

## NEW ZEALAND PRINCIPALS' FEDERATION

6 September 2012

### SUBMISSION ON: REVIEW OF THE NEW ZEALAND TEACHERS' COUNCIL

Personal Details:

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The New Zealand Principals' Federation (NZPF) represents the interests of 2,578 Principals of Primary, Intermediate and Secondary Schools throughout New Zealand. We acknowledge the New Zealand Teachers' Council (NZTC) Review Committee's call for submissions on the Review of the NZTC and thank you for the opportunity to respond.

NZPF offers the following comments for consideration in relation to the Review:

#### **Strengths and Weaknesses of the current NZTC roles, functions and relationships**

The NZTC currently performs important functions valued by the profession. Amongst others is the role of determining standards for teacher registration and issuing practising certificates. It is important to the profession that the NZTC continues to perform this function. It is a strength linked closely to its role in setting standards for teacher education programmes.

The NZTC exercises the disciplinary functions relating to teacher misconduct and reports of teacher convictions. Professionals want this role to continue but be strengthened. There are weaknesses apparent in communication links between Police, schools and the NZTC which need improvements to ensure all children are safe.

The NZTC's role in providing systems of Police vetting of all teachers is essential.

The profession would welcome a strengthening of the role of the NZTC in supporting principals dealing with misconduct and competency issues in their schools, to ensure all processes are just, fair and expedient.

The NZTC has a role to play in identifying areas of research and should continue to have the mandate to do so.

The NZTC is currently a Crown Entity under the Crown Entities Act 2004. Whilst it has a level of autonomy under this legislation, it is the view of the profession that the level of autonomy is insufficient for it to perform most effectively and its independence needs strengthening.

We view the relationship skills, capacity and credibility of the current director as a strength.

### **Changes to ensure NZTC sets and enforces clear standards of entry**

Greater autonomy would permit the NZTC to thoroughly investigate with the sector and professionals the effectiveness of the current entry standards and work in conjunction with the sector on a constant review cycle of improvement to ensure that the standards of entry are relevant and consistent with the direction for education that is best for children. We also advocate for improved management of numbers entering the profession so that there is a fair supply and demand.

### **Represent public interest in respect of quality of teaching**

The NZTC should perform the role of critic and conscience to independently inform public debate on quality teaching and to openly advocate for improvements to the quality of teaching in New Zealand.

### **Roles and Functions to be retained or changed and new roles and functions**

#### **Continue :**

- Teacher registration and issuing of practising certificates
- Disciplinary role
- Promotion of professional standards and learning
- Coverage of ECE and compulsory sector teachers
- Accredited Initial Teacher Training Courses

#### **New:**

- Develop and promote a vision and mission statement for teachers
- Develop and promote a 'Code of Ethics'
- Market and recruit new teachers
- Be an autonomous, self-governing and funded body
- Accredited initial teacher training providers selection and recruitment practices to ensure that disposition and skills are of a high standard
- Strengthen role in undertaking and critiquing research that informs teaching and learning

### **Options for reconfiguring NZTC to best deliver roles and functions including legislative and financial implications**

We urge strongly to recognise the status of the NZTC as an autonomous and independent body.

We see an elected governing board comprising people across the sector and from the wider community elected by teachers. We support a more open candidacy rather than sector or regional representation.

Representatives from sector groups can form appointed sub committees or forums.

E.g. Ethics and conduct, discipline, research, professional learning, ITE.

### **How changes support Government's wider work programme for strengthening education workforce**

- Lifts the profile and status of the teaching profession
- Attract and train qualified and highly disposed people to teaching

- Maintain a high quality teaching force that will affect greater success for our young people.
- More resilient to government pressure and interference so that certainty and confidence in the profession can be maintained.

### **Areas for further investigation**

- Role in performance management and appraisal
- Expanded representation and coverage of tertiary personnel.

Yours sincerely

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