

Draft *Principles for Partnerships* between secondary schools and initial teacher education

SUMMARY

This paper responds to the call by annual conference 2015 for a working party to be convened to develop a code of practice for managing partnerships between schools and initial teacher education providers. The working party, consisting of PPTA members and initial teacher educators, is recommending a set of principles for partnerships rather than a code of practice. There are four principles, followed by detail about how they should be applied. At this stage, these principles are still draft, and the working party is proposing further consultation with schools and secondary initial teacher education providers, with executive given the task of adopting and promulgating a final set of principles.

RECOMMENDATIONS

- ~~1. That the report be received.~~
- ~~2. That executive seek feedback from members and secondary initial teacher education providers on the draft *Principles for Partnerships* between schools and initial teacher education.~~
- ~~3. That the Initial Teacher Education Working Party consider this feedback and recommend final *Principles for Partnerships* to executive.~~
- ~~4. That executive adopt and promulgate final *Principles for Partnerships*.~~



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1. Background

- 1.1. Annual conference 2015 received a paper from the executive titled 'Initial teacher education in change, but is it for the better?' This stemmed from a general business item from the Otago Region at the 2014 conference, which asked executive to investigate "changes to initial teacher education provision and associated implications for teacher career paths, workload and funding in schools."
- 1.2. The 2015 conference made the following decisions as a result of that paper:
 - 1.2.1. That a working party be convened to:
 - a. Provide advice to executive on issues relating to partnerships between schools and teacher education providers, and
 - b. Develop, for the next STCA round, ideas around career pathways associated with ITE and appropriate remuneration, and
 - c. Develop a PPTA code of practice for managing partnerships between schools and teacher education providers.
 - 1.2.2. That there be a report on progress to the 2016 Annual Conference.
- 1.3. A working party was formed, consisting of one executive member, two representatives of the initial teacher educator group who meet with PPTA twice a year, and four PPTA members with significant experience working with initial teacher education providers and their students. The membership of the working party is as follows:

Convenor

Joe Hunter, executive member for Otago region

Initial teacher educators

- Beverley Cooper - associate dean, Waikato University and chair of Teacher Education Forum of Aotearoa New Zealand (TEFANZ)
- Robin Averill – Associate Dean (ITE), Victoria University of Wellington

PPTA members

- Henry Kaniuk – Massey High School, Auckland, staff support i/c beginning and pre-service teacher induction, mentoring and practicum programmes
- Hein Laaper – Waikato Diocesan School for Girls, Waikato Regional Secretary, HOD languages, experienced liaison and associate teacher
- Lee Chapman – Papanui High School, Christchurch, teacher in charge of trainees, past experience as specialist classroom teacher and as ITE lecturer Wellington College of Education
- Tonia Calverley – King's High School, Dunedin, HOD commerce, curriculum studies lecturer/professional practice fellow for Otago University, experienced



associate teacher and liaison teacher for graduate diploma and masters' programmes.

2. The Issues

- 2.1 The 2015 conference paper identified significant changes taking place in initial teacher education (ITE). These included:
- The introduction of masters of teaching and learning degrees alongside, or replacing, the traditional graduate diploma programmes.
 - The introduction of one "field-based" (but more accurately "employment-based") programme, the Teach First New Zealand scheme, which is a post-graduate diploma programme in Auckland and Northland.
 - The increasing trend for initial teacher education programmes to initiate more formal partnerships with certain schools to provide a guaranteed supply of practicum placements for their students.
- 2.2 These new arrangements are perceived by members to impose much greater workload on teachers who act as liaison/coordinator teachers and as associate teachers. The paper also identified some issues with a lack of transparency and consistency of funding to schools for their part of the partnership.

3. Progress to date

- 3.1 The attention of the working party has largely been focused on drafting a set of *Principles for Partnerships* between secondary schools and initial teacher education. Having established those principles, the working party has then moved on to considering how these should play out in practice in school-ITE partnerships.
- 3.2 Annual conference used the terminology *A Code of Practice*, however in working through this process in partnership with initial teacher educators it has become evident that a code of practice is not the best terminology to use. The working party is instead recommending here a set of *Principles for Partnerships*, and guidelines for their application, that can be used as a reference point in the development and review of partnerships between secondary schools and initial teacher education providers.
- 3.3 The working party recognises the reality that adequate resourcing for initial teacher education is not entirely under the control of ITE and schools. The government has a significant role in resourcing ITE, for example through EFTs funding for courses, through scholarships to address shortage areas, and through funding for practicums. PPTA, schools and providers have a common interest in ensuring that this resourcing



is adequate. When it is not adequate, as is currently the situation, initial teacher education partnerships are required to operate in less than ideal conditions. Establishing a set of principles, however, enables both sides of the partnership to be clear about the ideal conditions for high quality initial teacher education.

- 3.4 Doing this work in partnership with initial teacher educators ensures that the final set of principles will have a strength and robustness that principles produced by the union working alone would not have. However, it also requires more time to ensure that these principles have good acceptability across both sides of the partnership.
- 3.5 It is also important that the union consult with Secondary Principals' Council and with the Senior Positions Advisory Committee, because their particular perspectives need to be taken into account alongside the perspectives of other PPTA members.
- 3.6 This means that a final set of *Principles for Partnerships* is not able to be presented to annual conference 2016.
- 3.7 The process recommended in this paper is as follows:
 - Discussion of the draft to date at annual conference 2016;
 - A process following annual conference seeking further feedback from members and from providers of secondary initial teacher education;
 - Consideration of that feedback by the working party, who will recommend a final set of *Principles for Partnerships* to executive;
 - Executive to finally adopt and promulgate the principles.
- 3.8 The draft *Principles for Partnerships* as agreed so far by the working party follow.



4. Draft *Principles for Partnerships* between secondary schools and initial teacher education

4.1. Preamble

- 4.1.1. High quality teachers are vital to ensuring quality outcomes for all learners in Aotearoa. Learning to be a teacher is ongoing, beginning with the period of initial teacher education and the first years of employment leading up to achieving a full practising certificate, and continuing throughout a teacher's career. The responsibility for establishing the conditions for learning as a teacher is shared between initial teacher educators, providers of ongoing teacher learning, schools and teachers themselves.
- 4.1.2. It is the responsibility of government to ensure that planning and resourcing of the secondary teacher workforce anticipate and respond to the needs of the sector. Recruitment into the secondary teaching profession, particularly to reflect the diversity of New Zealand's population and to address shortages of teachers within specific curriculum areas, is a shared responsibility of government, initial teacher education, PPTA and schools.
- 4.1.3. A range of initial teacher education models needs to be supported to ensure that there is equity of access for student teachers and an ability for all state and integrated schools to make a contribution to building the profession.

4.2. Principles

1. The development of student and beginning teachers is a shared responsibility of the teaching profession.
2. Educative mentoring of teachers throughout their career path must be recognised and valued as a specialist role in secondary schools.
3. Initial teacher education must be a genuine and effective partnership between ITE providers and schools and subject to ongoing collaborative programme design and review.
4. Quality resourcing to ensure high quality initial teacher education and induction into full membership of the profession is essential.

4.3. Application of Principles

4.3.1. Principle 1: Responsibility of the whole profession for the development of student and beginning teachers

1. Teachers and ITE staff will give school students and student teachers a positive balanced view of teaching as a career.



2. Teachers and initial teacher educators will model appropriate professional practice as reflected in graduating and teacher professional standards.
3. Teachers and ITE lecturers will take responsibility for giving regular, timely, meaningful and honest feedback and feed-forward to ITE students.
4. ITE lecturers will be visible in schools and respond appropriately and in a timely fashion to school concerns and needs, and schools will endeavour to respond appropriately and in a timely fashion to ITE lecturer concerns about a student's practicum experiences.
5. Schools will receive documentation in advance of a practicum outlining the focus of the placement and expectations.
6. ITE providers will provide timely, accurate and full information to schools in relation to student teacher requirements, including particular needs of individual student teachers.
7. ITE providers will support student teachers in the school context and work with schools to ensure they are provided with appropriate opportunities to teach.
8. Student teachers will be given opportunities to evaluate their experiences, and where possible, data will be shared openly between schools and ITE providers.

4.3.2. *Principle 2: Educative mentoring is recognised and valued as a specialist role*

1. Educative mentoring of student teachers and beginning teachers will be treated as a specialist role in schools, one which can provide an alternative career pathway to curriculum or pastoral care leadership, and for which teachers can apply and become specialists. (This may be as liaison teachers, specialist classroom teachers, mentors for masters students, or other specialist roles created in schools.)
2. Specific professional learning and access to study opportunities will be provided for educative mentors. This professional learning may include educative mentoring skills, in-class observation, listening skills, feedback skills, managing difficult conversations, assessing progress of ITE students, report writing, etc.
3. PPTA, schools and initial teacher education providers will work together to ensure that educative mentors can be provided with adequate time and monetary reward to reflect the importance of the role to the future of the teaching profession.
4. Initial teacher education providers and schools will share a responsibility to recognise and value people who carry out educative mentoring roles with student teachers. The details of how this will happen will be agreed as part of the development of the partnership between a school and ITE provider.



4.3.3. Principle 3: Genuine and effective partnerships for initial teacher education

Practitioner knowledge and academic knowledge, when combined, add up to much more than the sum of the two parts. Zeichner (2010)¹ argued that a non-hierarchical interplay between academic, practitioner, and community expertise will create expanded learning opportunities for prospective teachers that will better prepare them to be successful in enacting complex teaching practices.

1. Initial teacher education and schools both contribute to understanding and knowledge of effective teacher education.
2. Initial teacher education programmes provide student teachers with current research-based knowledge and understanding of learning and adolescent development, curriculum, pedagogy and assessment.
3. There are, however, significant areas of learning that need to be done mainly within a school context. These include: classroom-based teaching practice, working with whānau/family, understanding how individual students and groups of students learn and develop, observing the variety of learning environments within a school and the wider work of a school and the role of the teacher, and observing how system-wide policy is enacted within a school.
4. Initial teacher education providers and schools will engage in collaborative programme design and review that is fit for purpose and responds to the contexts to which student teachers are exposed. This process will be given adequate timeframes to allow for full consultation with relevant teaching staff.
5. Consultation and negotiation about the partnership and the roles of schools and initial teacher education will be ongoing, so that arrangements can respond to the developing needs of both partners, e.g. when changing models of ITE place different demands on schools.
6. Any negotiated memoranda of understanding will be shared with teaching staff.
7. Any partnership agreement will include appropriate recognition of the in-school responsibilities of key staff involved with student teachers. This may include provision such as release time, remuneration, study grants, university library access, professional learning opportunities, certification for trained mentors and resources.
8. Schools will ensure that all monies received for partnerships with ITE are used for their intended purpose, and ensure that associate teachers are paid for their work in a timely fashion.

¹ Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61, 89–89.



4.3.4. *Principle 4: Resourcing to provide high quality ITE and induction into the profession*

1. Initial teacher educators, PPTA and schools will work together to address a shared concern about the need for the profession to reflect the diversity of New Zealand's population, and for shortages of teachers within specific subject areas to be addressed.
2. PPTA and ITE providers will work with the Ministry of Education to ensure that supply issues are addressed in a timely and coherent process. A collaborative approach in small subject shortage areas will be explored.
3. PPTA and ITE providers will work with the Ministry of Education to ensure that it is proactive about addressing changing teacher supply needs, for example where curriculum change is planned.

2016 Annual Conference Minutes

Minutes of the Annual Conference of the New Zealand Post Primary Teachers' Association (Inc) held at the Brentwood Hotel, Kilbirnie, Wellington, commencing at 9.45 a.m. on Tuesday 27 September, continuing at 9.00 a.m. on Wednesday 28 September and 9.00 a.m. on Thursday 29 September 2016.

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C16/71/03

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2. THAT the PPTA Executive seek feedback from members and secondary initial teacher education providers on the draft *Principles for Partnerships* between schools and initial teacher education; and
3. THAT the Initial Teacher Education Working Party consider this feedback and recommend final *Principles for Partnerships* to Executive; and
4. THAT the Executive adopt and promulgate final *Principles for Partnerships*.

Carried