

24 October 2019

Consultation on the proposed priorities in the TES

Te Rito Maioha Early Childhood New Zealand are pleased to provide comment to the Ministry of Education as part of its consultation on the Tertiary Education Strategy (TES)

About Te Rito Maioha Early Childhood New Zealand

Te Rito Maioha Early Childhood New Zealand is a bicultural national organisation that is an NZQA accredited and approved tertiary PTO. We are one of New Zealand's top providers of initial teacher education for ECE teachers and is recognised as a leader in bicultural teacher education. We deliver undergraduate, graduate and postgraduate qualifications in early childhood teacher education, with leadership and infant and toddler specialisation.

Te Rito Maioha is also a membership organisation, promoting high quality early childhood education (ECE) through its professional development programmes, advocacy and membership services.

We are committed to high-quality early childhood care and education for every New Zealand child. That has been our purpose for 55 years since our formation in 1963, originally as the New Zealand Association of Childcare Centres and later as Te Tari Puna Ora o Aotearoa | NZ Childcare Association.

General comments

We support the integrated approach that the government is taking to the direction of the education system. And we agree with the aspiration of every New Zealander to learn and excel.

The proposed priorities send a strong signal to the tertiary sector on what is expected in terms of teaching and supporting learners/ākonga. It is good to see a focus on listening to the needs of the workplace as this will enable learners to move into the workforce once their studies are complete.

We have provided some examples of how Te Rito Maioha are meeting the proposed priorities.

Objective 1: Learners at the centre

Priority 1: Make sure tertiary environments are safe, inclusive and responsive.

We strongly agree that tertiary environments need to be safe, inclusive and responsive. We achieve this by having teaching bases across the country. We provide pastoral care to all of our students through our 'Leaders Education Delivery' and online by lecturers providing 1:1 pastoral care.

Indicative Actions

- *Use investment and funding to ensure TEOs act to achieve equity of outcomes.*
We agree with this action.

- *Develop, share and use data analytics and evidence-based practice, to assist TEOs to intervene and support at-risk and underserved learners/ākonga.*
We are unsure how data analytics and evidence-based practice will be developed and shared amongst TEOs. A balance needs to be struck between maintaining the privacy of learners/ākonga and the intervention and support of those who are at-risk or underserved.
- *Put in place robust policies and plans to address racism, bias and low expectations that impact staff, learners/ākonga and their whanau.*
We agree with the need for TEOs to put in place robust policies and plans to address racism, bias and low expectations that may impact staff, learners/ākonga and their whanau.
- *Review and expand current mechanisms to hear and act on learner/ākonga and staff voice.*
We agree that TEOs should hear and act on both staff and learner voice as they ensure all perspectives are sought and considered.

Objective 2: Barrier free access

Priority 2: Understand and respond to the needs and aspirations of learners/ākonga.

We agree that TEOs need to understand and respond to the needs and aspirations of their students. We offer multiple modes of delivery to suit our students' learning needs. Many of our students are not school leavers, and rather are returning to education or working as unqualified teachers in early childhood settings. This has given us experience in transitioning them "back" into study, and the importance of a culture that supports them to succeed.

Indicative Actions:

- *Develop, share and use data analytics and evidence-based practice, to assist TEOs to intervene and support at-risk and underserved learners/ākonga.*
As stated in Priority 1, we are unsure how data analytics and evidence-based practice will be developed and shared amongst TEOs other than what TEC currently provides.
- *Make a sustained effort to lift literacy and numeracy capabilities in Level 3+ learning programmes.*
As our learning programmes are all at Level 5 or above, we are interested in the proposed lifting of literacy and numeracy capabilities. Any changes will require consultation due to potential impacts on tertiary providers.

Priority 3: Develop clear and supported pathways to enable learners/ākonga to achieve their aspirations.

We agree that there should be clear pathways for learners, both during their course of study and once they have completed their study so they can achieve their aspirations for the next stage of their journey in the workplace.

Indicative Action:

- *Develop and implement pathways and transitions for learners/ākonga from Māori medium settings into tertiary education and employment.*
We agree that this action is required. What would be useful is to ensure tertiary providers are supported to include learners entering tertiary education. As a bicultural tertiary provider

many of our students are priority learners, and therefore our pastoral care includes academic learning support as well as pastoral care to smooth the pathways into tertiary study.

Priority 4: Create a wide range of education options and delivery models to enable lifelong learning.

We agree with offering a wide range of education options. Our courses and delivery methods are varied to encourage those entering in the early childhood sector to gain qualifications and eventually return to enhance their knowledge in specialist areas.

Indicative Actions:

- *Co-design a new vision and priorities to revitalise the Adult and Community Education sector and maximise its contribution to the Government's education and overall wellbeing agenda.*
We support revitalising this sector.
- *Develop the NZ Qualifications Framework to enable lifelong learning and support clearer learning pathways.*
We are interested in the ongoing development of the NZQF and have made submissions to the NZQA on their current review of the NZQF.

Objective 3: Quality teaching and leadership

Priority 5: Invest in staff in ways that strengthen their practices and aligns to the needs of learners/ākonga, industry, employers and communities.

As an organisation that encourages all staff to engage in professional development, we agree that staff should continuously strengthen their practice and understand the needs of their learners. Our academic staff are encouraged and supported to engage in research, often in collaboration with our sector stakeholders to ensure that our teaching is research-informed and to continually evolve as a teacher. However, ECE teachers are not supported in continuous professional development and it is critical for the benefit of teachers, tamariki and whānau that professional development and further higher qualifications are supported and we look forward to government enabling this to happen.

Priority 6: Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.

Priority 7: Deliver culturally and personally responsive teaching and learning.

As a leader in bicultural teacher education, we strongly agree that te reo Māori and tikanga Māori should be part of the everyday life of all places of learning. We also agree that teaching and learning needs to be culturally responsive.

Indicative Actions (for priorities 5-7):

- *Use investment and funding to ensure TEOs act to support and develop teaching and learning practice including te reo Māori and tikanga Māori knowledge and skills.*
- *Actively support and develop teaching and learning practice that is more strongly focused on the workplace, that is culturally and personally responsive to learners/ākonga, including enabling te reo Māori and tikanga Māori knowledge and skills.*
We agree that learners need to be at the centre of teaching and learning practice. As a bicultural organisation we celebrate and promote tikanga Māori and te reo Māori knowledge and skills.

Objective 4: Future of learning and work

Priority 8: Move the focus of teaching and learning more strongly towards workplaces.

We agree that the focus of teaching and learning needs to be on the needs of workplaces that trainees or graduates will enter or return to.

Indicative Actions:

- *Actively support and develop teaching and learning that is more strongly focussed on the workplace.*
- *Offer more coherent vocational learning packages, pathways and workplace-focussed teaching and learning in schools (to align with tertiary education by referencing RoVE changes).*

As a specialist provider to the early childhood sector, we support both of these actions. We continuously engage with the sector regarding teacher requirements.

Priority 9: Rethink what we teach and learn for the changing nature of work.

We agree that providers need to look at what is taught and how it is relevant to the changing nature of work. As a PTE we are constantly reassessing what we teach in order to ensure that our teaching graduates are well equipped to work in the early childhood sector. Most of our graduates are employed whilst studying with us and therefore in employment when they graduate.

Priority 10: Deliver enabling careers guidance and information.

We agree that careers guidance and information needs to be enabling in order to be useful to learners. Information is knowledge.

Indicative action:

- *Develop information and tools to map skills to potential careers and the pathways to achieve these.*

We agree that information and tools would be useful for all learners across career pathways. This would be useful for those interested in the early childhood sector as there is sometimes confusion as to what qualifications lead to teacher registration.

Priority 11: Encourage TEOs and employers to work collaboratively in upskilling current employees.

We agree that employers need to work collaboratively with providers to encourage current employees to upskill or gain qualifications.

Indicative action:

- *Actively explore and implement new programmes and delivery models that increase access to work-based learning and shorter credentials, including for displaced workers.*

As a PTE we cater to those already working in early childhood settings to become qualified or to increase their knowledge in specialist areas. Our blended delivery model works well for these learners and their employers.

Objective 5: World class inclusive public education

Priority 12: Recognise and value our unique national identity.

Indicative actions:

- *Develop, publish and implement an information and investment framework that shows how funded places are allocated to high priority provision and grows high-performing TEOs.*
- *Develop and implement a plan for all qualifications and graduate profiles to be bilingual, in te reo Māori and English.*

In our recent submission to the NZQA on the qualifications framework, we agreed that the NZQF would benefit from being more bicultural in its presentation and we supported the proposal to list all credentials and qualifications in te reo Māori as well as English.

Priority 13: Enhance the contribution of research to the wellbeing of NZ.

Indicative action:

- *Actively focus research to support the generation of new ideas, and innovation in New Zealand's industries and communities.*

Research studies should generate new, credible and useful research knowledge related to its sector and the Aotearoa context. Academic staff at Te Rito Maioha are encouraged to undertake research and publish both locally and internationally to contribute to a wider body of knowledge.

Email submission to the Ministry of Education by 25 October 2019: NELP.TES@education.govt.nz

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