

Primary Career Framework Development

Introduction - A framework for ALL our careers

Here in New Zealand we pride ourselves on providing an innovative and world leading education for all our students.

Teachers and principals are focused on improving learning outcomes for all children, growing a love of learning and helping every student reach their potential.

We know that in order to provide the best possible education for the students we teach, we need to be empowered and supported to reach our own professional potential. But a pathway to achieve that hasn't always been clear.

Career development for teachers is currently ad hoc and reflects many years of iterative development.

Most of the time our career progression has depended on the school we're working in, whether we've got management aspirations and, if we do, whether there are units, or allowances available.

Then there's the fact that not all of us want to be managers. Many of us feel we have more to offer our students, and our profession, by developing our knowledge and expertise in other ways.

What we need is a framework that allows us to develop our careers in a way that supports our own professional aspirations, and builds on our individual strengths, while also building the teaching capability and leadership of the entire profession.

NZEI, the Ministry and STA have been working on a conceptual model as the basis for a new framework.

Before proceeding to flesh out these high level concepts in more detail, the parties wish to check that the proposed direction of travel for the framework has general support.

This document is the next step towards developing that career framework.

Its purpose is to get you involved, as teachers and principals and other stakeholders, to discuss the concept, and shape the ongoing development of a career framework fit for professionals working in Aotearoa New Zealand in the 21st Century.

In this you'll find more information about how we reached this point, and guidelines for discussing the concept among your colleagues.

This is a once in a generation opportunity to shape the future of the teaching profession and get it right, for ourselves and the children whose learning journeys we play such a vital role in.

Background

The career framework development work was agreed as part of the settlement of the Primary Teachers' and Primary Principals' Collective Agreements in 2016. A Terms of Reference sets out the agreed work between the Ministry and the NZEI along with the New Zealand School Trustees Association (NZSTA). The Career Framework will apply to all teachers and principals in the primary sector. As part of the Terms of Reference we agreed a set of principles to guide the development and to ensure we achieve a framework that is beneficial for everyone in the sector.

Principles

These are the principles agreed in the Terms of Reference:

- A focus on educational success for every child throughout their learning pathway.
- The need for effective resourcing, including the ability to target relevant resources to areas and schools of higher need.
- A commitment to our national language te Reo Māori and to the bicultural Treaty-based partnership in Aotearoa New Zealand.
- Consideration of the impact of changes to current models on individual principals and teachers to ensure no actual financial disadvantage in terms of diminishing their permanent remuneration at the time of transition to a new model, and assuming at least an equivalent role.
- Recognition of the uniqueness of local contexts and needs, and allowing the flexibility to respond to changing environments within a self-governing school environment.
- The support and promotion of the hau-ora of learners, teachers and leaders is essential to achieve positive outcomes.

What we have done so far

The work began towards the second half of 2016 with a working group made up of representatives from NZEI Te Riu Roa, Ministry of Education and NZ School Trustees Association. The working group is responsible for developing a career framework that meets the requirements set out in the Terms of Reference.

The group has analysed our current career options to look at both strengths and issues to be addressed. It has also explored research and information from other education jurisdictions and other professions to identify new ideas to incorporate into the design of our framework.

The working group has discussed many different possibilities and new ideas to develop concepts for career development that will work for all primary schools—from the smallest through to the largest, full immersion, bi-lingual, urban and rural.

Current Situation

Career development for teachers is currently ad hoc and reflects many years of iterative development. Changing educational practice including the potential for increasing collaboration through initiatives such as Communities of Learning provide an opportunity to develop improved career pathways. All teachers have access to the same base pay scale with different entry and maximum steps depending on their qualifications. Most career progression depends on the school they work at and whether individuals are in roles that are allocated units or other allowances. Career opportunities are mainly role based and dependent upon vacancies being available and on the school or area that a teacher works in.

For principals career development is largely determined by moving to larger schools. We also introduced a career stage framework a few years ago that has allowed for some recognition of the development of expertise.

New Direction

The purpose of the work is to develop a coherent and aspirational framework that applies across the whole system. If we are to advance every child's education success throughout their learning pathway, we need to continue our focus on collaboration and quality across the system.

A new conceptual approach that can be developed into a detailed career framework has been designed by the working group. The over-arching principle of the framework is 'improving learner outcomes by developing and recognising the professional capability of the teacher and principal workforce,

focussing on expertise (knowledge, skills and attributes relevant to effective teaching and learning).'

The new conceptual model is described as:

"A single framework that sets out clear tiers of career progression that would apply to all primary teachers and principals in the state and state-integrated education system. In this model, progression through the framework is based on the growth and demonstration of professional expertise. There will be multiple ways in which expertise can be demonstrated, including by undertaking a specific role, but role is no longer the sole determinant of progression. Recognition and career progression could be a combination of a new 'expertise dimension', based on the framework, and the existing unit system for recognising the value of a particular role, as determined by the school."

The Terms of Reference also recognise the importance of alignment with robust appraisal processes that are objective and based on relevant qualitative and quantitative evidence. Quality measures need to be practical and clear, and we want overall to simplify existing systems.

New Career Opportunities

The working group is proposing three key ideas about career development opportunities for the sector to consider:

1. Retain existing arrangements for school appointed roles—including appointment to base scale positions, allocations of units, appointment of principals, Kāhui Ako roles and resource teacher positions;
2. Introduce a new framework that sets out clear tiers or stages of career progression for all primary teachers and principals, based on supporting and recognising the development of professional expertise;
3. Introduce three overlapping focus areas to the framework that will help to provide 'signposts' for career development and new opportunities.

The working group has defined career progression as the ongoing development of professional expertise. This would be recognised by access to increasing professional and industrial recognition.

1. Existing Arrangements

We would retain existing role-based elements of the system-base scale teaching positions, resource teachers, unit allocations, principal roles and Kāhui Ako (Communities of Learning) roles. Schools would continue to make decisions about appointments to roles and allocation of units.

2. New Framework

The proposed framework would set out a series of **tiers** that teachers and principals can progress through on the basis of demonstrating increasing expertise. The working group has defined **expertise** as the knowledge, skills and attributes of professional practice that reflect effective teaching and learning. Each tier would set out specific expectations for expertise that teachers and principals need to demonstrate in order to move to the next tier. This would be in the form of 'elements' that teachers and principals accumulate. This could include a mix of core elements that apply to all teachers and principals as well as a list of optional elements that teachers and principals choose from, depending on their personal career development and the context they work in.

There would be a variety of ways of demonstrating the required elements, including different assessment processes at each tier of the framework. This could include in-school appraisal processes, ACET type processes, the national panel involved in Kāhui Ako role appointments, academic qualifications, and others yet to be developed. To ensure that this framework will work in a Māori setting, processes based on tikanga principles and involving iwi representation as appropriate will also be included.

The elements would be aligned with relevant professional standards, against which teachers and principals would continue to be appraised annually. Many teachers and principals have indicated that their preference is for a single set of standards in the sector so depending on the final version of the

standards being developed by the Education Council, the framework will be aligned with these standards and it is likely that the interim professional standards would cease to be used.

Once it has been confirmed that a teacher/principal has demonstrated sufficient expertise elements at one tier they will move to the next tier. For this reason, the processes which apply to movement between tiers will need to be robust and linked to appropriate appraisal. This progression is not dependent on a role being available. Teachers and principals would remain on that career tier even if they change schools (subject to continuing to meet expectations for that tier).

We are aiming to simplify support and recognition of teachers and principals, so if this framework is introduced, it may replace some things in the collective agreements, including base salary, allowances and service recognition. These things would be incorporated into the elements at each tier.

3. Focus Areas

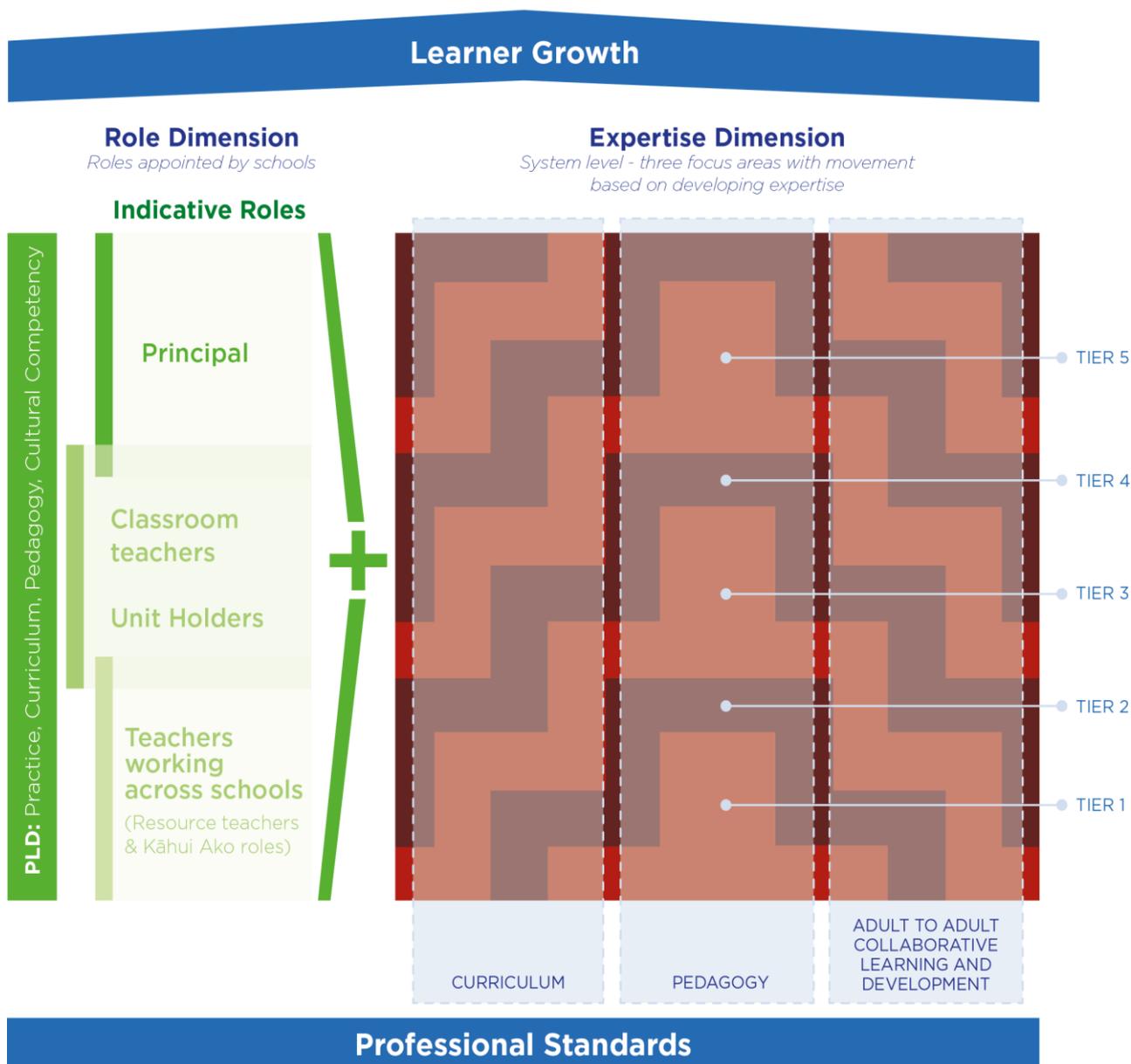
Elements at each tier would be grouped in three overlapping focus areas that define the key aspects of teachers' and principals' practice. At each tier there would be a number of core elements from all three focus areas that would be compulsory for all teachers and principals. Beyond these, teachers and principals could choose to develop a specialism by concentrating on attaining elements from one particular focus area. The elements for each focus area at each tier would also allow for skills progression to be set out for that focus area.

The three proposed focus areas are:

- Adult to adult collaborative learning and development
- Adult and child learning and development (Pedagogy)
- Curriculum knowledge

Proposed New Framework

A single framework that sets out clear tiers of career progression would apply to all primary teachers and principals in the state and state-integrated education system. This would be in addition to existing role based career options such as appointment to positions and allocation of units. In this model, progression through the framework is based on the growth and demonstration of professional expertise. There are multiple ways in which expertise can be demonstrated, including by undertaking a specific role, but role is no longer the sole determinant of progression. Recognition and career progression could be a combination of a new 'expertise dimension', based on the framework, and the existing role dimension unit and allowance system for recognising the value of a particular role, as determined by the school. Progression between tiers will be based on robust assessment and appraisal.



** At this moment the number of tiers has not been determined and are for illustrative purposes only.*

What happens from here...

From now until September 8 we are encouraging everyone in the primary education sector to discuss the proposed career framework concept and to give feedback to the working group to inform the next stage of development work.

We are bringing a conceptual idea to you for discussion as it is important that everyone has a chance to really weigh up the pros and cons of this approach and to have an opportunity to shape its ongoing development.

The working group will spend term 3 and 4 this year processing the feedback from this engagement process, along with research and expert input to develop a detailed career framework which we will share with the sector through an engagement process early in 2018. After that we will need to decide what claims to take into bargaining to allow for the framework to be introduced.

Discussion

The working group requires feedback from this process by September 8. The time period has been set to run over a couple of months to allow plenty of time for everyone to thoroughly consider and discuss the proposed concept. The discussion is divided into two parts to make it more manageable. You may wish to have each part of the discussion at a different time to allow people time to process information and develop their own thinking.

Part one - Overall Direction

We recommend you start with a SWOT analysis of the proposed concept to start your thinking off. If it raises questions for you, note these down to feedback as well.

Please discuss which of the following statements best fits how you feel about the framework. We will ask the people who are reporting back on discussions to let us know how many people in your discussion selected each option.

- I'm strongly in favour of the concept of introducing a tiered framework for teachers and principals to move through on the basis of developing increased knowledge, skills and attributes
- I generally support the concept of introducing a tiered framework for teachers and principals to move through on the basis of developing increased knowledge, skills and attributes but want to see more detail before I make a definite decision
- I am neither for nor against the concept of introducing a tiered framework for teachers and

principals to move through on the basis of developing increased knowledge, skills and attributes. I would like to see more detail before making a definite decision.

- I don't support the concept of introducing a tiered framework for teachers and principals to move through on the basis of developing increased knowledge, skills and attributes

In the feedback there will also be an opportunity to provide additional comments if you wish.

Part two-Informing Ongoing Design

If we were to introduce a tiered framework for teachers and principals to move through on the basis of developing increased knowledge skills and attributes please indicate your views about the following questions:

1. How do you think we could reflect the treaty partnership and Māori success in the framework?
2. What do you think are the unique features of the New Zealand context that we need to ensure are supported and recognised by the framework (eg bilingual and immersion schooling, small schools...)
3. How many tiers would you expect to be available, taking into account a framework that spans a whole teaching/principal career?
4. What sort of knowledge, skills and attributes would you expect to demonstrate in each of the following areas:
 - Adult to adult collaborative learning and development
 - Adult and child teaching and learning (pedagogy)
 - Curriculum knowledge?
5. Do you agree that these are three appropriate focus areas for the framework? Are there other potential focus areas which you would include?
6. What sort of processes would you like to see in introduced for teachers and principals to demonstrate their knowledge, skills and attributes to move through the scale?
7. What questions do you have about the potential new framework? Is there an answer you would like to suggest for your question of something you think we should be thinking about in the next stage of development work.

Frequently Asked Questions

What is the Primary Career Framework?

The primary career framework is a single framework that sets out clear tiers of career progression that would apply to all primary teachers and principals in the state and state-integrated education system.

The initial high level concept is that progression through the framework will be based on the growth and demonstration of professional expertise. There are multiple ways in which expertise can be demonstrated, including by undertaking a specific role, but role will no longer be the sole determinant of progression. Recognition and career progression could be a combination of a new 'expertise dimension', based on the framework, and the existing unit system for recognising the value of a particular role, as determined by the school.

Why is it necessary?

Career development for teachers is currently ad hoc and reflects many years of iterative development. All teachers have access to the same base pay scale with different entry and maximum steps depending on their qualifications. Most career progression depends on the school a teacher works at and whether individuals are in roles that are allocated units and/or allowances. Other career opportunities are dependent upon vacancies being available and on the school or area that a teacher or principal works in.

With a career framework teachers and leaders will be able to develop their skills and expertise in a much more intentional way. They will know exactly what they need to do to attain the level of progression they want and work towards that in the knowledge that whatever they are doing will add to their professional portfolio.

A primary career framework will significantly contribute to ensuring New Zealand maintains a high status, high quality professional workforce. It will support and build quality leadership, teaching and learning within the system to advance every child's education success throughout the learning pathway of the child.

Will all elements of this framework be compulsory?

There does, of course, need to be compulsory elements in this framework in order to ensure New Zealand maintains a high quality professional workforce. However teachers will also be able to make more choices about what they want to focus on in order to progress their career.

Why is this framework just for primary teachers and principals?

NZEI has been calling for a career framework for its members for a number of years. In 2016, as part of its collective bargaining settlement, NZEI and the Ministry to agreed Terms of Reference to develop a primary career pathway for teachers. That has now been done and we have designed the initial high level framework that we are taking to the sector. The framework will need to be compatible with its purpose of building quality within the profession across the system and throughout the learning pathway of the child.

Will the framework be extended to other parts of the sector, eg secondary teachers?

At this stage there are no plans to extend the framework beyond primary teachers and leaders.

What organisations are working on this framework?

The Ministry of Education, NZEI Te Riu Roa, the NZ School Trustees Association and the Education Council are involved and working on this together.

Where is the reward for teachers and principals in this framework?

This framework would give teachers and principals more clarity around the criteria they need to build and expertise they need to demonstrate to develop their career. We know that teachers are motivated by many different things in their career. Obviously remuneration is one of them but others are the ability to make a difference, work/life balance and flexibility, fun and satisfaction.

This framework would provide multiple career pathways for teachers and principals.

How will salary structures work under the framework?

How remuneration is reflected within the framework will be one matter to be considered in the next phase of development.

Will teachers and principals receive more professional development?

The professional learning and development opportunities that teachers and principals receive won't change as a result of this process but teachers and principals will have a clearer framework to assist them to work out what opportunities they should be pursuing.

Is the framework you are taking to the sector in Term 2 final?

No, it is the first of two engagement processes. What we currently have is a high level concept. We are

expecting it to evolve as we move through the process. We want to know what the sector wants and needs in any framework that is developed. This framework is being used to start the conversation and to enable teachers and principals to think about what it might look like. NZEI will be leading the discussion with their members on this. NZSTA will be leading the discussion with Boards of Trustees as employers.

How long is the engagement?

There will be two rounds of engagement. The initial high level framework will be taken to the sector in Term 2, 2017. The working group will analyse the submissions and they will be used to inform and evolve the framework before we take it to the sector again. That will be done early in the first school term of 2018.

How will this promote educational success for all children and young people?

A primary career framework will significantly contribute to ensuring New Zealand maintains a high status, high quality professional workforce. It will support and build quality leadership, teaching and learning within the system to advance every child's education success throughout the learning pathway of the child.

Glossary

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| ACET | Advanced Classroom Expertise Teacher- see 3.32 of the Primary Teachers Collective Agreement |
| Appraisal | Formal assessment of a teacher or principal |
| Assessment | Judgement of practice against specified criteria (eg. professional standards) |
| Attestation | Defined processes for the affirmation of expertise |
| Career development | A teacher or principal's process of managing their work life in order to progress towards their professional aspirations |
| Elements | Components of expertise that contribute to movement between tiers |
| Expertise | In the context of the career framework development this means the professional knowledge, skills and attributes developed by teachers and principals |
| Expertise dimension | The proposed new aspect of the primary career framework , linking progression to expertise, complementing the role dimension |
| Individual Career | Professional growth, roles, responsibilities and opportunities a teacher takes over the course of their working life. |
| Immersion setting | Instruction entirely in Te Reo Māori |
| Kāhui Ako | Community of Learning. Group of schools working together to meet agreed achievement challenges to improve learner outcomes. |
| PLD | Professional learning and development |
| Primary Career Framework | Proposed new structure designed to assist teachers to plan and manage their careers by focusing on enhancing their professional expertise |
| Professional standards | Legally binding standards of teacher competence set by the Education Council. At the time of writing these are currently draft. The career framework will include professional standards which may be the Education Council set, subject to the final version being acceptable to the sector. |
| Progression | Movement through the career framework |
| Recognition | Formal acknowledgement of role and expertise |
| Roles | Formally recognised teaching and leadership positions |
| Strands | Three proposed areas of focus within the framework to enable teachers and principals to manage their career development. They are adult to adult collaborative learning and development, adult and child teaching and learning (pedagogy) and curriculum knowledge. |
| Tiers | Defined levels of expertise that signpost progression within the framework |
| TLIF | (Teacher Led Innovation Fund) Contestable fund which supports teams of qualified teachers from Early Childhood Education Services me ngā Kōhanga Reo (early learning services), schools and kura, to collaboratively develop innovative practices that improve learning outcomes. |
| Unit and allowance system | Existing arrangements for giving financial recognition to particular teaching and leadership roles. These are set out in the Primary Teachers Collective Agreement. |

