

5 April 2024

## Consultation on the 2024-2029 Strategic Plan

We are pleased to provide comment to the Teaching Council the 2024-2029 Strategic Plan.

### About Te Rito Maioha Early Childhood New Zealand

Te Rito Maioha Early Childhood New Zealand (Te Rito Maioha) is an Incorporated Society of members committed to high quality early childhood education for every child. Established in 1963, the organisation is an influential leader in shaping today's early childhood sector through advocacy, policy, tertiary education qualifications and professional development programmes.

We advocate for early childhood education services and the teachers|kaiako who provide education to thousands of infants, toddlers, and children|tamariki. Our members are drawn from a diverse range of community-based, privately-owned, kindergarten and homebased early childhood education services.

Te Rito Maioha is also a registered Private Training Establishment (PTE) with the highest Category One rating for a tertiary provider. We are accredited and approved by New Zealand Qualifications Authority (NZQA) to deliver a range of undergraduate, graduate, and postgraduate qualifications (levels 4-9), including specialist teacher|kaiako education, both nationally and internationally.

We are committed to achieving high-quality teaching and learning by:

- increasing teachers' |kaiako knowledge of Te Tiriti o Waitangi and Aotearoa New Zealand's dual cultural heritage;
- providing access to online blended delivery of undergraduate, graduate, and postgraduate tertiary education programmes leading to recognised and approved qualifications;
- promoting quality teaching and leadership through ongoing professional learning and development programmes;
- providing a range of unique resources and services to our members.

### Draft vision

We agree that the new vision needs to capture both the work of the Teaching Council, and the role of teachers and teaching." Strengthening the mana of teaching, so teachers can change lives" is a simple, strong statement.

### Proposed strategic priority 1: Supporting teachers to manage current and emerging challenges in teaching.

We strongly support this priority. Feedback from the ECE sector over the past year has shown us that teachers are facing numerous challenges in their centres. These were exacerbated by COVID and have continued with some teachers feeling tired and unsupported.

### Proposed strategic Priority 2: Communicating the value and expertise of teachers as professionals.

We strongly support this priority. Some of the quotes from ECE teachers in the *Snapshot of the teaching profession* document reflect how our members feel about what members of the public and some members of the government think of their profession. There is a real opportunity to flip the narrative of the teaching profession and why the profession should be held in high esteem.

### Proposed strategic Priority 3: Growing leadership capability across the profession.

Again, we strongly agree with this priority. Teachers need opportunities to grow their capability and learn from evidence-based practices and research. The requirement for quality professional development never goes away. The current leadership resources such as the Leadership Capability Framework give a lot of good examples of practice but could be refreshed with the new challenges impacting the profession in mind. We strongly encourage and support that a National Education Workforce Strategy is developed and implemented that includes the alignment of capability (including Professional Growth Cycle) and leadership from in training to leaders and everything in between. This will enable attraction, retention, supply and demand that celebrates the teaching profession and manages our workforce from a New Zealand Inc perspective.

### Proposed strategic Priority 4: Developing leaders and principals to lead organisations.

While we agree that we need well prepared professional leaders to lead their organisations (and teams), we wonder how the Teaching Council can implement this priority if they are not a PLD provider or decision maker on purchasing the provision and monitoring the provision. As this work is directly funded by government via the Ministry of Education, will the Teaching Council take this role or outsource this mahi to PLD providers? Or, will the Teaching Council be determining areas of focus for improvements to leadership capability? We believe this is where the Teaching Council can be more involved and provide authority for the training and continuous upskilling of the teaching workforce. Whatever the provision of professional development we would like to add that the ECE sector is not funded to provide or release teachers and leaders to complete PLD.

### Proposed strategic Priority 5: Building partnerships to reflect and embody our Tangata Tiriti responsibilities.

As a bicultural organisation and ITE provider we strongly agree with this priority. A clear pathway is needed for Pacific-language speakers as the IELTS requirements for ITE programmes have for a long time been a potential barrier and this area needs further consideration.

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Make submission to the Teaching Council by 5 April 2024 to [submissions@teachingcouncil.nz](mailto:submissions@teachingcouncil.nz)

Key contact for Te Rito Maioha Early Childhood New Zealand:

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