

Initial Teacher Education

E hara taku toa i te toa takitahi, he toa takitini-
**My strength is not as an individual, but as a
collective**

TEFANZ Conference July 2021



**Teaching
Council of
Aotearoa
New Zealand**

Matatū. Tū Mataora.
Stand tall. Shape the future.

Growing and building next generation of teachers

- In 2016, the Council began a significant strategy development process with the profession to shape the future of teaching:
 - Standards and code
 - Future-focussed Initial teacher education discussion papers
 - Leadership think-pieces
- All of these activities were intended to build on the great base of evidence and practice we already have – and to create a well supported pathway for the future profession, that would align to the future challenges and enable the profession to meet them

Building professional trust

- Across all of these policy developments a core intention was to build professional trust:
 - Through the collaborative design process
 - Through rebalancing each of our policies away from compliance and more towards enabling decisions and professional judgements to be made closest to where the expertise sits
 - Bringing groups from across the profession together to understand the value that each brings
 - Involving the profession in implementation and focussing on the “why” and change of thinking rather than on the “what”

Authentic partnerships underpin professional trust

- ITE providers are well experienced at partnering with ECE services and schools
- Huge potential to further develop these partnerships
- Many practitioners were seeking more “practical experience” to be designed into ITE programmes so that graduates were more practice-ready
- The ITE Advisory Group considered that quality of practical experience was a critical element to be addressed – this led to the commissioning of NZCERs literature review into practical experience
- The quality features identified became the expectations for “authentic partnerships” in our ITE requirements

High quality experience have all of these features

- The purpose is fully understood, negotiated and enacted by all participants.
- There is genuine/authentic partnership between organisations
- Roles and responsibilities are clearly defined and understood
- Mentor teacher (and visiting lecturer) professional learning opportunities fully prepare those involved for their roles.
- The student teacher is prepared for and willing and able to take agency and to develop adaptive expertise with support.
- The whole school or ECE setting takes responsibility for the practicum and is a site of learning (a community of learning/practice) for all involved.
- Every aspect of the ITE programme is integrated and there is not a sense of “theory” and “practice” being enacted separately in different organisations.
- Formative and summative assessment of student teachers is a negotiated, transparent and agreed process between the ITE provider, the school/ECE setting and the student teacher.

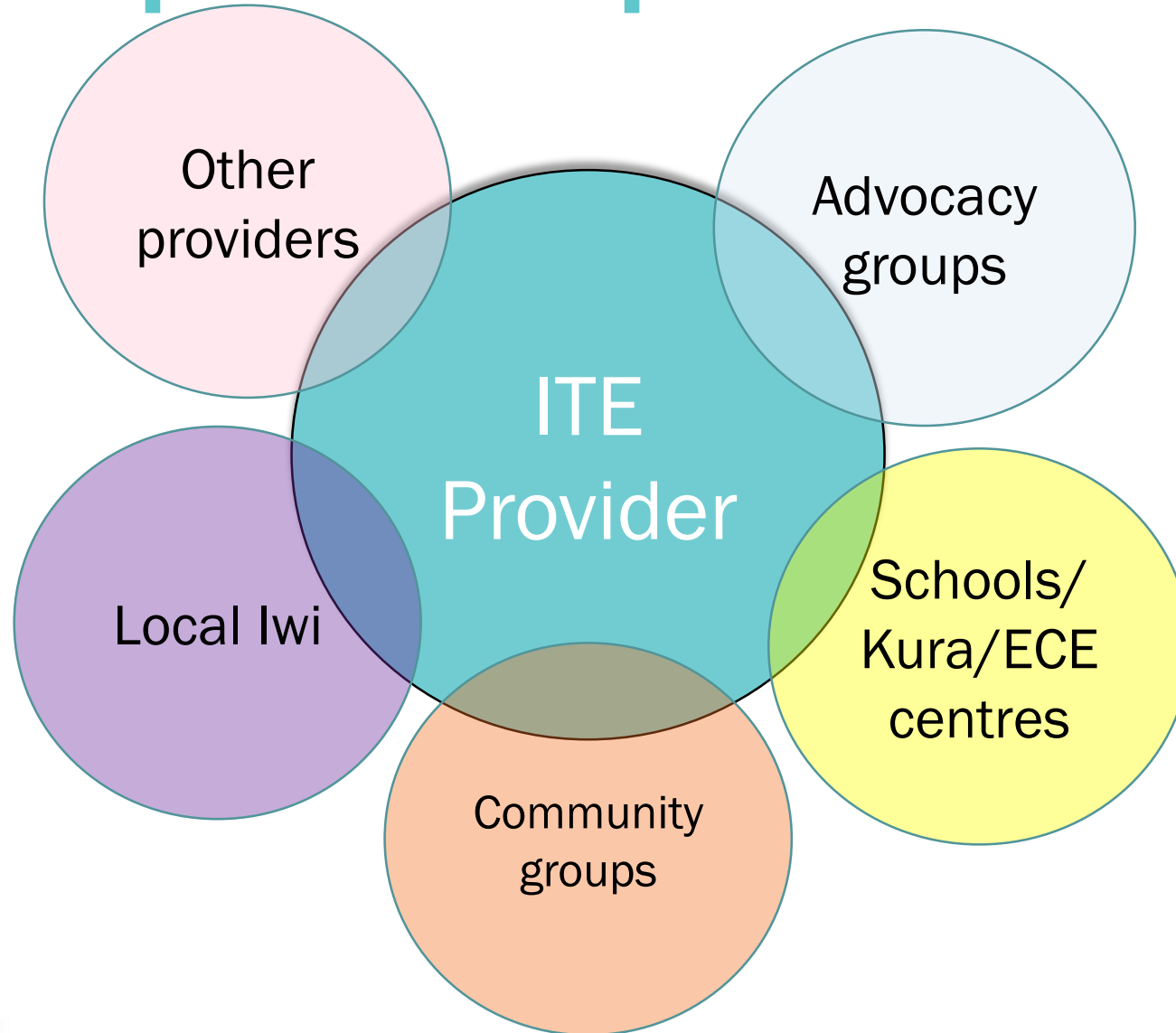
Authentic partnerships avoid a theory-practice divide

The Teaching Council sees partnerships as...

“a relationship in which there is mutual cooperation and responsibility between individuals, namely persons and organisations, or groups for the achievement of a specified goal”

(Lynch & Smith, 2012, p. 133).

Authentic partnerships...

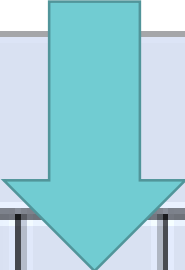




“There is evidence that partnerships can be strengthened over time, if sufficient investment is made.”

(Martin Jenkins, 2018, p. 5).

What we have noticed...



Conditions															
1.1	1.2	1.3	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	6.1	6.2 TR M	6.2 L&N	6.4
0	0	23	7	2	1	1	3	1	1	10	6	0	9	7	0

Conditions arising for programmes in English Medium panels

- Increased formal, structured models of partnership, including communication strategies.
- Increased use of data to inform and strengthen partnerships.
- Recognising that the *sustainability* of partnerships is founded on the *reciprocity* of partnerships.
- Development of cultural values that underpin all partnerships, upholding the mana of local iwi, and Te Tiriti O Waitangi.
- Emphasis on development of business cases which can support partnership plans, including allocated staffing.
- Increased emphasis on how partners can be involved in research.
- Increased professional development for partner schools being directed through school leadership,
- Increased use of technology to enhance connections with partners.

Some examples...

AUT partnership with iLead

- *Ex graduate contacted AUT*
- *I.Lead project aligns well with AUT conceptual frame on diversity and inclusion*
- *Developed authentic pedagogical consideration from hearing first hand lived experiences.*

Te Rito Maioha partnership with Far North REAP

- *The need and opportunity has been identified by schools and communities, for example Northland and East Coast regions, who find it difficult to staff schools.*
- *Supports local employment and second chance learners.*
- *Provides another layer of pastoral support*

Where to next

- Strengthening the authentic partnerships and how they work in practice
- Leading korero with practitioners on their role and how best to support it
- Teaching Council kaimahi have a shared goal to investigate partnerships and run a symposium to build capability and scope.
- Explore what ako partnerships could look like, particularly with over- stretched Iwi.
- Explore the wide variety of possible partnerships, particularly those that could enhance student teachers understandings of supporting students' learning and behaviour.

Korero

- What are your views on why the partnership requirement often becomes a condition in approval panels?
- Other challenges and perspectives?
- What are some barriers and enablers to building partnerships?
- What is one thing you would want the Council to initiate in support of building authentic partnerships?