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Te Pouheranga Kaiako o Aotearoa

He Whakaaro nō ngā Tumuaki:

Report on a Telephone Survey of Kura Kaupapa Māori

Conducted on behalf of the New Zealand Teachers Council by Robina Broughton 2006

NUMBER 3

EDITED BY: Erin Pilcher with Brian Ruawai-Hamilton

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of Kura Kaupapa Māori**

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**Edited by
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Research Analyst**

**with
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Whakaruruhau Kaupapa Māori**

September 2010

**NEW ZEALAND TEACHERS COUNCIL
TE POUHERENGA KAI AKO O AOTEAROA**

Ū KI TE AKO, TŪ TANGATA AI ĀPŌPŌ

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Foreword

E ngā mana, e ngā kaipupuri o te reo rangatira, e ngā kaitiaki o ā tātou tamariki, mokopuna, tēnei te mihi mahana ki a koutou i tēnei ao hurihuri. E ngā tumuaki, e ngā kaiako o te motu, tēnā koutou, tēnā tātou katoa.

It is too often overlooked that the Education Act (1989, section 139AA) confers on Te Pouherenga Kaiako o Aotearoa, New Zealand Teachers Council not only regulatory functions such as teacher registration, but also a statutory responsibility to “provide professional leadership in teaching”.

In exercising its professional leadership role, the Council ensures that this work has been based on verifiable evidence gathered through research. A key method for gathering this evidence is the use of surveys to gauge the effect of a Council policy or procedure on teachers’ work.

This report is based on a telephone survey of tumuaki in kura kaupapa Māori that was carried out in 2006 by Robina Broughton, a Council staff member. It was initiated by the Māori Medium Advisory Group and it is being made available as one of the Council’s occasional papers.

The pēpeha (mission statement) of the Council is:

Ū ki te ako, tū tangata ai āpōpō

Excel in teaching so our learners will excel in the future.

This encourages and reminds us as kaiako (teachers), that in aspiring to teaching excellence we have a significant impact on learners. It is encouraging to see that this professional acknowledgement is echoed in the finding from the survey that kura kaupapa Māori are committed to and supportive of registration for all teachers.

Such a clear statement of commitment to registration by the professional leaders/tumuaki of kura kaupapa Māori carries with it a similar commitment to the standards and criteria that speak of the skills, knowledge and dispositions that mark the professional status of teachers. This provides a degree of assurance on the quality of the learning and teaching environment we provide for our tamariki/mokopuna.

Many of the issues outlined in the findings from this survey have since been addressed in some measure through professional projects carried out by the Council since 2006. A table detailing the issues with a comparative progress report on how they have been addressed is an additional piece of work that has been provided in this report. It can be found after the summary of key findings (Table 2).

E rau rangatira mā, e aku hoa mahi huri noa i te motu, anei, e whai ake nei, ā koutou kōrero. Ki tā te whakataukī rongonui, “Mā pango, mā whero, ka oti te mahi.” Ahakoa kua oti tēnei mahi rangahau, kāore ō mātou taringa e kapi, engari, ka whakarongo tonu atu mātou ki a koutou. Nō reira, kōrero tonu mai, kōrero tonu mai. Tēnā koutou, tēnā tātou katoa.

Dr Peter Lind

Director

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Introduction

**Ko te manu e kai ana i te miro, nōna te ngahere
Ko te manu e kai ana i te mātauranga, nōna te ao
Tihei mauriora!¹**

In 2006, Te Pouherenga Kaiako o Aotearoa, New Zealand Teachers Council (the Council) conducted a telephone survey of a sample of kura kaupapa Māori to investigate issues relating to registration. This report details the purpose of the survey, the sample of kura kaupapa Māori who participated, and some key themes to arise from the interviews².

Background

In March 2004, the Ministry of Education and Te Runanganui o ngā Kura Kaupapa Māori o Aotearoa agreed that registration for teachers in kura kaupapa Māori would become compulsory from 1 January 2006. Until this date, kura kaupapa Māori were exempt from registration requirements under the Education Act 1989. This was a temporary measure to allow a reasonable time for teachers in these settings to become registered.

In April 2006, the Director of the Council, with support from the Māori Medium Advisory Group³, initiated the telephone survey discussed in this report. The survey focused on issues relating to the policy and processes for registration and applying for a limited authority to teach. A random sample of 24 kura were contacted to participate in this confidential telephone survey.

Purpose of the survey

The purpose of the survey was to determine:

- if tumuaki (principals) in kura kaupapa Māori were experiencing issues with their teachers becoming registered or applying for a limited authority to teach
- how tumuaki in kura kaupapa Māori felt that the Council could best help them with registration processes
- if there were any other issues kura kaupapa Māori wished to share.

¹ Translation: The bird that feasts on the miro berry has the forest as its domain, whereas the bird that feasts on knowledge has the world as its domain.

² The survey was originally conducted in 2006 by Robina Broughton. Her work provides the basis of this report, edited by the New Zealand Teachers Council's Erin Pilcher, Research Analyst, with assistance from Brian Ruawai-Hamilton, Whakaruruhau Kaupapa Māori/Policy Advisor – Māori.

³ The Māori Medium Advisory Group was established under section 189AH of the Education Act 1989. The purpose of the group is to provide the Council with advice in respect of any of the Council's role or responsibilities relating to teachers, students and others in the field of Māori medium education.

The survey aimed to highlight the issues of concern to kura kaupapa Māori and serves as useful baseline data at the beginning of compulsory teacher registration for these settings.

The survey was also an opportunity for the Council to connect with tumuaki in Māori medium settings.

Method

Views on teacher registration issues from a sample of tumuaki in kura kaupapa Māori were collected using a telephone survey methodology. The objective of the survey was to canvass the range of registration issues for kura kaupapa Māori. It was not intended to be an in-depth investigation of kura kaupapa Māori experiences, but a scoping exercise to identify relevant issues. This survey marked the first time the Council had contacted kura kaupapa Māori directly to ask for their feedback on the registration process.

The Council chose to employ a telephone survey methodology for several reasons. While the preferred method for the Māori Medium Advisory Group and the Council when conducting research within te ao Māori is kanohi ki te kanohi, the Council was restricted by both time and budget. A telephone survey was chosen as the preferred option over a postal or online survey, which were viewed as being too remote and structured. The telephone survey was conducted by Robina Broughton, a speaker of te reo Māori and staff member in the teacher education team at the Council.

An introductory letter was faxed to the kura kaupapa Māori on April 12, 2006, outlining the project and notifying them of a follow-up telephone call in weeks two to six of Term 2 (Appendix 1). Follow-up calls were made in the second term as per the introductory letter. Communications with three kura kaupapa Māori fell outside this time because of the unavailability of the tumuaki. The final interview was completed on the last day of Term 2, June 30, 2006.

The interviewer identified herself as Māori when making the telephone call. Interviews were undertaken in te reo Māori and English. Responses were recorded on interview schedule templates (Appendix 2).

All interviews were conducted with the tumuaki of the kura kaupapa Māori. Verbatim quotations from tumuaki are shown throughout the report and in places qualifiers are included in brackets for clarification.

Cultural safety, confidentiality, and transparency were held to be essential kaupapa in this survey. Support for te reo Māori and acknowledgement of its importance was clearly articulated. All the tumuaki who were contacted agreed to participate fully and have provided rich information.

Sample of kura kaupapa Māori

In early 2006, a Ministry of Education database was used to identify a random sample of kura kaupapa Māori⁴. Using “kura” as a filter, 72 schools were identified. Subsequently it was learnt that there are 67 registered kura kaupapa Māori in total, with seven kura teina⁵.

A total of 24 kura kaupapa Māori were randomly selected to take part in the survey (approximately one-third of all kura kaupapa Māori). The sample was stratified by geographic region, using telephone prefixes as a guide and an attempt was made to balance geographic frequency (the number of kura kaupapa Māori in the region).

The “kura” filter meant that all schools with “kura” in their names were identified. These included kura motuhake, kura Māori and kura kaupapa Māori. Kura motuhake and kura Māori are special character schools established under section 156 of the Education Act. Some of these kura may face similar issues to those experienced by kura kaupapa Māori.

Five of the kura which were contacted initially opted not to participate. They had been mistakenly identified as kura kaupapa Māori but were actually units within English-medium schools. Another two kura kaupapa Māori were selected to replace those five, resulting in a total of 21 kura participating in the survey.

Kura kaupapa Māori responses to the telephone survey

Demographic information was collected on the 21 kura kaupapa Māori that responded to the telephone survey (Table 1). The majority of participating kura were in the North Island, had a roll of between 21 and 100 ākonga (students), and a decile rating of 1 or 2. For most, the number of kaiako (teachers) was between one and 10. All were state funded and co-educational.

Survey questions

The telephone survey consisted of the following four broad questions:

- **He āwangawanga tāu e pā ana ki te rēhitatanga o ōu kaiako?** Are there any issues relating to registering your kaiako that you would like to share? What are they?
- **Me pēhea mātou hei āwhina i a koutou?** How do you think the New Zealand Teachers Council might best help you?
- **He LAT [limited authority to teach] ā koutou? He āwangawanga tāu?** Do you have any kaiako with a limited authority to teach? Are there any issues around applying for a limited authority to teach that you would like to share?
- **He kōrero anō tāu mā mātou?** Are there any other comments you would like to share?

⁴ The Directory of Institutions was downloaded 2006 from the Education Counts website: http://www.educationcounts.govt.nz/statistics/tertiary_education/27436

⁵ A satellite kura of a registered kura kaupapa Māori.

Table 1. Kura information

School characteristic	Categories	Number of kura kaupapa Māori (n = 21)
Area of New Zealand	North Island	19
	South Island	2
Region	Northland	3
	Bay of Plenty	5
	Gisborne	1
	Waikato	4
	Taranaki	1
	Manawatu-Whanganui	3
	Wellington	2
	Canterbury	1
	Otago	1
	Roll	Up to 20
21 to 60		8
61 to 100		8
101 to 200		2
Over 200		2
Decile	1	8
	2	9
	3	2
	4	1
	Unknown	1
Number of Kaiako	Up to 5	7
	6 to 10	9
	11 to 20	1
	Unknown	4

Analysis of survey data

Responses were analysed based on the broad questions and coded according to key themes and issues that arose.

Limitations of the methodology

Telephone surveys are generally not considered a preferred or tika methodological option for kaupapa Māori research. Using a kanohi ki te kanohi methodology would have resulted in richer data.

Responses from some tumuaki may have been constrained by their knowledge or awareness of the Council's regulatory or compliance functions. Tumuaki may have felt reluctant to give free and frank responses to particular questions because of their concerns it could lead to identification and possible adverse decisions affecting registration applications or issues they were currently working through with the Council.

A final limitation relates to the long period of time between when this survey was conducted and the editing of this report. Staff changes and availability of raw data has led to several issues. For example, the lack of respondent information for each quotation

means that it is unknown whether quotations are from one kura kaupapa Māori or several different kura. The lack of identifying information also means that the significance of each issue can not be confirmed; for example, it was not possible to confirm how widespread the reported difficulty of finding relief teachers was for these kura.

Findings

General comments

While this survey focused on identifying particular issues for kura in registering teachers and applying for a limited authority to teach, it should be noted that all tumuaki reported that they were committed to and supportive of registration for all teachers. Most tumuaki also expressed their approval that the Council had undertaken this survey.

Only a small number of kura kaupapa Māori, four in total, reported they had no problems with registration or applying for a limited authority to teach. There were no demographic similarities between these schools.

It should also be noted that some kura kaupapa Māori had a long-term existing policy of employing only registered teachers.

Emerging themes for kura kaupapa Māori

Issues for kura kaupapa Māori ranged across six main themes:

1. induction and mentoring of provisionally registered teachers
2. issues around initial teacher education
3. processes for applying for a limited authority to teach
4. challenges for rural and isolated kura kaupapa Māori
5. advocacy and relationships with the Council
6. documentation requirements and processes.

Within the themes, specific issues are identified and relevant quotations given to illustrate the respective tumuaki points of view⁶.

1. Induction and mentoring of provisionally registered teachers

Tumuaki reported a strong commitment to have qualified and fully registered teachers in kura kaupapa Māori. However, a number of barriers to this happening were identified.

⁶ Abbreviations in quotations have been retained. They include: LAT (limited authority to teach), KKM (kura kaupapa Māori), ITE (initial teacher education), PRT (provisionally registered teacher), PD (professional development), FRT (fully registered teacher), and A & G (advice and guidance).

Pressure on registered teachers to support provisionally registered teachers

Most tumuaki commented on the scarcity of suitably qualified tutor/mentor teachers and the capacity for those available to meet current needs:

As the tumuaki I've been the only tutor teacher. I had four beginning teachers at one time and there was no financial recognition [of the difficult task it was].

I'm the only FRT [fully registered teacher] in this kura - we're a kura teina [a satellite kura of a registered kura kaupapa Māori]. Release time is a huge issue because there are no relievers available who have te reo.

Time and support required for provisionally registered teachers to gain full registration

Similarly, the time and support needed for provisionally registered teachers was also an issue:

We started with two registered teachers out of eight in 2000. We decided to get the others qualified and registered. It's been a long haul getting the others through. We have four more to go.

We're committed to getting our staff qualified over time but it takes a lot of work. You people don't know what it's like for us.

Accessing professional development

Tumuaki acknowledged the importance of professional development; however, access was difficult because of the cost and the scarcity of trained and qualified relievers:

School Support Services provides help but that costs \$350 per contract and we can't afford it. I have two PRTs [provisionally registered teachers].

It will take a lot of PD [professional development] to bring Year 4 and 5 teachers up to speed ... reliever funding could help.

We are in crisis. We can't take sick leave or access PD. We're entitled to two full days per term per staff member but we can't get relievers. I can't take principal release time.

Support for mentor teachers

Tumuaki advocated for suitable training for tutor teachers based specifically in Te Aho Matua⁷:

Our tutor teacher goes to PD workshops but they aren't for kura kaupapa Māori. It would be wonderful to have these workshops set up for kura and based on Te Aho Matua.

Availability of relief teachers

As discussed earlier, the limited availability of relief teachers was an issue for kura kaupapa Māori:

⁷ Te Aho Matua is a legislative-based charter for schools that sets out kaupapa Māori principles and practices of teaching and learning for kura kaupapa Māori as designated under section 155 of the Education Act 1989.

Even when we can provide advice and guidance programmes⁸, we still have problems getting relievers.

We need registered relievers and there are none out there so we try to get LATs [limited authority to teach].

In summary, the limited number of qualified and registered teachers in kura kaupapa Māori appears to have a significant effect within the sector and creates a considerable barrier for provisionally registered teachers to gain registration.

There's a shortage of tutor teachers, associate teachers and fully registered teachers in KKM [kura kaupapa Māori].

2. Issues around initial teacher education

Tumuaki identified several issues with accessing and completing initial teacher education programmes and suggested alternative pathways and other support to enable kaiako to gain qualifications.

Support from initial teacher education institutions

Kura kaupapa Māori discussed difficulties in finding suitable initial teacher education providers:

The board of trustees wants registered staff so we want an institution to offer a suitable package for us.

We started some people [at a provider] last year and this year they closed down. It is all very difficult.

Access to alternative pathways to qualifications

Tumuaki reported that there should be pathways to qualifications that recognise the special circumstances of kura kaupapa Māori:

There needs to be alternative pathways [to qualifications] that meet kura kaupapa Māori special needs and circumstances. The Rūnanga [Te Rūnanganui o ngā Kura Kaupapa Māori o Aotearoa] needs to be involved in this.

There should be some discretionary exemption for Māori speakers. For example, they may have a degree and have good reo but no ITE [initial teacher education].

Our teachers have come through from kōhanga reo as parents and have been teaching for a long time. Ten years for some of them. These evolved teachers should get credit for the teaching practice they had and have a shortened ITE programme.

We need a shortened pathway for ITE.

There are a number of partly trained students that are being lost to teaching because they cannot cross-credit papers to complete their qualifications. The majority of these students are male. These students need an advocate.

⁸ Also known as induction and mentoring programmes.

Time required to complete qualifications

The long and involved processes to complete qualifications were mentioned as an issue:

There seems to be a lot of red tape to cross-credit to complete qualifications. Our ākongas give up. They need an advocate so they aren't lost to the profession.

We need someone to advocate for them [partially qualified teachers] so we don't lose them to teaching.

Access to financial assistance for those entering initial teacher education

Tumuaki suggested that financial assistance should be available for those teachers wishing to enter initial teacher education:

There should be some financial assistance made available for teachers in kura wanting to get qualified.

3. Processes for applying for a limited authority to teach

Tumuaki discussed several issues with the process of securing a limited authority to teach.

Council policy and processes for applying for a limited authority to teach

The availability of and processes required to access a limited authority to teach were viewed as problematic by tumuaki:

The process [for getting a limited authority to teach for relievers] needs to be streamlined; it's too long and involved.

We need longer-term LATs. In times of illness our programmes are severely compromised.

I only need LATs for Spanish teachers and I want them for long periods.

I've applied for LATs each year since 2002 even though we were not required to have them. This year it's been very difficult. I understand all the rules about LATs but that doesn't seem to help. My day-to-day teachers have been granted only three months and then I have to go through it all again ... nothing changes here in three months so why can't we have a LAT for longer?

There needs to be better communication. What are LATs available for? What is the length of time LATs can be issued for? We've been given limited time and then we have to go through the whole process again. No reasons were given. I'm scared to apply for a LAT I need in term four because the docs might get lost (as I've heard has happened to others).

Overall, these issues may be linked with the communication and interpretation of current Council policy. One tumuaki suggested the need for a specific limited authority to teach for kura kaupapa Māori:

We'd like a LAT tailored to suit training needs and requirements. New Zealand Teachers Council needs to look at and understand decile 1, rural Māori communities.

4. Challenges for rural and isolated kura kaupapa Māori

Tumuaki discussed the challenges associated with operating in a rural or isolated area; for example, finding suitable staff and seeking support from other kura kaupapa Māori:

I just can't get staff and there's an isolation issue.

We feel quite isolated here. There are no kura closer than two hours to us.

Accessing local, qualified casual relievers

Those kura kaupapa Māori in isolated areas struggled to find qualified relief teachers:

We have isolation and capability/capacity problems. We have huge problems getting registered relievers. Isolation means we don't have access [to a reliever] unless we book in advance and then there is only one registered teacher in our area to serve four kura around the coast. We can't get a LAT to cover the person we want to relieve. I've been talking to [Council Staff Member] at the Council. [I] applied for and paid for a LAT. No LAT and no money. I'm now talking to [a Ministry staff member] at the MoE about resources.

Only locals want to relieve here. There is no accommodation. Rotorua is the closest town ... we are very rural.

5. Advocacy and relationships with the Council

A number of tumuaki mentioned lack of support and advocacy as being issues for them. There was a feeling that they are neither being listened to nor being asked for their opinion:

I fully support registration for teachers but for kura it becomes increasingly difficult to meet the demands, with little support.

Can Teachers Council support us?

Who listens to us? [Who] supports us?

Who is advocating for us?

The Council needs to look at and understand decile 1, rural Māori communities.

A recurring theme was a sense that there was no one advocating for kura kaupapa Māori among the education agencies.

6. Documentation requirements and processes

The documentation requirements and processes required by the Council produced some passionate responses, as outlined below.

Too much documentation required

Kura kaupapa Māori commented that the volume of documentation required was unreasonable:

Too much information is required. I got the feeling that they didn't believe we were doing anything. The mainstream schools didn't have to provide as much information. We felt we were being discriminated against.

Time taken to processes applications

There was criticism from tumuaki of the length of time it took to process applications:

We applied for a LAT in January 2006 and we're still waiting.

The wait is just too long. You need robust processes and quick turnaround times.

It's long and involved.

We don't use LATs because the paperwork is too messy and it's too difficult.

In the past they've gone through with no trouble. This year it's been very difficult. I understand all the rules about LATs but that doesn't help me. I just can't get staff and there's an isolation issue. My day to day relievers have been granted only three months then I have to go through it all again. I also have two LATs for manual teachers. They've only been granted until September then I have to go through the whole process again. They only work one day per week.

Three applications have been sent in February 2006. We are still waiting for a response. The acting principal's registration has just lapsed so he is unable to sign off other registration applications. Council keeps requiring more and more information including the Police Vet. [We] have four LATs including one in process still and another that we use as a reliever. Most of our LATs have worked in kōhanga reo or kura as kaiawhina. Had no problems in the past getting LATs but now they want a JD [job description].

One tumuaki felt that the kura was being forced into using unregistered teachers because of the length of time required to secure a limited authority to teach:

The process is forcing us into using unregistered teachers because the LATs take too long.

Another tumuaki thought that the Council needed to be communicating with kura kaupapa Māori regarding what stage their registration was up to:

The Council should inform the kura of the progress of registration for their teachers.

Council reorganisation

Some tumuaki felt they have been caught in a Council reorganisation and been disadvantaged because of it:

We've been caught in the reorganisation of the Council. In 2005 we sent in full documentation with the money and nothing was returned. We sent in another set of documents in 2006 and paid another \$200, then we were told that the document had arrived too late and needed to reapply. All this time the teachers can't get MITA funding⁹. We've been trying to resolve this for two years.

The teacher was a PRT and has done the A & G [advice and guidance]. The cost is \$200 (\$120 + \$80). We were told that the paperwork was caught in the

⁹ The Māori Immersion Teacher Allowance (MITA) is a salary allowance for teachers who teach students at Māori immersion levels 1, 2 or 3.

reorganisation of the Council. The papers couldn't be found and then it was too late and now we have to fill out both TC1 and TC2¹⁰.

Registration issues

Other tumuaki reported issues with registration:

I have been qualified since 2000 and have documents to support a quality A & G [advice and guidance] programme for two terms. The person who tutored me through my A & G has been really hard to track down. As luck would have it, I've been chosen for audit. I'm the tumuaki and I'm only provisionally registered.

Some people in the system need to be shaken up. There are three (surname given) who are teachers. All have the same initial. We felt there were assumptions made that there was something shady going on. These applications must be processed in a professional way. I feel that one of my daughters was disadvantaged [because of this]. She uses her other name now.

Other issues mentioned included:

- a mismatch of the timing and duration of the limited authority to teach with the full school year
- difficulty in tracking a tutor teacher to sign off an advice and guidance programme
- one case of identity mix-up that profoundly affected a teacher.

On a positive note, one tumuaki noted:

One LAT had trouble getting a Police vet [check] because he had been out of the country for 12 months. But the Council have been willing to help and talk things through.

Other comments

Finally, other comments from kura kaupapa Māori focused on:

- increasing understanding of the registration process; for example, "New graduates should know about registration. It should be part of their training"
- issues of staffing; for example, "One of our kaiawhina is having a year off to study. The other is doing the Rangakura programme", and "We need '-tanga' teachers, those who are steeped in their '-tanga'. It's contextual stuff. Our issues are being able to grow our capability within a realistic timeframe, say 2009".

¹⁰ TC1 and TC2 are two of the Council's application forms. The TC1 is the form for those applying for registration and a practising certificate for the first time and for those who are updating their practising certificates when they have not moved to full registration. The TC2 form is for teachers applying to change their category of registration to full registration (from Provisional or Subject to Confirmation).

Summary of key findings

Overall, this survey of kura kaupapa Māori has highlighted several key findings.

Issues with teachers becoming registered

While tumuaki indicated support for teacher registration, practicalities such as a lack of mentor teachers in kura kaupapa Māori, a lack of targeted support for mentors, and the cost and accessibility of professional development, served to hinder beginning teachers gaining full registration. In addition, rural or isolated kura kaupapa Māori appear to have increased problems accessing relief teachers and obtaining support from other kura.

Limited access to initial teacher education

Tumuaki were not specifically questioned about initial teacher education; however, several issues relating to accessing quality programmes and qualifications were reported. While tumuaki expressed support for suitable initial teacher education programmes, they felt that the lack of kaiako in their settings created a need for alternative or shortened pathways to qualifications.

Improved processes needed for limited authority to teach

Tumuaki emphasised the importance of the limited authority to teach and advocated for a specific policy for kura kaupapa Māori. However, issues such as delays in processing limited authority to teach applications, and uncertainty regarding when a limited authority to teach should be used, indicate a need for improved communication and quicker turnaround times.

How the Council can help kura kaupapa Māori

As indicated, tumuaki identified a need to streamline processes for applying for registration and for a limited authority to teach. There was also a feeling from tumuaki about a lack of advocacy or voice for their specific issues and context.

Progress on issues identified by the survey

Table 2 highlights key Council projects and decisions since 2006 which address the issues raised from this survey. The Council will continue monitoring these issues.

Table 2. Council projects that address issues identified from the survey

Issues and concerns identified in the survey	Associated Council project or response
<p><i>Registration, induction, and mentoring issues</i></p> <ul style="list-style-type: none"> • Scarcity of qualified tutor teachers/ associate teachers/mentors and fully registered teachers in kura. • Level of support and time needed for provisionally registered teachers is problematic on top of existing demands. • Cost of and access to appropriate professional development programmes for both mentors and provisionally registered teachers is a barrier. • Scarcity of relievers prevents both mentors and provisionally registered teachers from attending PD programmes. 	<p><i>Registration, induction, and mentoring issues</i></p> <ul style="list-style-type: none"> • Since 2007, the Council has carried out a series of research projects on teacher education and induction and mentoring in order to identify critical issues¹¹. • One of the projects is a contract to develop and trial a kaupapa Māori-based induction and mentoring pilot programme through Te Whare Wānanga o Awanuiārangi. • Along with the kaupapa the pilot is expected to trial and produce resources, processes and greater awareness which should mitigate some of the PD cost, time and support issues identified. • The Council has contracted and run a series of workshops on Ngā Tikanga Matatika/Code of Ethics expressly for kaiako Māori. • Although Council can not directly influence teacher supply (including the relief teacher pool) it is working with several government agencies on policy levers that may positively influence Māori medium teacher supply.
<p><i>Limited authority to teach issues</i></p> <ul style="list-style-type: none"> • Shortage of fully qualified and registered Māori medium kaiako is reflected in the high level of staff who hold a LAT in kura. • Application process is too long and complicated. Processing of applications takes too long, faster turnaround times are needed. • The time period being granted is unreasonable and insufficient for many kura (low decile, remote, and hard to staff) and creates unnecessary bureaucracy. 	<p><i>Limited authority to teach issues</i></p> <ul style="list-style-type: none"> • In 2007, the Council revised the limited authority to teach policy to streamline the process and provide greater flexibility in the requirements without compromising quality. • The revision included the provision of limited authority to teach certificates for up to one, two or three year's duration, depending on meeting specific conditions.

¹¹ Refer to the Learning to Teach and Whakamanahia te reo Māori research (research reports can be downloaded from the Teachers Council website <http://www.teacherscouncil.govt.nz/research/index.stm>)

<p><i>Initial teacher education and registration issues</i></p> <ul style="list-style-type: none"> • Inability to cross-credit te reo skills and time served in a teaching role towards a teaching qualification. • Rural or remote locations limit access to approved, affordable, courses or on-the-job training that leads to an approved qualification. • Cost of attending an initial teacher education programme to obtain a recognised qualification is prohibitive. 	<p><i>Initial teacher education and registration issues</i></p> <ul style="list-style-type: none"> • Systems and processes for the award of cross-credit and recognition of prior learning are governed by the policies of initial teacher education providers and other agencies with legislated jurisdiction in those areas. • The type and range of delivery modes used by initial teacher education providers are approved by the Council through a peer review panel process. • The Council works constantly with accrediting agencies to positively influence policies that affect quantity and quality issues and outcomes of teacher supply. • TeachNZ scholarships and other incentives exist or are made available for people to train/retrain to become a Māori medium teacher.
<p><i>Lack of Māori medium advocacy</i></p> <ul style="list-style-type: none"> • Concern that kura kaupapa lacked a strong enough voice of advocacy in the Council and other education agencies. 	<p><i>Lack of Māori medium advocacy</i></p> <ul style="list-style-type: none"> • Although there is no specific position on the Council for a representative from kura kaupapa, the convention is that one of the four Ministerial appointees has such a background. • The membership on the Māori Medium Advisory Group normally has one or more members with a kura kaupapa background. Te Runanganui o Ngā Kura Kaupapa Māori o Aotearoa are routinely approached to nominate members to advisory or reference groups. • In 2007, the Council created and filled a staff position – Policy Advisor – Māori. A principal function of the position is to assist with the development of policy to meet the strategic direction of Council in relation to the needs of Māori learners and teachers.

Appendices

Appendix 1 – Letter faxed to kura kaupapa Māori

12 April 2006

Teacher Education Office

☎ (04) 470 9068

☎ (04) 472 0241

Email: robina.broughton@teacherscouncil.govt.nz

Tēnā koe e te tumuaki

Ko te manu e kai ana te miro, nōna te ngahere
Ko te manu e kai ana te mātauranga, nōna te ao
Tihei mauriora!

As you will know, until recently, kaiako in kura kaupapa Māori have not been obliged to be registered with Te Pouherenga Kaiako o Aotearoa/New Zealand Teachers Council. From 1 January 2006, this exemption was removed by the Minister of Education in consultation with Te Runanganui o ngā Kura Kaupapa Māori o Aotearoa.

The Council understands that supporting Provisionally Registered Teachers as they move to Full Registration and keeping registration current for all kaiako may present complications for kura that we neither know about nor understand at this time. The Council is committed to supporting and assisting kura through these processes. To do this, we need to obtain current information about these issues and wish to begin a dialogue with kura.

Your kura has been chosen in a random sample to participate in a confidential phone survey that begins with this fax. The following questions are an indication of the kind of information we seek:

1. Are there any issues relating to registering your kaiako that you would like to share? What are they?
2. How do you think the Council might best be able to help you?
3. Do you have kaiako with a limited authority to teach? Are there any issues that you would like to share?
4. Any other comments you would like to share?



**New Zealand
Teachers Council**

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Wellington

Ph: 04 4710852

Fax: 04 4710870

<http://www.teacherscouncil.govt.nz>

I understand that you will probably wish to discuss these questions with your staff so I would like to contact you between weeks two and four of term 2 to conduct this confidential survey. If you would prefer not to participate please email me at the above address and I will not call.

Ahakoia he pānui tēnei i te reo Pākeha, ka taea te kōrero ngā kōrero-a-waea i te reo Māori.

Noreira, ngā mihi anō ki a koe
Noho ora mai



(Robina Broughton, Ngārauru Kiitahi/Ngāruahinerangi: Advisor Teacher Education)

Ū ki te ako, tu tangata ai apōpō
*Excel in teaching so our learners
will excel in the future*

Appendix 2 – Interview schedule

SURVEY FOR KURA KAUPAPA MĀORI

Rā _____

Tohu Kura _____

Wāhi imēra _____

Tumuaki _____

Kaikōrero _____

Mihi

1. He awangawanga tāu e pa ana ki te rehitatanga o ou kaiako?	
2. Me pehea mātou hei awhina i a koutou?	
3. He LAT a koutou? He awangawanga tāu?	
4. He kōrero anō tāu mā mātou?	



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