

Primary Sector Focus

ITE – Intakes for Primary (concerns around attracting and retaining teachers)

- Intakes seem to be much lower than needed – for current numbers of students and projected numbers of students.
- Loss of status of the profession, pay and conditions.
- Many providers have grown numbers.
- Graduates are often getting positions prior to graduation. Not enough teachers for positions available.
- There is a lot of pressure on principals. (Ian Thompson – from UK speaks about the insecurity of tenure for principals.
- Negative stories about teachers in the media often appear in September/October.
- Graduates are starting to teach before they have finished their programme. This means there is likely to be an increase in the number of LAT.
- Graduates know it is a “buyers’ market” – number of graduates not going straight into teaching.
- Becoming more difficult to find placements for students in schools, schools are too busy – workload is too high – experienced people are being pulled into CoL work.
- Distance learning impacting on traditional providers.
- ILEs – also having an impact on placements – who is supervising the student teacher in these situations?
- Graduates being paid as unqualified when they start out – sometimes this is continuing until mid-year. Salary assessment taking a long time. Everything needs to be posted to the salary assessment – no email address, no phone number – 16 day turnaround time. They are paying back their student loans at the higher rate. Schools may be in a position to cover new graduates – make sure things are signed. Keep TEFANZ in the loop about this work – perhaps a joint letter to NOVOPAY?
- Education Council – challenges around finding registration forms – joint letter from NZEI Te Riu Roa and TEFANZ?
- NZEI Te Riu Roa runs starting out workshops – Esther and/or other colleague happy to come to providers to talk about things that they need to do.
- Teaching is seen as an easy option. Students not doing well in numeracy and literacy assessments.
- Challenges in Tauranga for BTs to get positions (experienced Auckland teachers taking a lot of the positions).
- Associate teachers – huge workload – opting out of this role. Increase in stress levels in both primary and ECE settings.
- Importance of telling the stories of the teachers.
- Lack of support for teachers taking higher level courses.
- Crisis for teacher educators – need a national strategy – takes 20 years to get someone to this point. Risk of increase in employment based training. Lack of security for teacher educators.
- Bicultural focus but lack of skills and qualifications (Pasifika crisis too).
- Lynda will bring up the issues that she is hearing at a meeting on Thursday around wellbeing. Lynda will talk to Bev about outcomes.

- NCEA/university entrance is enough for some ITE providers. Others have rigorous tests that students must pass, before acceptance to ITE is progressed. Competencies on entry or before exit?

Associate Teachers

- Quality and mentoring of associates.
- Associate teacher you tube clips – mentorship to start, having a bicultural classroom. The Education Council has done work on this.
- Role of associate in schools – alternative pathway to leadership. Principal role is crucial in this.

Kua Tae Te Wa – NZEI Te Riu Roa campaign (It's time)

- Sits behind primary teacher and primary principals bargaining.
- Pay equity is campaign for ECE.
- Three aspects to campaign: To attract and retain people into the profession need a pay jolt (16% over two years), time for people to teach/time for people to lead (Hauora survey concerning), (role of the SENCO – (increase in complex needs of students lack of funding and support) need formal recognition of this role), and career framework – things are currently ad hoc – nothing finalised yet, but has strong foundations.
- Small teams of negotiators – 4 teachers and 4 principals (two advocates for each team). Six days of negotiations.
- We have had first set of paid union meetings. Next round of paid union meetings are in mid to late June.
- NZEI Te Riu Roa is keen to have opportunities to talk to student members.

Education Summits and Review of Tomorrow's Schools

- A few members of TEFANZ went to the Education Summits.
- NZEI Te Riu Roa – 30 Year vision (copies to be sent out with minutes)
- Getting outreach from summits into communities – NZEI TRR has committed to helping with this.
- Sense of urgency around this work.
- Values based.
- Important to get people to think beyond what they already know.
- Difficult for ITE – constant shifting sands.
- Inequities in schools/society increasing.

Support for Associates – standard approach?

- CA – give guidelines for some funding – in career pathway work – recognition and time included – would help ITE and provide pathway to ongoing study and teacher educator mantle in ITE
- Every university has own budget funding
- Access to different resources
- Review of funding through TEC

Partnership with ITE – Following the

- Schooling supporting ITE.
- Need more resourcing to enable this to be enacted.
- Time is key.

- Need providers and schools to work together to decide what the partnership will look like.
- Smart principals just make mentoring something that they do.
- Schools have a big role to play in ITE – schools need to know what they will get out of it.
- Whole school development is key.
- Fragilities within the system recognised – staff changes impacts on key relationships.
- UC is working with CPPA
- Normal schools don't have an option to opt out; BoTs have a responsibility to be involved in ITE.

Education Council – profession being involved in selection and assessment in ITE

- Schools make judgements on student teachers.
- Profession to moderate judgements?
- Mentors and visiting lecturers make judgements.

ILEs

- ILEs – implications for ITE.
- Hard to get sequence of learning – with same group of learners.
- Lack of cohesion – learning fragmented.
- Disconnect between pedagogy and practice.
- Building relationships more challenging. (For student teachers to develop with students and with teaching staff).
- Easier for student teachers to fall through the gaps. They either get treated as a teacher (but lack skills) or as a teacher aide.
- Some associates may teach only maths or only literacy. Some ITE providers are being more flexible about requirements from associates.
- What are the key elements that are necessary?
- Learning can be done from ECE contexts.
- Sometimes reduces the number of placements available.
- Difficulty for students to be involved in planning if much is done before the student arrives.
- Who should get the associate teacher allowance (when working in ILE)?
- Barriers to paying associates.

For next meeting

- Cultural competencies – Teacher educators – how is NZEI Te Riu Roa going to support teachers to meet the requirements for certification and registration?
- NZEI TRR releasing next part of hauora survey - discrimination and racism is a societal issue however, education needs to address this issue if no one else will.
- Inclusive education – preparing trainees for complex and challenging needs. Managing classroom behaviour. Some providers are making this a focus for practicum.

ECE Sector Focus

Numbers entering ITE

- Change in applicants – better quality and change in government policy seems to have an impact. No difficulty getting placements for students for some providers.
- Issues for some completing degree programme because of financial issues.
- Providers are facing a range of issues in attracting students.
- Increase in diversity of applicants in some areas.
- Fees free may have impact on intakes in coming years.
- People from primary training in ECE.
- Diversity of provision is important to providers.
- Students are being put in vulnerable positions – becoming go-to people before they are ready.

NZEI Te Riu Roa position on emerging qualifications

- NZEI TRR supports fully qualified and registered teachers. Disappointing to see that this was not reflected in the recent budget announcement.
- Impact on graduates with student loans.
- Diversity in the workforce is important. We want ECE teachers to represent the communities they work in.
- Participation is a concern – quality is important
- There may be an opportunity for TeachNZ to work more closely with ITE to encourage Maori and Pasifika into ECE.
- Pasifika and Maori (IELTS) is a huge barrier. It is very expensive to do.

ECE Strategic Plan

- Ministry involved in this work.
- NZEI Te Riu Roa working on strategic plan.
- Loomio link for people to get involved with this work. <https://campaigns.nzei.org.nz/every-child/ten-year-plan/>

Career Framework (Kindergarten)

- In early stages. Follows on from work in primary sector.
- As you move through career, you gain more experience, knowledge, skills and qualifications – all of these aspects add to your korowai.

Curricula hui

- Overview of the hui.

Digital Technologies

- Need to be aware of artificial intelligence and other technologies (this needs to be part of the vision/discussion for education).
- What does the DT curriculum mean for ECE?
- Who are the people we want in the system? ITE has a responsibility to prepare students. Creating the technologies we want to see. Issues for ECE regarding screen time.

Mana Taurite (Pay Equity Campaign)

- This campaign is for support staff and ECE.
- What would people be paid if they were in a male dominated workforce?
- On-line presence – for both members and non-members.
- Pay equity is not just about pay, but is about conditions.

- Education Support Workers – waiting for case to be heard. Their claim started in 2005.
- Teacher aides, then administration support staff and then ECE.
- View to seeing teacher aides as a more qualified and skilled workforce.
- Lynda is involved in workforce strategy/wellbeing framework across the system.
- Pay equity settlements must come from new money.
- PLD – lack of this for beginning teachers (and lack of release for those in ECE).
- ECE teachers have been undermined for a long time.
- Students need to be advocating for children, whanau and themselves.

Education Council – Advisor for ITE

- New roles at the Education Council.
- No introduction or clear purpose given from the Education Council.
- Loss of institutional knowledge in the Council.
- 2021 providers need to have all programmes re-approved – guidelines for new approval under development – to be finalised by July. Timeline seems unrealistic.

Literacy and numeracy assessments

- TEFANZ and Deans advocated for voluntary testing of students. NZCER will administer these assessments. No decision has been made by the Education Council about this.

Any other business

- Research across institutes – what happens to graduates/wellbeing. Need to check contact details when graduates are about to leave. Some use Facebook rather than email. We could use NZEI Te Riu Roa networks to do this.
- Esther is running a course in September for students who are seen as leaders – ECE specific. Esther could check with the group to see if they are interested in this work. Sandy to come up with some more questions/discussion document – areas for funding, etc. Esther would like at least two student teachers for ECE recommended from providers – 8/9th September or 25/26th August. Esther.tetlow@nzei.org.nz
- Unpaid work being done by those in retail has been highlighted recently. This is also true for ECE teachers who are involved in assessment etc outside usual work hours.
- Combined meeting next time for ECE/Primary – late November week beginning 21st.
- MBIE audit – paying teachers as individuals – payments are below the minimum wage – should be done on invoice from centres. (and trust that the centre will pass that payment on). This is an ECE issue only – doesn't impact on primary.

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