater awareness and ownership of the revision of the Satisfactory Teacher Dimensions.*

- 4.1 NZEI is pleased to be able to provide feedback but is disappointed that the timeframes and lack of publicity promoting the consultation has hampered members' engagement in the consultation. The Council needs to ensure its consultation time frames and procedures enable the practitioners' voice to be heard.
- 4.2 NZEI had urged the Council to inform schools and centres early in Term 2 2008, of the impending consultation. This would have allowed schools and centres to consider the draft RTC consultation work when planning their professional development sessions for Term 3. Members have told us that the notification in July was too late, and that the delay in providing the consultation documents until early August further hindered consultation. Comments included

*'Impossible to do in staff meetings'*

*'Complexity needs time'*

*'Not true consultation, this is being done to us, this isn't okay'*

- 4.3 The Council provided NZEI with the stakeholder consultation pack, which allowed four weeks for response, two of which were in the term break. NZEI informed the Council that an organisation of 49000 members needed a longer time period as submissions need to be based on members' responses. It was also important to NZEI to provide feedback on the assessment aspects, something which the stakeholder consultation did not seek, but which is an option in the teachers' packs. We acknowledge the Teachers Council's preparedness for NZEI to use the school and centre consultation package, and the extension to the closing date.

- 4.4 The Council's consultation documentation was complex, and NZEI has already provided a critique of that complexity to the Director. NZEI wished to provide alternative consultation information to its members, and appreciated the agreement of the Director to send a briefer version consisting of one page of background notes and the RTC in grid format<sup>2</sup>. This was sent to all worksites with NZEI teacher members. The responses were used to develop a NZEI submission, with some schools and centres also sending feedback directly to the Council.
- 4.5 NZEI commends the Council on the proposed approaches to consultation on teacher registration in 2009, and particularly highlights the opportunity to notify the sector of the 2009 consultation well before the end of 2008. The implementation of a longer timeframe for feedback, and the current development of discussion papers, will help to ensure teachers do engage in, and take some ownership of, the debates on the teacher registration policy.
- 4.6 NZEI Consultation  
 NZEI undertook consultation with several groups of members
- National Executive
  - the three National Executive Advisory Groups with teacher members;
    - Early Childhood National Caucus
    - Primary Classroom Teachers' Advisory Group and
    - Principals' Council
  - Three regional focus groups with members.
  - A district council
  - NZEI teacher members through a NZEI news letter to over 2000 worksites.

The 2008 focus group members had been involved in the 2007 consultation, and so brought a greater level of understanding of the work. The members were from all sectors and with a range of teaching experiences, and met for a full day, based in Hamilton, Wellington and Dunedin. As was the case in 2007, the full day was insufficient for each group to spend as long as they would have liked in considering each aspect of the RTC.

## 5 The Draft RTC: NZEI Comment

### 5.1 General

5.1.1 The title, 'Registered Teacher Criteria', was greeted positively with many teachers, commenting that the term states exactly what they are.

*"We feel that the criteria better reflect the changing face of teacher practice."*

5.1.2 The impact of external factors on teachers' ability to meet some of the criteria was mentioned by many teachers. Some comments showed the angst of teachers and their concern and fear of being measured against things that are beyond their control.

*"If parents took responsibility for teaching manners to their children this would be easier"*

*"If MOE resourced us we could respond effectively to needs"*

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<sup>2</sup> NZEI News 2008/73 is attached to this submission

*'Criterion depends on resourcing, funding and support which may not be available. How can teachers respond effectively to all learners, all the time? Unreasonable ask given class sizes, behaviour issues, diversity of student population etc Teachers work to do their best within resources/ context, -- this worried some of our most effective teachers!'*

## **5.2 Level of support for the draft RTC**

5.2.1 The feedback on the content of the criteria and indicators was generally positive. Comments suggesting changes and identifying ways of enhancing the draft RTC are noted in the feedback form Questions 1 to 4.

5.2.2 With the wide range of teachers involved, there were comments from both ends of the spectrum. However, most comments were supportive of the intent of the draft RTC.

*"Our staff are very impressed with the draft- easy to read, used friendly, and specific to New Zealand"*

*'As with the curriculum, practice has outgrown the documentation'*

*'Our school supports the suggested changes. In fact they are very much in line with what we do currently. It seems to us the changes are bringing the standards more into line with the new curriculum.'*

## **5.3 Purposes, introduction, and overarching statements for the draft RTC**

### *Recommendation*

*That the purposes of the draft Registered Teacher Criteria as outlined in the consultation booklet be reviewed.*

5.3.1 NZEI focus groups considered the purpose of the draft RTC, introduction and overarching statements (Consultation Document Pages 3/4. Teachers were interested in but confused by the purposes. The teachers had been focused on the draft RTC as the description of the knowledge, practices, relationships and values for teaching for use in registration assessment or attestation, and had not had considered the other purposes as outlined here. These responses are included as part of the feedback form Question 9.

## **5.4 Order of the draft RTC**

### *Recommendation*

*That the New Zealand Teachers Council considers the draft Registered Teacher Criteria and*

- o reduces the number of criteria and of key indicators,*
- o reconfigures the order to better reflect the teaching and learning cycles*

5.4.1 Focus group members who had been involved in 2007 again wished to see fewer criteria, as did other members viewing the RTC for the first time. It was suggested

- 7 and 8 be combined as they are similar, and if a teacher is 'demonstrating in practice' the indicators in criteria 7 then they must be 'responding effectively' as outlined in criteria 8.
- 12 was a catch all and could be redistributed amongst other criteria
  - 12 i part of 3
  - 12ii part of the relationships with colleagues as in RTC 1i

5.4.2 Some members felt uncomfortable with the order of the criteria for Professional Knowledge in Practice. It was felt that there could be 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. In particular, the placement of the planning and implementation criterion needed to be next to the assessment criterion.

5.4.3 The suggested order is 6, 9, 7 & 8 combined, 12 (or remove), 11 then 10.

## 5.5 **Links with the Graduating Teacher Standards (GTS)**

### *Recommendation*

*That the New Zealand Teachers Council considers the draft Registered Teacher Criteria and*

- *ensures greater alignment with the Graduating Teacher Standards*

5.5.1 Members of NZEI's focus groups group found, as they had in 2007, that some of the terminology in the GTS better reflected the concepts they felt some of the criteria were trying to reach. The teachers thought that, in many cases, the wording could be used in the RTC thereby assisting with the intent of the criteria or indicator, and also assisting with alignment between the two groups of 'standards'. They clearly saw that the vocabulary in the GTS was more reflective of the terminology being used in schools and centres.

## 5.6 **Links with other standards**

5.6.1 Comments were made about the need for schools and centres to have fewer sets of standards to use. Many asked that the RTC and the professional standards be better aligned. This is, of course, an issue for the future.

## 5.7 **Framework of the RTC**

5.7.1 Some of the comments made by respondents indicated they had looked at the criteria and indicators in isolation without consideration of other aspects of Teachers Council documentation such as the draft RTC purposes, the draft RTC overarching and introductory statements, or other areas such as the Code of Ethics. For example they asked 'whose values'? When the RTC are finally published, it will be important to ensure that the RTC are seen as part of the wider documentation.

5.7.2 Some were not aware of the intended links between the Professional Relationships and Professional Values, and the Professional Knowledge and Professional Practice section.

5.7.3 NZEI suggests that there needs to be cross-checking and consideration as to whether all of the Professional Relationships and Values be recognised or apparent in the Professional Knowledge in Practice and vice versa.

## 5.8 **Version in the Consultation Booklet**

5.8.1 The inclusion of the phrase 'culturally and linguistically appropriate ways' in the set of the draft RTC in the consultation booklet, but not in the set provided in the grid format, caused consternation. Members reacted negatively to the inconsistency in the documentation, and needed

reassuring that this was the only discrepancy. It was noted that this phrase had not been included in the version used for the stakeholder groups.

5.8.2 The inclusion of this phrase appears to be an interpretation of the phrase 'cultural and linguistic diversity' in the NZC document. However requiring teachers to act in this way as part of the draft RTC differs from the NZC wording which asked teachers to attend to the diversity of students. Members were clear this phrase was not needed for a number of reasons.

- A list limits and defines what a 'respectful positive and collaborative relationship' should be, and members see relationships as more than just 'culturally and linguistically appropriate'
- This addition is already covered by 'respectful, positive and collaborative'
- The phrase is confused, interpretative and too specific.

## **6 General comments from NZEI members**

This section provides a general overview of statements received from members in the consultation. Specific comments relating to each of the criterion and indicators are included in the feedback form Questions 1 to 4.

### **6.1 Language and approaches**

#### *Recommendation*

*That the New Zealand Teachers Council establish a group of experts to cross check the language used in the draft Registered Teacher Criteria with the language of the current key documents in the sector, including the revised New Zealand Curriculum, Te Marautanga o Aotearoa, and Te Whariki, to ensure inclusiveness of, and ownership by, all teachers.*

6.1.1 Some teachers stated that they felt little ownership of the criteria, and that some of the language used did not make the draft RTC familiar to them, as the language of their sector was not always used. They told us they would need to take extra time and effort to try to 'unpack' what each criterion meant, as the language was not the same as in the NZC, and/ or Te Whariki. They asked for changes so that teachers are able to engage more readily and more effectively with the draft RTC.

6.1.2 Most of the teachers who were part of the NZEI regional focus groups had also been involved in the 2007 consultation, and so had a longitudinal view of the work. It was very noticeable the way in which their thinking had shifted. For some this was because they had been invited to other NZEI or Teachers Council fora during the year, and had a deeper understanding. For others, it was because they were in schools which had, during the past year, begun to work on the revised NZC. These teachers said they did not have a sense of the draft RTC reflecting the approaches and the language of the revised NZC.

6.1.3 NZEI attempted to set a small group to look specifically at the links to the NZC, however, only a brief session was able to be held. Time did not allow for an in-depth analysis of these impressions. However, the Council would be prudent to ensure that such an analysis occurs. A key point to

start would be the Effective Pedagogy section p34-5, of The New Zealand Curriculum document.<sup>3</sup>

## 6.2 Language usage

### *Recommendation*

*That the New Zealand Teachers Council considers the draft Registered Teacher Criteria and*

- *The term 'akonga' be used as a standalone term, with the provision of a glossary or footnote explanation*
- *wordsmiths some of the criteria and indicators as noted in the feedback from NZEI members.*

6.2.1 The ongoing challenge of the use of the words 'children', 'learners', or 'students' was raised by a number of members. NZEI as an organisation is comfortable with the term 'learner' as it is broad enough for use in these generic standards. However, the duplication of the akonga/learners was seen as clumsy and unnecessary.

6.2.2 Members noted that editing is needed to ensure

- adverbs are used in the correct places grammatically
- consistency of language- e.g. 'learning environment' or 'learning settings'
- consistency in use of verbs-some are very action based, others less so.

6.2.3 The use of lists in many of the criteria and the indicators was of concern: as once a list is used, it emphasises some aspects and omits others.

## 6.3 Bi-cultural and multicultural aspects

6.3.1 The criteria (4 and 10) and indicators relating to biculturalism and multiculturalism created the greatest feedback. NZEI as a Treaty - based organisation supports the need for separate criteria for biculturalism in recognition of the special place of Maori. Some comments received did not indicate an understanding of the obligations under Te Tiriti o Waitangi.

6.3.2 The multiculturalism aspect is also needed, but must be addressed in a separate criterion. Many teachers were concerned that 'high expectations' were mentioned only for Maori learners: this expectation should be include in another criterion for all learners.

## 6.4 What is missing

6.4.1 Many teachers commented on areas they saw as missing. These related to the overall perception of the draft RTC, which was seen as lacking a sense of the intrinsic aspects of teaching as a profession, and veered rather towards more technician and measurable aspects.

Teachers commented that they saw as missing:-

- A sense of social justice
- A sense of active professionalism
- Encouraging creativity and risk taking
- The use of the term 'pedagogy'.

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<sup>3</sup> Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington: Learning Media.

## **7 Teacher assessment**

- 7.1 NZEI is pleased that the Council did not include detailed work on the assessment sections in the 2008 consultation, but rather asked broader questions. Work on the area of assessment/attestation should occur sequentially not simultaneously, to allow the current focus to be on ensuring the wording of the RTC is acceptable. Then the consideration needs to shift to the implementation of assessment, categories of registration, and other more regulatory aspects of registration. NZEI looks forward to the proposed 2009 consultation in these areas.
- 7.3 Responses to these questions on teacher assessment are recorded in the feedback form Questions 5 to 8. NZEI has provided the NZEI policy and position in this area, and has also included all comments from members who responded to the NZEI News. These comments overwhelmingly support the NZEI policy. There was minor dissent about the external monitoring where members are seeking a way of ensuring consistency nationally. NZEI acknowledges the challenge of ensuring national consistency, and would support investigation into ways to achieve this, through professional development and support for principals and professional leaders, rather than an external national monitoring bureaucracy.

NZEI thanks the New Zealand Teachers Council for the opportunity to provide this feedback, and urges Council members and staff to implement the suggestions provided by members of NZEI Te Riu Roa.



Frances Nelson  
National President  
Te Manukura  
October 2008

## Feedback Form Questions 1c, 1f, 2c, 3b, 4b, 4d

NZEI did not ask members all questions on the feedback form, and therefore no response is provided for questions 1a, 1b, 2a, 2b, 3a, 4a, and 4c.

Each criterion and its related indicators were commented upon together, and responses are summarised below.

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

Fully registered teachers engage in respectful and collaborative professional relationships and demonstrate commitment to appropriate professional values.

**Criteria 1** Establish and maintain effective professional relationships focused on the learning and wellbeing of ākongā / learners.

### **Teachers' Comments**

- Differing views –some members felt 'maintain' has sense of being static, whereas things need to grow, but others felt 'maintain' implies some growth
- Much debate about 'professional relationship' or just 'relationship' to avoid repeating the heading
- Pleasing to see the use of 'collaborative'
- Good to see emphasis on respect/relationships-Te Whariki principles being implemented at all levels
- This criteria see the child holistically 'The child is the heart of the matter'
- Absolutely agree - a consistency professional approach is an essential for teachers and will only serve to rebuild some societal respect for our profession.

**1i.** Engage in respectful, positive and collaborative professional relationships with:

- ākongā / learners
- teaching colleagues, support staff and other professionals
- whānau / family and other carers of ākongā / learners
- Agencies, groups and individuals in the community.

### **Suggested Changes**

- 'engage ....with others' i.e. remove list, ensuring a partnership with the child as the focus
- Look at wording of GTS 7c which avoids a list "work cooperatively with those who share responsibility for the learning and wellbeing of learners"

### **Teachers' Comments**

- Bullet 2: like colleagues being identified as it highlights the needs and importance of roles and how they support the learning.
- Bullet 3: key to supporting the importance for the involvement of family
- Bullet 4: inclusion of wider community is needed to ensure total involvement.

### **Version in the Consultation Booklet**

The inclusion of the phrase '**culturally and linguistically appropriate ways**' in this indicator in the set of the RTC in the consultation booklet, but not in the consultation grid format, caused consternation. Members reacted negatively to the inconsistency in the documentation, and needed reassuring that this was the only discrepancy.

Members were very clear that this phrase was not needed and gave a range of reasons

- A list limits and defines what a 'respectful positive and collaborative relationship' should be, and members see this as more than just 'culturally and linguistically appropriate'
- This addition is already covered by 'respectful, positive and collaborative'
- The phrase is confused, interpretative and too specific
- It had not been included in the Reference Group debate.

**Criteria 2** Demonstrate commitment to promote the well-being of all ākonga / learners.

**Teachers' Comment**

- Good to see being an advocate for learners-like 'promote' .
- Commitment to learning should be the key to why we are teaching.
- Wellbeing/hauora – different from a NAG -Is hauora elsewhere?

**Missing**

- a sense of being an advocate for children, 'promote' the child or 'advocate' for the child- sense of ECE culture is not there

**2i.** Take all reasonable steps to provide and maintain a safe physical, social and emotional teaching and learning environment.

**Suggested change**

- Issue of lists –add 'cultural'

**Teachers' Comment**

- By well-being we would like to say that we are not social workers and not qualified to deal with all the social, emotional and physical aspects that take up so much time. This is often very difficult when so many children are badly behaved and disruptive or attend school when they are ill.
- Issues of the responsibility of teachers in this –example of nutrition-schools expected to model only, can't take responsibility for actual actions
- We would like to see this pertaining to MoE and its resourcing of schools to allow us to do so.
- Range of views: some asked what is 'reasonable'; others see the word covers many situations.

**2ii.** Comply with relevant regulatory and statutory requirements.

**Suggested changes**

- Remove, use 7b GTS 'have (use?) knowledge and understanding of the ethical, professional and legal responsibilities of teachers'

**Teachers' Comment**

- Some members felt this indicator did not link to the criteria as it is a practice, not a value
- Isn't this implicit in employment, or is it provided to ensure advocacy for the child. If this is for advocacy, then change the criteria.

**Criteria 3** Demonstrate commitment to ongoing professional learning and development of personal professional practice with the purpose of enhancing learning outcomes for ākonga/learners.

**Suggested changes**

- Criterion needs to be briefer, stop after practice, or even after learning..
- Remove 'outcomes' use 'experiences' as the measure of commitment must not be by outcomes.
- Not aligned with NZC; not reflecting the language of current pedagogical practices
- Add iv) use 12i or 'reflect and refine practice by professional and critical discussion with peers and professional personnel' or 'show commitment to reflective practice'

**Teachers' Comment**

- Must use 'reflection' somewhere in the RTC
- Already in Code of Ethics 4b 'regard themselves as learners and engage in continuing professional development'
- Well worded, reflects the profession, like specificity of indicators
- Great to have PD on two levels, personal and team
- Resourcing is essential-learning goals need to be supported and funded so can be achieved
  - Other professions can build the cost of PD into their charges, but in teaching PD runs on the good will of teachers –example provided of a psychiatrist at a Hospital Board, whose personal PD budget is more than the budget for a whole ten-teacher school

**3i.** Identify professional learning goals in consultation with colleagues.

**Suggested changes**

- Varying views: Some like 'with colleagues', others state PMS systems may not allow this to happen

**Teachers' Comment**

- Involve time and money – so is consultation is needed?
- Who is a colleague ? whanau ? senior manager?

**3ii.** Participate responsively in professional learning opportunities within the learning community.

**Suggested changes**

- Remove 'within learning community', as once you undertake PD, you are in a learning community.

**Teachers' Comment**

- Like 'responsively' as it indicates pro-activeness

**3iii Initiate** learning opportunities to advance personal professional knowledge and skills.

**Teachers' Comment**

- 'initiate' is good, proactive, and implies reflection
- Impact of school goals driving pd meaning it is difficult for some to pursue own needs
- Some schools have money for joint PD only, funding from MOE/BOT must occur to support teacher commitment
- Some people may choose not to initiate personal goals as hugely committed to school- wide focus.

**Criteria 4 Demonstrate commitment to bicultural partnership in the Aotearoa New Zealand context.**

**NZEI Statement (See also Criterion 10)**

The criteria and indicators relating to biculturalism and multiculturalism created the greatest feedback. NZEI as a Treaty-based organisation supports the need for separate criteria for biculturalism in recognition of the special place of Maori.

Some teachers comments did not reflect an understanding of the obligations under Te Tiriti.

There needs to be a greater awareness that bicultural contexts are for all learners in Aotearoa, not only akonga Maori.

The multiculturalism aspect is also needed, but in another criterion.

**Teachers' Comment**

- Most respondents made comment on this criteria, either approving of its wording, or seeking mention of multiculturalism
- Most agreed with this criterion, and made comment ranging from full support to acknowledgement that this was "not too much".
- Some showed lack of understanding that the first group of the RTC are relationships and values, the second knowledge in practice, and so commitment to biculturalism is needed in both areas.
- Some saw this as being in the overarching statement and therefore not needed as a specific criterion, others saw it as needing to be valued and therefore explicit - this is who we are and essential for developing a sense of belonging and identity in all tamariki
- 'Demonstrate' – is this the verb for a value?

**4i. Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi.**

**Teachers' Comment**

- The criteria and indicators look the same
- Can 'demonstrate' respect but not do it, - can be respectful and get it wrong
- 'Demonstrate' – is this the verb for a value?

**Criteria 5.** Show leadership that contributes to effective teaching and learning.

**Teachers' Comment**

- Leadership does not equal management nor a formal position of responsibility: this was a common misunderstanding
- Leadership can be shown in many ways, and should be encouraged and recognised from very early in our teaching career
- This development of responsibility amongst colleagues is crucial to sustaining and developing skills amongst experienced teachers and allows all staff to take ownership of their learning community
- Cognitive engagement in what is being done is good.

**5i.** Actively contribute to the professional learning community.

**Teachers' Comment**

- 'actively contribute' –use of active verbs good
- the teacher not just being there, but a sense of being active and participatory

**5ii.** Undertake areas of responsibility effectively.

**Suggested change**

- This is practice, rather than values.

**Teachers' Comment**

- Needs to be clearly explained that all teachers show leadership, it is not the responsibility only of those with formal leadership roles –many comments indicated confusion about this
- 'effectively' acceptable and better than 'competently'
- Needs the provision of adequate time and resources to do it effectively!

**Professional knowledge in practice**

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga /learners.

**Fully registered teachers:**

**Criteria 6** Conceptualise, plan and implement an appropriate learning programme.

**Suggested changes**

- Reorder
  - put #7 then #6 or 8 then #9 (must know learners before you plan)

**Missing**

- Lack of language of pedagogy throughout the RTC, limited use of NZC/Te Whariki language

**Teachers' Comments**

- 'Conceptualise' -big picture, aspirational, cognitive engagement in what is being done is good
- Very important. All so much part of everyday teaching
- Doesn't link to TC definition of maintaining full registration
- Teachers need to be supported to do this as the revised NZC is being implemented
- This is generic for all educational sectors-good to see

**6i.** Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice.

**Suggested changes**

- 'Aims': change to 'goals'

**Teachers' Comments**

- Like 'articulate' – to talk, to reflect, is critical

**6ii.** Demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents through their planning and teaching.

**Suggested changes**

- Remove 'their'

**Teachers' Comment**

- Can link to NZC and Te Whariki

**Criteria 7** Demonstrate in practice their knowledge and understanding of how ākonga /learners learn.

**Suggested Change**

- Join 7 and 8 together , because ‘responding effectively’ incorporates ‘demonstrate’

**Missing**

Missing is the wording to ensure that the learner will critically reflect

**7i.** Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand.

**Suggested changes**

- Remove ‘in Aotearoa New Zealand’. This is not needed
- Contexts provided are only ethnicity - use ‘diverse’ not ‘multiculturalism’
- The list omits areas. Remove ‘ social and cultural’ use ‘the range of influences’ or ‘and others’

**Teachers’ Comment**

- No feel of the cyclic nature of this work and of formative teaching
- How can this be attested? Who will be considered as an appropriate assessor?

**7ii.** Enable ākonga / learners to make connections between their prior experiences and learning and their current learning activities.

**Suggested Changes**

- Why identify ‘prior’ as one of the items-- ‘prior’ is restrictive
- Add ‘and future ‘ learning
- ‘Enable ākonga / learners to make connections between their experiences and their current and future learning’.

**Teachers’ Comment**

- ‘prior experiences’ but not stressing ‘transfer’ – as in NZC – important to do so

**7iii.** Provide opportunities for ākonga / learners to engage with, practise and apply new learning to different contexts.

**Suggested changes**

- ‘in’ not ‘to’
- Replace ‘different’ with ‘a variety of’

**Criteria 8** Respond effectively to the varied strengths, interests and needs of individuals and groups of ākongā/ learners.

**Suggested Changes**

- Join 7 and 8 together , because 'responding effectively' incorporates 'demonstrate'
- Not 'interests and needs' this is not language of early childhood-use 'attributes'
- Consider use of GTS 4c 'demonstrate high expectations of all learners focus on learning and recognise and value diversity'.

**Teachers' Comments**

- Strengths first, good to have that
- Very applicable for keeping children's focus.
- Very important to be able to respond to individuals so learners are keen and feel valued
- Some concern about 'effective' and who decides that

**8i.** Select teaching approaches, resources, technologies and learning and assessment activities that are effective for diverse ākongā / learners.

**Suggested Changes**

- Replace 'approaches ' with 'strategies' (NZC language )
- 'Activities' – replace with 'strategies' or 'pedagogies' -requires deeper level
- Combine i and ii -- see below

**Teachers' Comment**

- Use of technologies etc will be impacted by what is provided for teacher use
- 'Approaches' implies package, not a strategy for learners
- Lack of language of pedagogy throughout the RTC

**8ii.** Modify teaching approaches to address the needs of individuals and groups of ākongā / learners.

**Suggested Changes**

- Combine i and ii as if you are to be effective for diverse learners-see above- then you must be modifying, so this indicator can be deleted

**Teachers' Comment**

- Personnel /resources need to be in place to support both teachers and learners when the learners needs cannot be adequately catered for within a normal classroom range.

**Criteria 9** Analyse and appropriately use assessment information, which has been gathered formally and informally.

**Suggested Changes**

- remove 'which has been gathered formally and informally' and use 'formative and summative'

**Missing**

- Nothing about record keeping

**Teachers' Comment**

- Missing is the link between planning and assessment –needs connections not in isolation
- Seem to be focusing on planning assessing more than actual teaching- balance is not clear.

**9i.** Analyse assessment information to identify progress and ongoing learning needs of ākonga / learners.

**Suggested Changes**

- Don't use 'needs' -not an ece approach, not used in Te Whariki

**9ii.** Use assessment information to give regular and ongoing feedback to guide and support further learning.

**9iii.** Analyse assessment information to reflect on and evaluate the effectiveness of the teaching.

**Suggested Change**

- Use GTS 5a 'systematically and critically engage with evidence to reflect on and refine their practice'

**9iv.** Communicate assessment and achievement information to relevant members of the learning community.

**Suggested Change**

- Combine with 9v

**9v.** Foster involvement of family / whānau in the collection and use of information about the learning of ākonga / learners.

**Suggested change**

- "Liaise with whānau in the collection and use of information about ākonga / learners' or
- 'encourage involvement of whānau in the collection and use of information about the learning of ākonga

**Criteria 10** Work effectively within the bicultural context of Aotearoa New Zealand.

**NZEI Statement (See also Criterion 4)**

The criteria and indicators relating to biculturalism and multiculturalism created the greatest feedback. NZEI as a Treaty-based organisation supports the need for separate criteria for biculturalism in recognition of the special place of Maori.

Some comments did not reflect an understanding of the obligations under Te Tiriti.

There needs to be a greater awareness that bicultural contexts are for all learners in Aotearoa, not only akonga Maori

The multiculturalism aspect is also needed, but in another criterion.

**Teachers' Comments**

- This is covered in the introduction but needs to be explicit so it is seen as valued
- Should mention Treaty of Waitangi explicitly
- Bicultural is about 2 parties but indicators reflect one set only
- Legal obligation through NEG/NAGs.

**10i.** Practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context.

**Suggested changes**

- Add 'and encourage the use'
- Remove 'relevant'- implies a judgement
- Remove 'in context'

**Teachers' Comment**

- Challenge for many, will need to know and understand 'tikanga-a-iwi'
- Implies level of personal competence, and may be a professional learning issue for some teachers
- Includes all learners within the context of Aotearoa New Zealand.

**10ii.** Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning.

**Suggested changes**

- Clumsy – remove 'specifically'
- 'providing a learning culture which engages akonga/Maori to fulfil their education aspirations'-concern at the teacher being able to 'address' this, as much dependent on other factors beyond the teacher's control.
- Many teachers were concerned that this is the only indicator where 'high expectations' are mentioned- and want to see it for all learners as well as Maori –we suggest adding comment about expectations in other criteria too.  
e.g. see Criterion 8 and comment on use of GTS 4c 'demonstrate high expectations of all learners focus on learning and recognise and value diversity'

**Teachers' Comment**

- Will teachers be able to do this, 'specifically and effectively'
- What does 'specifically' mean? Using what tools?
- Give us the resources to help teachers to implement this aspiration.

**Criteria 11** Promote a collaborative, supportive and effective learning environment.

**Suggested Changes**

- Need to add comment to include creativity and risk taking

**Teachers' Comment**

- Words like 'effective' are subjective. What is effective at one school or to one individual is not necessarily the same at another.
- Needs a notion of success and fun
- Criteria is broader than just for children-it is about modelling trust and respect to and by adults
- Good-allows teachers to meet this regardless of experience – e.g. PRT in class, principal in school
- Very important for both learner and teacher.
- Learning should be enjoyable and rewarding and students should want to come to school and also play a part in what they are learning or the direction they will take.

**11i.** Demonstrate effective management of the learning setting which incorporates successful strategies to motivate ākongā / learners.

**Suggested Change**

- Use of the words 'learners' and 'learning' is clumsy and repetitive

**Teachers' Comment**

- 'management of the learning setting' appears to be a technocratic approach

**11ii.** Foster trust, respect and cooperation with and among ākongā / learners.

This, with the next indicator, will set the expectation of the same trust, respect and co-operation in return

**11iii.** Encourage ākongā /learners to take responsibility for their own learning and behaviour.

Good to see learners to be encouraged to do this

**11iv.** Assist ākongā/ learners to think critically about information and ideas and to reflect on their learning.

**Teachers' Comment**

- Good to see 'thinking critically'
- Just for kids? – Or for colleagues? E.g. in staffrooms
- Learners need to reflect –use that word

**Criteria 12** Demonstrate commitment to critical inquiry and problem-solving in their professional practice.

### **Suggested Changes**

This final one remains a mismatch and collection of odds and ends. NZEI suggests removing this and placing within in other criteria -see below –

If to be kept then...

- Use 'engaged in professional reflection'
- Problem-solving – change to 'be pro-active'
- Reflection is missing in RTC- by self or as a collaborative activity
- Remove indicator and re-word criterion as a values indicator in RTC 3 'reflect and refine practice by professional and critical discussion with peers and professional personnel'

### **Teachers' Comment**

- 'Critical inquiry' is there a specific definition?
- Important that reflection takes place – allows for next steps.
- Will mean ongoing professional learning which is also reflected in their professional practice.

**12i.** Systematically and critically engage with evidence to reflect on and refine practice.

### **Suggested Change**

- See above re changes
- add to RTC 3, or 6 or 11
- Key to 'reflective practice' links to NZC – sense of action, and of needing to analyse.

**12ii.** Respond professionally to feedback from other members of the learning community.

### **Suggested change**

- Delete as already doing as part of RTC 1i second bullet

**12iii.** Critically examine their own beliefs (including cultural beliefs) and how they impact on their professional practice and the achievement of akonga / learners.

### **Suggested Change**

- Remove, this is not something to be assessed/attested /measured against, rather is part of professionalism under the Code of Ethics.

### **Teachers' Comment**

- Important for teachers to be aware of own beliefs and impact they have on their professional practice – recognising and acknowledging others, but this occur through the Code of Ethics
- How is this assessed? This is a not practice, it is values
- Is it ethical to be assessed on our beliefs?

## Feedback Form Question 5: Assessment Question

NB: NZEI has provided all comments made by members to give a sense of the views of teachers.

**Question 5:** What sort of evidence should be gathered and how should it be gathered to demonstrate that a provisionally registered teacher has met the criteria for full registration?

NZEI believes the movement of a provisionally registered teacher (PRT) to full registration should be supported by decision-making processes and procedures which:

- are site-based, to ensure the decision is made in the teaching context
- ensure the principal or professional leader of a learning centre has the prime role in the attestation process
- involve the tutor teacher responsible for advice and guidance programme
- involve the PRT
- encourage schools and centres to include other registered teachers closely involved in the PRT advice and guidance programme
- are supported by access to professional development for the tutor teachers/mentors and principals or professional leaders to assist in ensuring national consistency and moderation.

NZEI believes

- Formative and summative assessment of PRTs should be embedded in the work of the teacher and located in the context of the teacher's work.
- Any move to a national system of compulsory external assessment for PRTs should be opposed.
- The induction role performed as one-to-one mentoring by tutor teachers will be recognised by professional status and supported by professional training.

All tutor teachers will access professional learning, on being recommended for, or appointed to, the role by their principal/professional leader

### Teachers' Comments

We agree with the NZEI's policy.

Agree with NZEI, back wholeheartedly

Happy with all of the above

We agree with the above statements.

As NZEI recommends.

I believe in what NZEI has written above.

Two ticks for fourth, eighth, and tenth bullet points. One tick for first. Fully back NZEI policy and position

Bear in mind teachers have huge expectations –workload community, professional, parental expectations

### Evidence

Reflection Journal that shows how satisfactory teacher dimensions are being met.

Professional development on site guidance with regular formal meetings and on spot discussions with associate teacher feedback from other staff on teaching practice.

Everything kept in folder for easy access.

Regular meetings,

Professional development Checklist.

I use a clear file to keep my teacher registration evidence in. It makes for a fabulous teaching resource.

Evidence should be gathered through the schools appraisal system with the principal or professional leader having the main role.

These criteria look very feasible, only concern is that these indicators are quite specific in nature. How can you formatively and summative assess some of these criteria?

Viewing planning and assessment regularly

Continue to maintain tracking records of observations

Observations in classrooms

This process should track a journey every PRT takes a journey – it is individualised. Not a 'tick-box' process, but goals set with PRT and mentor, to be pursued.

Responsibilities of tutor teachers should be clear and carried out.

Maybe a schedule of discussions., observations and self reflections – use criteria as basis of this.

A 'collection' of papers needs to track a learning journey.

Evidence should relate to criteria, and use artefacts as evidence.

I agree that information should be gathered in a range of ways, by all those involved – team leaders, tutor teachers, principal, other colleagues – maybe from those who run the BT programmes to ensure wide coverage. It should be possible for this information to be easily transformed to another site if someone moves sites before completing their registration.

Exemplars available to show standards.

Generally agree. Professional development/courses etc are clearly valuable however they should not be so frequent that they disrupt a PRT daily class routine. More feedback resulting from tutor teachers/principal observations are often more beneficial than courses.

Observations over time of teaching, planning.

Talking to colleagues, managers, parents.

Performance Review should cover all of the above and it is completed over time so should be all that is needed.

Meet ongoing standards. Observation over time. Peer assessment. Leader assessment.

Evidence –ERO audit of school has role of assuring whole process is fair and valid in addition to NZEI

Evidence already gathered through attestation.

Measured against criteria by principal.

For PRT- Needs to be linked to individual needs, strengths and context.

We believe that PRTs should work towards meeting the criteria of fully registered teachers. Support and guidance from the tutor teacher is needed to assist the PRT in meeting the criteria.

A clear 'safe' pathway for PRT's to appeal/ change a tutor teacher.

What: Observations, Planning, responsive programme, portfolios, peer/tutor assessment, parent responses, formative assessment, evidence of use of assessment data in teaching, student motivation/ engagement

How: Formal: Planned and managed, based on trusting professional relationships, 'show me...' approach, reflective journal, ongoing formative Tutor teacher report.

## Feedback Form Question 6: Assessment Question

**Question 6:** In what ways can the profession ensure that assessment decisions for provisionally registered teacher are fair, rigorous and valid?

NZEI believes the movement of a provisionally registered teacher (PRT) to full registration should be supported by decision-making processes and procedures which:

- are site-based, to ensure the decision is made in the teaching context
- ensure the principal or professional leader of a learning centre has the prime role in the attestation process
- involve the tutor teacher responsible for advice and guidance programme
- involve the PRT
- encourage schools and centres to include other registered teachers closely involved in the PRT advice and guidance programme
- are supported by access to professional development for the tutor teachers/mentors and principals or professional leaders to assist in ensuring national consistency and moderation.

NZEI believes

- Formative and summative assessment of PRTs should be embedded in the work of the teacher and located in the context of the teacher's work.
- Any move to a national system of compulsory external assessment for PRTs should be opposed.
- The induction role performed as one-to-one mentoring by tutor teachers will be recognised by professional status and supported by professional training.

All tutor teachers will access professional learning, on being recommended for, or appointed to, the role by their principal/professional leader.

### Teachers' Comments

#### Mentors/ Tutors roles and responsibilities

Process of fully registering PRTs needs to be robust as the 'user fee paying training' system has allowed some teacher trainees to be 'nursed' through training and to really struggle on the job. Tutor teachers need to be well trained and recognised for the job they do – 9time and funding). Support from Principals needs to be there for hard decisions also. The current mentoring system is; on the job' training and the most effective.

Tutor teachers should be regularly evaluated to make sure they are actually doing what they are supposed to do. PRTs should have a couple of sessions with the principal to check they are receiving adequate time/ feedback from their tutor

It should not be assumed that because you are a good teacher that you will be a good leader. PD is needed in leadership. There is a need for a recognised 'professional pathway' to keep great teachers in the classroom not only a leadership pathway. Principal, syndicate leadership and colleagues should be involved in attestation process as well as children's comments.

Impact of poor tutors –can't help PRT with correct gathering of data

Those appointing Tutor Teachers should be absolutely satisfied and confident they are able to give the guidance/ support/ encouragement that is needed.

Teachers having access to good mentoring themselves. External body needs to check that schools keep up with this process. Big need for proper guidance programme. Structure needed. Are they given quality training first of all? If not nothing after that is fair. Do they have support, release time and the guidance of quality tutors? Centres should have access to a trained leader to co-ordinate PRT.

### **Assessment decisions - Worksite Base**

Our staff and tutor teachers are fully supportive of provisionally registered teachers and we agree with the NZEI policy and positions stated above. In school support for PRT works well when schools are committed to giving them release and a tutor teacher. In some schools savings are made by not giving PRTs their release time – this is unfair – needs to be external guidance somehow to monitor that PRTs are treated fairly. (e.g. Education Services advisers).

We already do all of this very comprehensively in our school through our appraisal and attestation process, as well as very focused school-wide PD which ensures sustained quality teaching and learning in our school.

This should always be done on-site and within context for both teaching and learning. It must be the Principal or professional Leader of the PRT's own 'Learning Centre' who should do this.

All learning and development should be based:

- 1) on site in the context of the school community's charter, learning philosophy, and wider community and whanau.
- 2) School communities share together, the greatest chance of improving learning outcomes for all learners; this was the philosophy of 'Tomorrow's Schools', and largely, as a professional teacher, close cooperation and communication between school and community is our greatest asset. PRTs are a part of these communities.

This is essential that the school has guidance over the registration of a Provisionally Registered Teacher.

Recommendations need to be primarily school based -In school appraisal by senior staff with compulsory "feed forward" New registering teachers need an in centre registration teacher to over see each teacher. This would ensure that new teachers had day to day consultation and registration teachers can see how new teachers perform day to day and not just seeing the snap shot of their teaching. This would ensure that they meet all the RTC of being a teacher.

Adamant that Tutor teachers and beginning teachers should be in the same school, preferably in the same syndicate so that the Tutor teacher is on hand if there are difficulties. Waiting to speak to each other at a later date is ridiculous and would cause concern and worry when sometimes just a small word of encouragement is all that is required. Working together also encourages a better relationship as they are both involved in school social things and any school busy times, such as production, parent interviews, reports etc where small words of encouragement mean a huge amount. Those on the site can do this easily and in an encouraging fashion

These need to be reasonably global so that all situations can be covered. These should be discussed with the Tutor Teachers when they attended their meetings and then with tutor teachers and beginning teachers together. Unsure how various areas in NZ organized these meetings but these people attend meetings either as Tutor teachers or beginning teachers of particular class levels.

There should be an induction course for tutor teachers where the representative of the Teachers council went through the criteria with them, could easily be done through video conferencing or by sending a video to Tutor teacher clusters. Team effort is important

### **Assessment decisions - External base**

Strongly agree no external assessment.

There should be no compulsory external assessment for PRTs as they have supportive BTT-TT programmes already and this could put more people off joining the education sector.

More of the registering teachers work should be critiqued by another body of people to ensure the same standard across the country.

External assessment should be available for provisionally registered teachers if required.

We felt external assessment for PRTs would be a fairer system due to the problems of Tutors leaving during the time. Scale A teachers supporting PRTs or even in some cases beginning teachers carrying out that role. We felt ERO could check the status of teachers every three years as part of the school review. Sometimes the Tutor may not also meet all the criteria to an excellent standard which creates a variety of expectations from school to school. Outside attestation would make expectations/ standards of performance/ level of expertise more consistent from school to school.

Maybe those in a 2 teacher school wouldn't get a fair rigorous and valid assessment. Maybe this should be external.

*Please note the final four comments from members do not reflect NZEI policy, and highlight the need for consistency and fairness in decisions for PRTs.*

*NZEI would wish to see these issues addressed through professional development and support for the professional leaders and others involved, rather than through an expensive external bureaucracy.*

## Feedback Form Question 7: Assessment Question

**Question 7:** What sort of evidence should be gathered so that an experienced teacher can demonstrate that they meet the draft RTC and should be recommended to renew their current practising certificate?

NZEI believes attestation for the renewal of practising certificates for fully registered teachers will include:

- processes that fit the current professional and industrial requirements
- piloting before any system-wide change is introduced
- the principal or professional leader of a learning centre having the prime role in the attestation process.

Random checking processes will not be used for renewal of practising certificates for fully registered teachers.

### Teachers' Comments

NZEI has a good stand in policy and position. Experienced teachers being fair, rigorous and valid could be measured with more on leadership?

We support the NZEI policy and position as outlined above

Agreed.

We agree with the NZEI's policy

Fully supportive of NZEI on this.

Response is experienced teachers to track. Need coherent system, tied to appraisal system. Perhaps transition between PRT – experienced? A journey again, learning lifelong. How do we show we continue our growth and not stop watching. This provides opportunity for school to think about appraisal process and Qualification – professional standards in contract. If we can, make this basis of appraisal.

Experienced and fully registered teachers should have to meet the same criteria.

What do the criteria and indicators look like in practice? It does allow for 'individual' interpretation. Does the school have to now develop their own indicators?

### Evidence

Some of us believe that NZTC should not gather evidence. This has been done by principals through attestation.

NZTC should only keep a register of current teachers assessed by principals and \$150 should be abolished

Could records of previous appraisals also be kept and used. This would show and track competence over time. Especially for those who have moved schools. - It would have to be the teacher's responsibility to keep previous appraisal documentation though.

Evidence related to your questions is all taken into account at our school, and agrees with the NZEI policy and position as stated above. Professional relationships and professional values--all the criteria given are an integral part of being a teacher.

Would need to see evidence of all Professional development attended between last renewal of TR and to current request of renewal. Knowledge of up to date relevant content of disciplines and curriculum documents.

Use current annual appraisal

Measure against criteria.

Evidence that is context based

Evidence should be gathered by Team Leaders/ Senior Managers/ Principals that show experiences teachers are continuing to grow in their profession, constantly reviewing what they are doing, committed to progressing learners, accepting of challenge, taking on responsibility as they make use of their professional knowledge. The environment they create needs to promote learning and success, while meeting the needs of students and being supportive.

Evidence should recognise/ acknowledge personal growth/ new ideas/direction while working in collaboration with others in the school.

Why the need for evidence ---How much more can teachers do

Have a checklist to ensure teachers are maintaining standards. The assessor should be someone on-site i.e. the supervisors, not the professional leader who is our licensee.

Exemplars,

Professional learning for tutors/ DPs/ APs/ Principals.

Professional dialogue with others.

Use of cluster strengths when required.

3 years for renewal of practising certificates is too short. 5 year renewal more appropriate.

Observation of teaching including student voice and student work samples.

## Feedback Form Question 8: Assessment Question

**Question 8:** In what ways can the profession ensure that assessment decisions for experienced teachers are fair, rigorous and valid?

NZEI believes that attestation for the renewal of practising certificates for fully registered teachers will include:

- processes that fit the current professional and industrial requirements
- piloting before any system-wide change is introduced
- the principal or professional leader of a learning centre having the prime role in the attestation process.

Random checking processes will not be used for renewal of practising certificates for fully registered teachers

### Teachers' Comments

#### Assessment decisions - External base

We feel attestation by ERO or the school-wide three years cycle would make for a more consistent set of standards, expertise and more consistently between schools.

Personalities in a school can make assessment unfair. Maybe there should be a chance for external assessment if and when needed.

#### Assessment decisions - Worksite Base

For experienced teachers, needs to be linked with appraisal process NOT an extra. .

Procedures currently in schools are working well. We do not want to get into an English system of long involved checklists, nor reflective journal and evidence gathering systems. This adds considerable work load. Appraisal/attestation procedures are generally in place in schools, not necessary to involve outside agencies//random checks.

Important treated as professionals and with trust.

The Teachers Council has to have some faith in their Principals. It costs enough to renew any certificate – I'm not paying to be scrutinized by others as well. We have an appraisal system already in place.

Through the internal appraisal system in the present workplace.

Work through the school's appraisal system assessed through the dimensions by the principal or schools professional leader. Should be site based made in the teaching context.

The principal or professional leader having the prime role in attestation is a good idea.

In school appraisal by senior staff with compulsory "feed forward"

Exemplars available to show standards.

Each school's appraisals system will be able to provide information that is relevant for this purpose

Principal as the professional leader should have responsibility for collecting & collating evidence and understanding context within which the teacher works daily in a professional capacity.

## Feedback Form Question 9: Final Comments

**Question 9:** Do you have any final suggestions or comments about the draft RTC and key indicators?

### Comments

These are to be found in the NZEI submission accompanying this feedback form. Areas of comment include

- The 2007 consultation
- The level of support
- The order of the draft RTC
- Links to other standards
- The framework of the RTC
- The version in the consultation booklet
- Language –approaches, usage
- What is missing from the RTC.

In addition the NZEI regional focus groups considered the purposes, introduction and over arching statements, and comment is provided on the following pages.

**NZEI's recommendations are:-** (Please see submission for detailed comment)

*That the New Zealand Teachers Council ensures a longer time frame with earlier notification to the sector when consulting in major areas of work, and to reconsider the practice of providing differing consultation questions and materials for "stakeholders" and for teachers.*

*That the New Zealand Teachers Council ensures the gazetting or publishing of the final Registered Teacher Criteria is preceded by planned action to promote for teachers, greater awareness and ownership of the changes to the Satisfactory Teacher Dimensions*

*That the New Zealand Teachers Council establish a group of experts to cross check the language used in the draft Registered Teacher Criteria with the language of the current key documents in the sector, including the revised New Zealand Curriculum, Te Marautanga o Aotearoa, and Te Whariki, to ensure inclusiveness of, and ownership by, all teachers.*

*That the purposes of the draft Registered Teacher Criteria as outlined in the draft Registered Teacher Criteria consultation booklet be reviewed*

*That the New Zealand Teachers Council considers the draft Registered Teacher Criteria and*

- *reduces the number of criteria and of key indicators,*
- *reconfigures the order to better reflect the teaching and learning cycles*
- *ensures greater alignment with the Graduating Teachers Standards*
- *uses the term 'akonga' as a standalone term, with explanation in a glossary or footnote*
- *wordsmiths some of the criteria and indicators as noted in the feedback from NZEI members ( attached to feedback form )*

## Feedback Form Questions 9 continued

### The draft Registered Teacher Criteria: Purposes and Introduction

NZEI focus groups considered the purpose of the RTC as outlined in the NZTC Consultation Document Pages 3 and 4.

#### Purpose of the draft Registered Teacher Criteria<sup>4</sup>

The draft RTC have been developed with the profession for the following purposes:

1. as a description of the required professional knowledge, professional practices, relationships and professional values for teaching in Aotearoa New Zealand in early childhood and school settings
2. to promote the status of the teaching profession through raising awareness of the complex nature of teachers' work
3. as the criteria to guide the professional learning and the assessment of teachers as they work towards gaining full registration to teach in New Zealand schools and early childhood settings
4. as the criteria against which teachers are endorsed as fully competent to maintain a practising certificate and to retain fully registered teacher status
5. as a framework to guide career long professional learning and development of teachers
6. to strengthen public confidence in the profession.

#### NZEI feedback

Teachers in the NZEI focus group considered these purposes, and found they provided a different way of looking at the RTC. Teachers had been focused on the RTC as #1, 3 and 4, and had not had considered the other purposes as outlined here.

#1 The first purpose was seen as the overarching purpose with the remainder as being a subset.

#2 "The public at large don't have this understanding, and using the RTC for this was seen by the teachers as a new way of thinking of the RTC. They noted 'raising awareness' of a list of criteria would not in itself raise status. They were unclear as to who would do the 'promoting', how, and to whom.

#3 Why only these settings? The Council's current policy is wider than those settings, and teachers asked if this was indicating a change of policy. NZEI policy is for the gaining of full registration from provisional registration should occur only in the settings noted here.

#4 wording of 'fully competent' is a concern, it was felt that a teacher is either competent or not.

#5 Teachers viewed the appraisal system in schools as supporting professional development rather than the RTC being the framework

#6 As with #2, the RTC were not seen as strengthening public confidence in the profession. Teachers preferred to see actions being undertaken, such as the Teachers Council Chair or Director speaking out in support of teachers when there are attacks in media.

#### *Recommendation*

*That the purposes as outlined in the consultation booklet be reviewed.*

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<sup>4</sup> Numbers added by NZEI for ease of comment

## Introduction

NZEI focus groups considered the introduction to the RTC as outlined in the NZTC Consultation Documents.

### NZEI feedback

- Having an introduction and overarching statements on page of its own makes things clearer
- Members preferred the grid format to the text format in the consultation booklet.

**S1.** The draft Registered Teacher Criteria (RTC) describe the criteria for quality teaching that are to be met by all fully registered teachers in Aotearoa New Zealand.

### Suggested Change

- 'identify' not 'describe'

**S2.** The draft RTC recognise that teaching is a highly complex activity, drawing on repertoires of knowledge, practices, professional attributes and values to facilitate academic, social and cultural learning for diverse education settings. The criteria and indicators should be viewed as interdependent and overlapping.

### Suggested Changes

- 'Relationships' needs to be included so the introduction aligns with the four professional areas
- 'Learning' is too narrow ... add 'and development'
- 'In' not 'for'

### Comment

- 'Activity' – word is not quite right; use 'process'?
- Relationships – underpinning everything and needs to be very strong, yet it is missing in the wording

**S3.** The criteria and indicators have been drawn from New Zealand and international literature and take into account the purposes for the standards.

### Suggested Change

- Members asked why this statement was needed, as it should have been implicit in any major New Zealand documents that evidence would have been used as a base.
- It was suggested that this sentence should be removed as it is unnecessary text, and its removal would assist with brevity.

### Comment

- Members asked if this was in fact true. There is variable evidence of the language of Te Whariki, the New Zealand Curriculum or of the BES.

## Overarching Statements

NZEI focus groups considered the overarching statements of the RTC as outlined in the NZTC Consultation Documents

### **Suggested Change**

- Put code statement higher in the list to give a greater sense of importance

### **Comment**

- Missing
  - Ethical practice and ethical behaviour
  - Relationships between roles and broader sense of commitment, integrity, sense of purpose and focus on children
  - Nothing aspirational is included.

**S1.** Teachers play a critical role in enabling the educational achievement of all ākonga / learners.

### **Suggested Change**

- 'critical' – but teachers are only part of this , perhaps use 'influential'
- Not 'educational achievement' – excludes so much – needs to be more than that
- Remove 'enabling' – try 'promote' 'advance' or 'achieve'

### **Comment**

- The wording gives a sense of this almost being the responsibility of teachers only.

**S2.** The Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes.

### **Suggested Change**

- 'Outcomes' these may not all be the same, use 'opportunities' as can't guarantee outcomes, please reword.

**S3.** In an increasingly multi-cultural Aotearoa New Zealand, teachers need to be aware of and respect the languages, heritages and cultures of all ākonga / learners.

### **Suggested Change**

- More than 'aware' is needed by teachers- 'In an increasingly multi-cultural Aotearoa New Zealand, teachers' practice must reflect an awareness of and respect the languages, heritages and cultures of all ākonga / learners'.

### **Comment**

- Danger of a list – misses things, gives precedence to some areas over others.

**S4.** In Aotearoa New Zealand, the Code of Ethics / Nga Tikanga Matatika commits registered teachers to the highest standards of professional service in promoting the learning of those they teach.

### **Suggested Change**

- Put code statement higher in the list to give a greater sense of overarching importance.

### **Comment**

- Debate about 'service' – seen as dated by some who preferred 'professionalism'
- Allows idea of being not just technically accurate, having nurture, craft and knowledge.