



21 February 2020

New Zealand Principals' Federation (NZPF) Submission on

The Proposed Changes to Teaching Council of Aotearoa New Zealand Fees

To: The Teaching Council

Personal Details:

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The New Zealand Principals' Federation (NZPF) is the largest professional organisation for lead educators representing the interests of 2,000 Principals of Primary, Intermediate, Area and Secondary Schools. Principals are from public, integrated and independent schools and are spread throughout New Zealand. NZPF aims to be the most influential advocate for school principals to enable high quality, well supported leadership for school learners in New Zealand.

General Comments

NZPF welcomes the opportunity to submit comments on the *Proposed Changes to the Teaching Council of Aotearoa New Zealand Fees*. We have independently sought the views and commentary of our own members, and those of the executive committee. The views contained in this submission are therefore reflective of the NZPF membership, and the NZPF national representatives.

The Teaching Council has posited that it cannot deliver its statutory obligations with the current fees' settings. It further states that it is a professional body representing all New Zealand registered teachers and as an independent statutory entity *has the strategic independence to set our own work programme (informed by our continuing engagement with the sector and the parameters we've been given by law), in the interests of teachers and learners.*

NZPF recognises that fees' increases are necessary for the Teaching Council to remain independent of Government, sustainable into the future and able to independently design and implement its own work programme in conjunction with the profession. We appreciate that the Teaching Council has made efforts to reduce costs by introducing on-line registration procedures, amongst other initiatives, but that funding still falls short of what is required to sustain services and critical functions.

NZPF would support an increase in fees provided that independence was guaranteed, including the ability to speak out publicly on Government policy or any other education issue and provided that the Teaching Council does not become responsible for the funding of Government initiatives. NZPF would want to know that what the increase is used for is decided by the members of the Teaching Council, not by the Government. To that end we would prefer that over half of the members are elected by the profession (as is the case now) and the rest are appointed as laypeople rather than by the Ministry. This would be consistent practice with other similar professional bodies.

We would also expect that the Teaching Council would work to raise the status of the profession and become more proactive in representing issues negatively affecting the profession and teachers and principals' ability to provide high quality education to young people in schools.

Further, we would expect to see the Teachers' Council develop as a broad professional community where teachers have high standing with the public, quality assurance and professional leadership. We recognise that that requires high standards of ethical behaviour and effective teaching practice which in turn lead to an increase in public trust and confidence in teachers.

Leadership

NZPF has an interest in leadership and will take this opportunity to express our views on how we expect an increase in fees will support school leadership for the future.

1. We support the establishment of a Leadership Centre, consistent with the *Tomorrow's Schools* Final Report recommendations
2. We expect that NZPF will have a seat on the Governance Board of the Leadership Centre
3. We expect that, beyond its establishment, the Leadership Centre will be fully sustained by the Teaching Council
4. We expect that the Leadership Centre will provide specially tailored programmes for middle leaders, aspiring principals, beginning principals and experienced principals and provide for the training of experienced principals in mentoring and coaching of school leaders
5. We expect that the current stable of Principal leadership Advisors, currently employed by Evaluation Associates, (under contract to the Ministry of Education), will be moved, with their appropriate Ministry funding, to the Leadership Centre of the Teaching Council
6. We expect that PLD currently sitting with the Ministry of Education, and funded by the Ministry, which pertains to school leaders or leadership, would be transferred to the Teaching Council, bringing their (Ministry) allocated funding with them.
7. We expect to be involved in discussions about the reach of disciplinary procedures, particularly about conducting independent investigations of issues on which Police have already ruled
8. We believe that Initial Teacher Education (ITE) is not meeting the needs of beginning teachers in schools. We seek the opportunity to be involved in redesigning ITE to include education and assessment of the Arts and to ensure that ITEs provide a practice-based programme of teacher education that includes more practical hands on supervised teaching experience and learning. We also expect NZPF to have a role in on-going monitoring of ITE providers
9. We believe the Leadership Centre has a role in developing and supporting cultural competency workshops for both Māori and Pacific Island leaders
10. The Leadership Centre also has a role in education research on key issues affecting education in the classroom and on school leadership.

Conclusion

NZPF supports a fee increase for teacher registration and chooses option two which means beginning teachers should pay a lower amount to support their entry into the teaching profession. It is our belief that imposing a 100% increase for Beginning Teachers might prevent some from starting and that is not a desired outcome.

We thank you again for the opportunity to submit our views on the fees increase, and to expound on our expectations of the Teaching Council, especially in terms of leadership issues, in line with the independence that this fees' increase guarantees.

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