

9 June 2016

**New Zealand Principals' Federation (NZPF) Submission on the
EDUCATION LEGISLATION BILL AMENDMENTS**

To: the Education & Science Select Committee

Personal Details:

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The New Zealand Principals' Federation (NZPF) is the largest professional organisation representing the interests of 2,259 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.

We thank you for the opportunity to comment on the Education Legislation Bill Amendments and request that we make an **oral submission**.

Introduction

NZPF expresses its disquiet at the haste with which these proposals are being advanced and finds the lack of sensible and transparent stated rationale for this proposal disturbing.

To submit on a matter as serious as allowing the Secretary for Education to create a new category of teaching staff called 'trainee teachers' in schools would normally involve wide consultation with principals across New Zealand. The timeframe for feedback on this proposal precludes such consultation which means this submission is only partially representative of our entire organisation.

This submission will comment on those aspects of the Bill relating to the employment of trainee teachers and briefly on amendments to the New Zealand Council for Educational Research Act 1972.

1. Employing trainee teachers to teach in New Zealand schools

- A 'trainee teacher' is described as 'a person who is undertaking an initial teacher education programme that includes a period of employment by a board in schools in unsupervised teaching roles'
- Such a proposal negates the government's goal of enhancing the status of the profession by making teaching a post-graduate qualification
- NZPF holds to the view that the teaching profession in New Zealand is of the highest quality in the world, as recently attested by the OECD, in large part because of the rigorous training in teaching and learning theory, curriculum knowledge and pedagogy balanced with in-class practicum experience and guidance from experienced teachers
- We note there is already provision to employ a 'Limited Authority to Teach' (LAT) expert in certain specialist areas such as home science and other technical areas which may enhance the breadth of curriculum offered to students. In no way is that provision intended to allow a LAT teacher to become a generalist teacher
- The profession invests a great deal of resource in supporting, mentoring and supervising fully trained 'Beginning Teachers' now. That is because pre-registration teachers still have a great deal to learn in applying their pedagogical knowledge to children's learning in the classroom
- To introduce the notion that an untrained person can operate as a fully trained professional is to suggest that the education of children in New Zealand is a trivial matter. This undermines the Government's publicly stated intention to lift the educational attainment of all children in New Zealand
- It is well known that the teaching of what the Government targets as 'priority learners' requires highly qualified, experienced teachers who can apply a wide range of pedagogical approaches to children's learning
- Our parent communities are well aware of the importance of their children receiving a quality education from well trained and dedicated teachers, if they are to have a chance to succeed in life. They understand the importance of teachers having a broad teaching and learning knowledge and will not accept untrained teachers in their children's classes, any more than they would accept an untrained surgeon operating on their child
- NZPF recognises that there are staffing challenges for schools in certain areas, including the Auckland region and rural areas. That said every child in New Zealand deserves the very best education we can possibly give them
- The answer to staffing shortages, if that is the intention of this amendment, is not to trivialise education of New Zealand children
- NZPF would welcome the opportunity to share practical solutions to staffing shortages which would maintain the high quality of the teachers in our profession

NZCER

- The New Zealand Council for Educational Research (NZCER) has an important role in the education sector to conduct high quality, reliable, independent research to update and inform the profession of new ideas and applications that can enhance their practice
- NZPF sees no reason to alter the manner in which members of the NZCER Council are elected and appointed, and nor does the Order paper offer a rationale for these changes

Yours sincerely



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