

Teacher Education Forum of Aotearoa New Zealand

Te Rauika Titohu Kaiako o Aotearoa

A Voice for Teacher Education

A History of TEFANZ 1999-2024

Noeline Alcorn and Beverley Cooper





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Introduction

In 2024 the Teacher Education Forum of Aotearoa New Zealand (TEFANZ) celebrates 25 years since its formation. This commissioned publication, *A Voice for Teacher Education: A History of TEFANZ 1999-2024*, endeavours to summarise and highlight the contribution and influence of TEFANZ and its members on policy, practice, and research in Initial Teacher Education (ITE) over the past 25 years.

Data was gathered from numerous sources including meeting minutes, annual reports, documents, libraries/collections, conference and forum proceedings, the TEFANZ website, internet searches and interviews with key people such as members of past and present executive committees and key stakeholder organisations. In addition a questionnaire was sent to all TEFANZ institutions for their input.

Unfortunately, despite a considerable effort, we were unable to locate some records particularly from earlier years where they were stored as paper copies or 'floppy discs'. Gaps in documentation have occurred where there were changes in committee members and location of executive members. This exercise has highlighted the importance of organisations keeping archives in an appropriate form particularly as technology evolves.

It has been a privilege to carry out this work and delve into and record the history of TEFANZ.

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Chapter 1: The Establishment of TEFANZ

TEFANZ was formally established at a meeting held at Wellington College of Education in 1999, a decade after the implementation of recommendations from the Picot report on school administration (1989) and the Hawke Report (1989) on the post-compulsory sector.¹ It was formed to develop a body which would be a representative and aspirational voice for teacher education in the new environment.

Until 1990 teacher education in Aotearoa New Zealand had been carried out in stand-alone teachers colleges. Until 1971, when the first College Councils were established, they had been under the direct control of the local Education Boards with policy about staffing, finance and remuneration, curriculum and student intake numbers made in the Department of Education in Wellington. The College Councils provided greater local input though the Boards still controlled student selection. College principals held regular meetings with senior Department officers. From the mid-1960s the staff union, the Teachers Colleges Association (TCA), published a thrice-yearly national journal with news, reports and reviews.

Systemic education reform 1989-90

The tertiary reforms of 1990 left the colleges as independent entities with principals transformed into chief executives, responsible to their local Councils. For the first time colleges were free to set their own enrolment targets, make staffing and curriculum decisions, and apply for approval of degree programmes through a new body, the New Zealand Qualification Authority (NZQA). For the first five years they were able to see themselves as a sector alongside the universities and polytechnics. They formed a new organisation, The New Zealand Council for Teacher Education (NZCTE), on which Council Chairs and College Principals were represented, and set up a staffed office in Wellington to facilitate liaison with the Ministry of Education (MoE), educational unions, new national agencies such as the NZQA, the Education Review Office (ERO), the Teacher Registration Board (TRB) and other peak bodies. The Council was able to provide expert advice on the many working parties and committees set up in the aftermath of the reforms.

1. *Administering for Excellence (Picot Report)*, 1988. *Report of the Working Group on Post-Compulsory Education and Training, (Hawke Report)*, 1988.

Throughout the 1990s NZCTE sponsored biennial conferences on teacher education with keynote speakers and opportunities for teacher educators to share research findings and reflections on practice. These conferences provided both professional and social interaction among ITE staff and attracted the attention of other educational organisations. College staff were increasingly engaging in higher-degree study and the conferences were an opportunity to share findings and seek feedback. Keynote speakers provided challenge and aspiration.

During this period there were other sector changes. After years of close co-operation Hamilton Teachers College merged with the University of Waikato in 1991 to become the University's School of Education. Palmerston North Teachers College amalgamated with Massey University in 1996. Relations between the remaining colleges and their neighbouring universities varied, with colleges anxious to preserve their special character. Auckland College of Education considered a merger with Massey University, which had a campus in Auckland, but this was vetoed by the Minister of Education.

Deregulation of the sector 1996

A further major change occurred in 1996 with deregulation of the sector. School rolls had been steadily rising after dramatic falls in the early 1980s. On 5 December 1995, Minister of Education Lockwood Smith pledged to provide 1000 new teachers within a tight time frame. The MoE made two significant announcements. The protected field of initial teacher education (ITE) was opened to any organisation/institution willing to develop an approved programme and the government would fund one-year 'compressed' graduate programmes for primary teaching, which must be as good as the two-year programmes they would replace. NZCTE and many school principals were extremely concerned about quality and monitoring. They were also shocked by the speed of the innovation. New programmes were to be submitted for approval by July 1996 for introduction in 1997.

New providers mushroomed, partly as ITE was the only tertiary field to have growth funded that year. By 1997 there were 28 sites where ITE was offered, and 44 programmes. The Teacher Registration Board (TRB), set up in 1990, was forced to develop criteria and methods for giving professional approval for these programmes as a matter of urgency. Academic approval was divided between a range of organisations. University programmes were assessed by the Committee on University Academic Programmes (CUAP), college of

education courses by the Colleges of Education Accreditation Committee (CEAC), polytechnic programmes by the Polytechnics Programmes Committee (PPC), and all other providers by NZQA. The TRB bore a heavy responsibility as the only body to examine all new programmes and ensure their professional learning outcomes were achieved.

In 1997 the Ministry of Education (MoE) published a Green Paper² on teacher education. The document recommended a new professional body for teachers, with an elected Board, to replace the TRB, which had managed teacher registration and the professional approval of ITE programmes since 1990. The Green Paper stressed the needs for national standards, linked to teacher registration, and for practical school-based experience, while noting the current diversity of providers. Its message for ITE was clear.

*The government sees a need for a common set of minimum standards for teacher competency at the end of pre-service teacher education so it can be assured that taxpayer funds appropriated for pre-service teacher education are producing well-trained beginning teachers. The standards would impact more on the content of the pre-service teacher education programmes than on the way they are delivered.*³

There was a generalised belief in NZCTE and elsewhere that teaching should become a fully graduate profession. The reforms of 1990 had ended the universities' monopoly of degree granting and NZQA had the power to approve new degrees outside the university sector. All NZTC members were offering four-year degrees for primary ITE, either in their own right or conjointly with a neighbouring university, though many of their students still graduated with a three-year Diploma of Teaching. Secondary ITE was normally a one-year graduate programme. For the Early Childhood sector, the issues were more complex though some degree programmes were developed. By 1999 Auckland College of Education was offering its own three-year teaching degree. Polytechnics and some private institutions were also seeking degree status for a range of programmes.

2. Ministry of Education, *Quality Teachers for Quality Learning*. Green Paper, 1997.

3 Ibid, p. 29.

ITE Provider Initiatives

In the later 1990s the six members of the NZCTE still represented the majority of ITE provision but some of the new entrants, such as Bethlehem Institute of Education (BTI), were keen to join the Council. NZTC members began to discuss future scenarios to meet the new context. They were concerned that only institutions offering ITE which produced graduate teachers should be admitted.

NZCTE prepared a discussion document for the establishment of a new body⁴ and brokered a meeting with other providers. At the same time, the four remaining colleges of education formed ACENZ (Association of Colleges of Education) using NZCTE offices and staff.

NZCTE hosted a meeting at Wellington Teachers College on 16 April 1999 to discuss forming a new teacher education organisation. All institutions offering approved initial teacher education programmes that led to graduate beginning teachers were invited to send a representative. Of the 19 invited, 16 attended.⁵ This meeting agreed to a number of issues both aspirational and practical.

A statement of purpose and a constitution were developed and adopted (see Appendix 1). The new organisation was to provide a forum for teacher educators to discuss and learn from each other and with other groups with similar interests. The title of the new organisation, Teacher Education Forum of Aotearoa New Zealand (TEFANZ), was adopted after a suggestion by Dennis McGrath, Principal of Auckland College of Education (ACE). It emphasised the role of the new body as an organisation where diverse groups could come together for discussion of issues, ideas and practices.

The purposes of the new organisation were to promote the development of research-informed programmes of teacher education, to promote teaching as a graduate profession, and to develop partnerships with the profession and with the wider education community. TEFANZ would aim to provide a national voice for teacher education in the political and policy arena by regular consultation

4. The members of this group were Noeline Alcorn (University of Waikato), Dennis McGrath (Auckland College of Education), Luanna Meyer (Massey University College of Education), Joanne Walker (Unitec).

5. Inaugural institutional members were Auckland College of Education, Auckland University of Technology, Bethlehem Institute of Education, Christchurch College of Education, Christchurch Polytechnic, Dunedin College of Education, Massey University, Te Wānanga o Awanuiārangi, Unitec, University of Otago, University of Waikato, Wellington College of Education.

with the MoE, other relevant government agencies, unions and professional groups. It would not represent the institutional interests of its members but focus on issues of quality in teacher education. Membership would be institutional, not individual, with an annual subscription of \$1000.

An inaugural executive of five was elected for the first year.

Chair/Spokesperson: Professor Noeline Alcorn (University of Waikato)

Secretary/Treasurer: Professor Luanna Meyer (Massey University College of Education)

Committee: Neil Andersen (Christchurch Polytechnic Institute of Technology), David Giles (Bethlehem Institute of Education) and Dennis McGrath (Auckland College of Education)

See Appendix 2 for Chairs and executive members of TEFANZ 1999-2024

It was agreed that Massey University College of Education would supply a secretariat for the first two years and design a logo. After this it was agreed that the TEFANZ Chairs' institution would host and administer the financial accounts on behalf of TEFANZ. This arrangement continued until November 2019 when Bev Cooper was appointed the initial treasurer and independent TEFANZ accounts were set up under the rules of the Incorporated Societies Act 1908.

TEFANZ was registered and gained Incorporated Society status on the 9th August 1999 under the Incorporated Societies Act 1908. The constitution was revised and lodged with the Incorporated Societies Office and the New Zealand Companies Office in July 2014. A further revision was lodged after ratification at the AGM, 19 July, 2019. (See *TEFANZ website*)

TEFANZ membership

Membership of TEFANZ has changed considerably over the years. Only three institutions in their present form have maintained consistent membership, though six others, which resulted from mergers or change of status, have also been part of the organisation from the beginning. The initial membership included two universities, four colleges of education, two polytechnics, a private provider and one wananga. Membership in 2023 consisted of seven universities, five polytechnics, and three private providers.

Some institutions have joined and then resigned later because they were no longer offering ITE programmes. Some have cancelled membership and rejoined under different leadership. Some have become eligible to join later. Some have belonged for only a short period. While membership at any one time has ranged from 11 to the mid teens, a total of 26 institutions have belonged for varying periods of time.

TEFANZ was officially launched by Minister of Education Nick Smith as a new national voice for teacher education at a function in the Beehive in Wellington on 12 July 1999, in front of a range of educational agencies and political groups. It was an opportunity to state publically the aims, purposes and activities the new organisation intended to pursue and assure interested parties that its voice was an inclusive one, concerned with quality issues and not institutional ones. The new body had high ambitions but little money. TEFANZ would need to be inventive to flourish in the new environment.



Chapter 2: Forums and Conferences

TEFANZ has from its inception had two major aims: Promoting discussion of research informed practice and professional development for staff belonging to its member institutions; and working with other agencies to influence policy directions and ensure the voices of teacher educators were heard in policy formation. This chapter addresses the first of these aims.

NZCTE had sponsored and organised biennial conferences open to all those interested and TEFANZ decided to follow its example. In the intervening years forums for smaller groups would be held, with each member institution eligible to send a specified number of staff. The first of these forums was held at Massey University on 15 October 1999 on the theme of *Evaluating Teacher Education*. A number of working parties were formed to explore important issues such as standards for ITE work, planning research and evaluation, and identifying key issues facing teacher education.

The first TEFANZ conference was held at the Grand Chancellor Hotel in Christchurch on the theme: *Educating Teachers: Context, Culture and Competence* from 30 August to 1 September 2000, organised jointly by Neil Anderson (Christchurch Polytechnic) and Dr Ian Hall (Christchurch College of Education). Administrative support by Eddy Van Tyl of Executive Events was the first of many such collaborations. The Minister of Education, Hon. Trevor Mallard, attended and spoke and became so interested during question time that his secretary feared missing the plane back to Wellington.

Two of the three keynote speakers brought an international perspective to the proceedings. Dr Raymond Pecheone, Chief of the Bureau of Curriculum and Teacher Standards for the Connecticut State Department of Education had worked closely with Dr Linda Darling-Hamond on innovative assessments for teachers and students. Professor Mary Kantantzis, Dean of the Faculty of Education, Language and Community Service at the Royal Melbourne Institute of Technology, focused on cultural issues affecting teacher education. Dame Cheryl Southeran, Chief Executive of Te Papa Tongarewa, the Museum of New Zealand, herself a trained teacher, spoke of the role education can play in the development of the cultural life of a nation, providing examples of how Te Papa was planning to contribute to this life.

The conference was of crucial importance in shaping perceptions of the new organisation and it was judged as highly successful both organisationally and professionally. It attracted 195 participants. In addition to the 66 submitted papers, four speakers, each representing important community groups or organisations, were invited to give 'soapbox' presentations. The conference dinner held in the hotel was itself a grand occasion and enabled attendees to mix and mingle. TEFANZ was truly launched.

The 2002 conference *The profession of teaching—research for practice*, held at the Duxton Hotel in Wellington and organised by Professor Luanna Meyer of Massey University, had a dual focus: The contribution of research in teacher education and its importance in providing a basis for practice, evaluation; and the demands of preparing teachers to work in culturally diverse classrooms.

A powhiri for the 205 delegates was held at Massey's Wellington campus in the old museum building. Participants then had the opportunity to view local secondary school art. An example of how the most meticulous planning can go astray occurred as a storm delayed the ship which was to bring the conference satchels across Cook Strait and they could not be distributed until day two.

The first full day of the conference featured a keynote address by Professor Christine Sleeter of California State University on the issue of what research tells us about preparing students to work with culturally diverse students. This was followed by an address by Minister of Education Trevor Mallard, who arrived slightly late because he had been making last-minute changes to his speech in the car bringing him from Parliament.

The second keynote address was by Professor John Loughran of Monash University, Melbourne. Noting that a teacher's knowledge is often individual and tacit, he described in some detail the way in which self-study of teacher education practices offered ways of addressing this dilemma, and the possibility for researching teacher education by practitioners.

The final keynote featured Professor Arohia Durie of Massey University and was titled *Teacher Education and the Treaty of Waitangi*. She explored the meaning of the treaty for the understandings and competences of graduating students and how programmes to deliver these could be developed. At a further plenary

session, an invited panel of practitioners and policy makers debated a national agenda for the professional development of teachers.

A new conference feature was the presentation of the first TEFANZ media award for excellence in educational journalism by Minister Trevor Mallard. The inaugural winner was Gael Woods of Radio New Zealand, who received a citation and a cheque for \$2,000. Her winning entry addressed New Zealand's success or failure in international sport competition and its link with current educational curriculum and school practice. From 2003-5 media awards were offered annually, and jointly sponsored with the New Zealand Council for Educational Research (NZCER). Further information can be found in Chapter 4.

Another innovation at this conference was the decision to publish an edited volume of fully refereed papers with participants invited to prepare and forward a revised version of their paper, taking into account conference discussion. This was in contrast to earlier volumes which published all material presented and reflected the new research climate of the PBRF assessments.⁶ The resulting volume, *Informing Our Practice*, was published in 2003.⁷

The forum in September 2003 was held in Dunedin, organised by Anna Marsich. The Mayor of Dunedin, Sukhi Turner, related how her office had helped to raise the national image of Dunedin and offered advice about how teacher educators could raise their profile. Dr Ruth Kane talked about research, challenging members present to see the forthcoming Performance Based Research Fund (PBRF) exercise as both a wake-up call and an opportunity. Joanna Beresford, recently appointed Chair of the New Zealand Teachers Council (NZTC), held an interactive session which produced useful dialogue. There was scope for small group discussion and networking.

The Forum also endorsed the principles for teacher education standards drawn up at a members' workshop held in Wellington on 9 June. This meeting had featured a morning session, for member institutions only, which developed a set of principles for teacher education standards which was then discussed with representatives of other sector groups (MoE, NZEI, PPTA, NZTC, STA) in the afternoon.

6. The Performance Based Research Fund (PBRF) required all staff holding teaching positions in a degree programme to take part in a national research evaluation. The first iteration was in 2003 and was difficult for many teacher educators whose roles had not previously mandated research.

7. TEFANZ, *Informing our practice. Selections from the 2002 conference*, ed. Deborah Fraser & Roger Openshaw, Kanuka Grove Press, 2003.

As the 2003 Annual Report noted:

*This was a significant initiative which enabled TEFANZ to clarify its own thinking and develop genuine dialogue with at least some other groups. It was a valuable prelude to the consultation forum held by the Teachers Council on the following day.*⁸

The Conference in 2004 was held in Auckland, organised by Dr John Langley, shortly before the merger between the ACE and the University of Auckland was completed. Its theme *Research and Teaching, Teaching and Research* attracted 211 participants, 86 of whom submitted papers or symposia. The international keynote speaker was Professor Fred Korthagen from Utrecht University in the Netherlands, who had been honoured by the American Association of Research in Education (AARE). His particular interests – the pedagogy of teacher education and the professional development of teachers and teacher educators – were central to TEFANZ concerns and he agreed to lead a post-conference workshop as well as deliver a keynote address.

The 2005 Forum held at the University of Waikato, organised by Brian Prestidge, focussed on the development of teacher education standards. Robust discussion on the way forward and the nature of standards followed feedback from NZTC representatives. Presentations from beginning and established teachers challenged participants. A report on the discussion was forwarded to the NZTC Working Party on standards.

A joint committee of Dunedin Teachers College and University of Otago (OU) representatives, chaired by Anna Marsich, organised the 2006 conference on the theme *Teacher Education at the Cutting Edge*. This conference was smaller with 94 attendees, 34 of whom presented papers. In her opening speech Marsich noted that they had chosen the uncomfortable title *At the Cutting Edge*, with its connotations of the newest technology and radical surgery, because of its application to ITE in New Zealand in 2005 – a period of rapid change with ITE moving from colleges into universities with their research league tables, and into other organisations. She identified two major challenges. At the national level TEFANZ needed to challenge government and make sure its voice was heard. At a practical level it needed to work to maintain and further the quality of experiences student teachers have in their programmes.

8. TEFANZ Annual Report, 2003, p. 1.

Norwegian academic Professor Kari Smith spoke to the conference on assessment in teacher education and its importance for later student-teacher practice, and also led a post-conference symposium. Dr Gary Hoban from the University of Wollongong in Australia addressed dynamics for quality in teacher education programmes. While there was room for professional standards to be specified, the most important issue was helping student teachers to value the complex and diverse nature of teaching and their own teaching identity. This theme was continued in the address by Pat Newman, President of the New Zealand Principals Federation (NZPF), who saw teaching as a human rather than a technicist activity.

Minister of Education, Steve Maharey, presented his address and later the media awards, through videoconference. This was followed by a plenary discussion, the results of which were fed back to the MoE. The Director of the NZTC attended the AGM and met with TEFANZ representatives.

The 2007 Forum was held at Canterbury University, organised by Barry Brooker on the theme *Teacher Education: Developing the Professional*. Notes from the discussion sent to participants after the event were seen as particularly useful. Addresses included perspectives from a range of professions (law, medicine and teaching), graduating standards, Māori and Pasifika leadership, and research in the PBRF environment. There had been a vigorous email conversation among executive members about the different purposes of conferences and forums. While there was no consensus it was decided that the opportunity for members to discuss their own concerns and issues without political input would be the focus, at least for this forum.

The 2008 conference *Restoring context, critique and connectedness to teacher education* was held at the University of Waikato (UoW) organised by Catherine Lang. The organising committee made a deliberate decision to showcase New Zealanders when inviting keynote speakers. The downward attendance trend continued with participant numbers falling to 80 with 26 participants offering papers.

This conference began in the wharenui, Te Ao Hurihuri, and the powhiri was followed after morning tea by a keynote on the wharenui and connectedness

by Karaitiana Tamatea and Ray Gage. Minister of Education Chris Carter presented a paper after lunch. The two Conference sponsors, the Wilf Malcolm Institute of Educational Research (WMIER) and Ako Aotearoa (National Centre for Tertiary Teaching Excellence), hosted plenary information and question sessions.

Keynote speakers focused on the practical, the personal and the vital need for relationships and interaction. Professor Colin Gibbs (AUT) explored teacher presence, inviting his listeners to reclaim the centrality of the person in teaching and learning. Researchers Dr Wendy Drewery and Maria Kecskemeti (UoW) examined the implications of restorative practices for teacher education. Alan Hall (UoW) spoke of *Learning to 'do the right thing': Helping beginning teachers to think and act ethically*. Alan had been a member of the Working Party convened by the TRB and the NZTC which drafted the Code of Ethics for New Zealand Registered Teachers and had a long interest in professional ethics.

The TEFANZ awards were inaugurated at this 2008 conference. The awards, one for sustained excellence in teacher education and the other for an emerging teacher educator (see Chapter 4 and Appendix 3) have been presented at both forums and conferences since and have honoured staff from a range of member institutions. Currently the Awards are presented biennially coinciding with TEFANZ conferences. Decisions are made by a panel of judges appointed by the Executive, on the basis of nominations forwarded by member institutions. Alan Hall (UoW) was the first to be honoured for Sustained Excellence in Teacher Education. The award for an Emerging Teacher Educator was presented to Kerry Earl (UoW).



TEFANZ Executive 2008

From Left

Barry Brooker,
Catherine Lang,
Lexie Grudnoff,
Sally Hansen,
Jenny Richie,
Mary Simpson

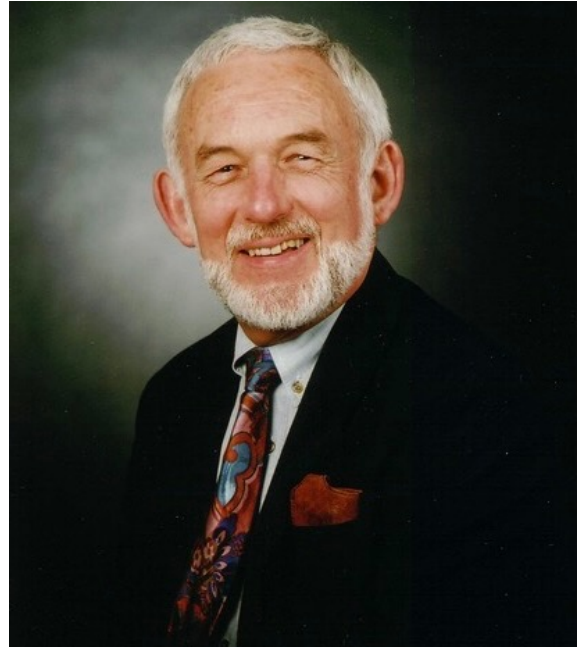
Inaugural Winners TEFANZ awards 2008

Citation: Allan Hall

Alan Hall is an enthusiastic, Imaginative and gifted teacher whose work is characterised by passion, energy and commitment. A lifelong learner himself, who studied te reo Māori, and explored digital technologies in teaching, he supported and mentored colleagues and teachers returning to study.

As a senior staff member at Hamilton Teachers College he was instrumental in leading the College into the merger with the University of Waikato in 1991. After the merger he continued to provide academic and professional leadership and pursue research interests.

Alan's knowledge of and interest in professional ethics saw him appointed to a three-person committee to draft the Code of Ethics adopted by the NZTC in 2003 and he also worked with NZEI on their Code of Ethics.



**Associate Professor Alan Hall
(University of Waikato):
Sustained Excellence (2008)**



**Dr Kerry Earl (University of Waikato):
Emerging Teacher Educator (2008)**

Citation: Kerry Earl

Kerry has a passion for teaching, technology and learning. Following time as a teacher, Information Communication Technology (ICT) developer and researcher, Kerry became a lecturer in the University of Waikato School of Education, where her strong commitment to teacher education is evidenced through teaching, service and leadership.

Her leadership in teaching is demonstrated by her ability to lead and organise teaching teams, to introduce innovative uses of ICT, to mentor new team members and empower existing team members. She has been involved in TEFANZ conference and forum activities and is a Council member of NZARE. She chaired the directors of the Flexible Learning Leaders in New Zealand project.

Convened by Sally Hansen, Massey University hosted the 2009 Forum: *Teacher Education: Now and in the Future*. A range of speakers explored technology, teaching about Asia, schooling with a difference. There was interaction with the NZTC, and sector representatives and a keynote address by Massey Vice Chancellor, Steve Maharey, a former Minister of Education. Susan Sandretto (OU) was presented with the Emerging Teacher Educator award.



**Dr Susan Sandretto (University of Otago):
Emerging Teacher Educator (2009)**

Citation: Susan Sandretto

Susan is already a leader and scholar in teacher education. Her academic leadership as co-ordinator of the BA in Education, her collaborative partnerships in research work, and her teaching across pre-service, postgraduate and in-service programmes are a mark of someone deeply engaged in the field.

Susan's research supervision skills were recognised by the Otago University Students' Association Best New Supervisor of the year award in 2008. Teachers praise her ability to translate research and theory into practice. One commented: 'The work we did with Susan could be taken directly into the classroom and used. We could see the work come to life'.

Her colleagues describe her as warm, humble, patient and generous.

In 2010 the Conference, *Teacher Education Matters*, attracting 127 participants, was held in Auckland, organised by a committee led by Dr Lexie Grudnoff. Keynote speakers were Professor Marilyn Cochran-Smith, Cawthorne Chair of Teacher Education for Urban Schools at Boston College and Emeritus Fellow Dr Hazel Hagger of Oxford University. Both focussed on research in teacher education. Cochran-Smith and her colleague, Professor Larry Ludlow, spoke about insights from a longitudinal study of teacher development and retention while Hagger examined the possibilities and pitfalls of engaging in and with research as a teacher educator. Professor Cochran-Smith gave a second address on *Trends and Challenges in Teacher Education*, identifying both national and international perspectives. New Zealand perspectives were covered by Professor John Hattie (UoA) and Hine Waitere (Te Whare Wānanga o Awanuiārangi).

Special awards were presented to Emeritus Professor Noeline Alcorn (UoW) and Dennis McGrath (ACE) for their contributions to teacher education and TEFANZ. As retirees they were not eligible for consideration for a Sustained Excellence Award.

(See Page 62 for a photograph and citation for Noeline Alcorn)



Dennis McGrath
(Auckland College of
Education):
Special Award (2009)

Citation: Dennis McGrath

Dennis led New Zealand's largest teacher education institution through a period of massive change and was widely respected at national level for his integrity, sense of purpose and constructive, strategic thinking.

Dennis became head of Auckland Secondary Teachers' College in 1983 and led it through the merger with the primary college. By 1989 he was principal of the merged Auckland College of Education which he led through the national systemic changes of the 1990s. His vision was for an independent entity providing professional programmes for pre-service and in-service teachers. He promoted acceptance of Māori values and encouraged research, at the same time giving measured and thoughtful advice to a range of national committees.

He worked to establish TEFANZ and was an executive member until his retirement in 2001.

The 2011 Forum held in Dunedin and chaired by Mary Simpson (O U), focused on *Reflection on Practice*. Three speakers, Hazel Hagger, John O'Neill and Suzanne Little provided stimulation and challenge. The TEFANZ award for Sustained Excellence was presented to Associate Professor Mavis Haigh (UoA). Emerging Teacher Educator awards were presented to Fiona Ell (UoA) and Kirsten Petrie (UoW). A special award was made to honour the lifetime work of Anna Marsich (Dunedin College of Education).



**Associate Professor Mavis Haigh
(University of Auckland): Sustained
Excellence (2011)**

Citation: Mavis Haigh

Mavis's long-standing commitment to working with student teachers, her leadership of significant fields of practice related to teacher education, and her research mindset has enabled her to not only improve the areas of practice for which she is responsible but also to inform, through publication, the practices of other teacher educators.

Her research has encompassed science education, curriculum implementation, the practicum and teacher professional learning. Her focus is on practice-relevant research and collaborative projects. Her research supervision extends her influence deep into the practices of future teacher educators.

Mavis led the development of the NZ science curriculum in the 1990s and became Associate Dean Postgraduate in the Faculty of Education. She has served as accreditation panel member and programme monitor for the Teachers Council.



Dr Fiona Ell
(University of Auckland):
Emerging Teacher Educator (2011)

Citation: Fiona Ell

Fiona is an outstanding teacher, leader and active researcher who demonstrates service through her course and programme leadership.

Fiona has a passion for student and teacher learning and a desire to understand how these may be enhanced. As a teacher she is creative and well-organised and receives high ratings for the clarity of her teaching and her sensitive concern for student learning and well-being. She leads a large third year undergraduate class, heads a postgraduate programme for early career teachers, supervises theses and regularly teaches mathematics in a low-decile primary school.

Fiona's research is designed to improve the quality of mathematics education through collaborative work with teachers and she has played a key role in three TLRI projects.

Citation: Kirsten Petrie

Kirsten became a teacher educator after a leadership role in health and physical education in a large secondary school. She has widened her curriculum expertise to include primary schools, even spending part of her study leave teaching in a primary school classroom as part of her concern to link teacher education and the realities of the classroom.

Kirsten was lead researcher in a MoE funded contract examining professional learning by teachers in physical activity. She has since led a TLRI project exploring health and physical education in the primary school.

Kirsten leads a team of colleagues for the compulsory HPE curriculum paper. Her enthusiasm and willingness to explore improvements led to substantial revisions, influenced by her emerging knowledge and understanding of effective pedagogy and content knowledge.



Dr Kirsten Petrie
(University of Waikato):
Emerging Teacher Educator (2011)



Anna Marsich
(Dunedin College of Education):
Special award (2011)

Citation: Anna Marsich

Anna taught at Dunedin College of Education for 34 years, becoming Head of English, then Associate Principal with responsibility for academic programmes. She played a significant role in the merger with the University of Otago and led staff through the final challenge in 2006. She was adamant that the College emphasis on breadth, creativity and relationships should continue.

Anna served on the TEFANZ executive for eight years, becoming president in 2006. She was a member of NZTC's working party on standards for graduating teachers, and organised both a forum and conference. She also secured a significant grant from ACENZ and organised the media awards.

Anna made important contributions to gender and feminist issues, and to literature for children and young people. She was widely respected for her integrity and purpose.

Reclaiming and Reframing Teacher Education in Aotearoa New Zealand was the theme of the 2012 conference held at Massey University, Palmerston North, organised by a committee led by Associate Professor Sally Hansen and Professor John O'Neill. Sally's welcome to participants reminded them that

*TEFANZ was formed in 1999 to provide a national voice for teacher education and there has never been a more important time for that voice to be heard. Teacher education and teacher educators face a major crisis of identity. This conference is critical in providing a platform for raising and discussing significant concerns and issues.*⁹

9. Hansen, S. *Speech notes for opening of 2012 conference*, Personal communication.

The planning committee had acted on the concerns expressed by a group of Directors of Teacher Education who had met informally in Wellington in 2011 'to share collective concerns about the the level of 'compliance creep' and 'political interference' in the content and provision of ITE'.¹⁰ Rather than a traditional call for papers, the committee developed a set of eight questions and invited experts from across the TEFANZ membership and beyond to prepare a full paper presentation (to be presented twice) on one of the identified themes. Each session was planned for two speakers and two commentators/rapporteurs. So concerned were committee members about tight financial constraints that they approached the Council of Deans of Education to request them to support attendance by their staff members at a conference at which their role would be to listen and discuss but not present a paper. After the conference the papers were to be reviewed and edited for a special edition of the *Waikato Journal of Education*. This was published in 2013.

Two keynote speakers, Alan Scott from Canterbury University and Professor Diane Mayer, Executive Dean Arts, Education and Human Development at Victoria University in Melbourne, were invited to speak on the two key themes. The Sustained Excellence in teacher education award was presented to Professor John O'Neill (Massey University).

Citation: John O'Neill

An exemplary teacher educator John challenges students across a range of programmes to engage in critical reflection and develop a disposition for lifelong learning. He supports them to solve problems, reflecting on their practice and making links with theory and evidence based practices. He develops empowering and mutually respectful relationships.

John has an impressive national and international research profile across educational policy and practice, leadership, and teacher learning. He is supportive of less experienced researchers and encourages teachers to research their practice. He is a leader in research ethics and has worked with the NZTC to support their Code.

A person of integrity, humble and unassuming John is sensitive to people's needs and inclusive. He is committed to social justice and to highlighting issues affecting teacher education.



**Professor John O'Neill
(Massey University):
Sustained Excellence.
(2012)**

10. Editorial, *Waikato Journal of Education*, 18:1, 2013, p. 3.

A forum on the topic of *Catering for Diversity* was held at Canterbury University in 2013, organised by Barry Brooker and team. 69 members attended what was reported to be a stimulating and timely event.¹¹

The 2014 conference was held at Wintec in Hamilton, organised by Dr Tracey Hooker. The theme was *Spicing up Teacher Education: Spaces, places, innovation and connections*. One of the Invited keynote speakers was Professor Welby Ings, Professor in Design at AUT, who had been the inaugural winner of the Prime Minister's national tertiary teaching award. His session was titled *Indelible Marks: Beyond the Measure of Performance*. An international perspective was provided by Professor Marilyn Leask, research professor at the University of Bedford UK, who examined the *Re-engineering of educational research needed for teaching to become an evidence-based profession*. Dennis McGrath, Flexible Learning Leader at Wintec, spoke of *Quantum Leaps: What lies ahead for people, place, space and time*.

Three TEFANZ awards were made at the conference dinner, held in Wintec's spectacular atrium. The judges had been unable to separate two leading candidates for the Sustained Excellence award so made the decision to honour both Associate Professor Mary Simpson (OU) and Associate Professor Lexie Grudnoff (UoA). The Emerging Teacher Educator award went to Dr Amanda Bateman (UoW). Emeritus Professor Clive McGee (UoW) received a special lifetime award. A special tribute and award was presented to Dr Peter Lind, Director of the NZTC since 2005, who was moving to Australia.

Citation: Amanda Bateman

Amanda arrived in New Zealand in mid 2010 after completing a doctorate using innovative new methodologies to investigate children's social interactions and use of language. Since then she has received a Faculty of Education Teaching Award (2012), been promoted to Senior Lecturer (2013) and been awarded two TLRI projects.

Amanda receives consistently positive feedback on her teaching. She is enthusiastic, communicates effectively and brings current research and theories into her teaching. In her research she aims to make a difference for children, parents and teachers in ECE, including a project exploring children's 'earthquake play' in Christchurch. She has attracted international scholars to the university to present and collaborate on projects.



Dr Amanda Bateman
(University of Waikato):
Emerging Teacher
Educator (2014)

11. TEFANZ Annual Report, 2013, p. 3.

Citation: Lexie Grudnoff

Lexie's leadership capacity, drive and enthusiasm to innovate and improve are exceptional, both in her own institution and nationally. She has a strong commitment to improving the education of new teachers and to enhancing the life chances of priority learners in New Zealand.

Lexie has conducted significant research in ITE: Teacher learning, mentoring and induction of new teachers. She has been part of national and international collaborative research groups, and co-led an international project with Professor Cochran-Smith of Boston College, aimed at helping teacher education students develop practices to challenge inequities and improve learning for marginalised students.

Lexie has been an outstanding innovator in developing quality relationships with schools to promote greater equity and mutual trust. Her work as Chair of TEFANZ has fostered mutual respect and understanding.



**Associate Professor
Lexie Grudnoff
(University of Auckland):
Sustained Excellence.
(2014)**

**Associate Professor
Mary Simpson
(University of Otago):
Sustained Excellence.
(2014)**

Citation: Mary Simpson

Mary was a primary teacher for two decades before moving into teacher education first in Palmerston North College/Massey and then at the University of Otago where she became Associate Dean-Teacher Education. She is regarded as an outstanding teacher and valued supervisor and mentor to students at all levels of study. The seamless linkage between her scholarly interests and professional concern for her students is the hallmark of a great teacher educator.

Mary's leadership has had wide impact in New Zealand. She has developed a national profile for working to improve teacher education and has led programme development, as well as taking part in programme reviews, approvals and quality assurance procedures. She has demonstrated knowledge, sensitivity and the ability to engage with everyone from student applicants to the MoE.

Citation: Clive McGee

Clive is a distinguished ITE academic, administrator, teacher and mentor. He sets high standards, is affirming and supportive, and creates genuine partnerships. He was foundation director of the University's Centre for Teacher Education and the Wilf Malcolm Institute of Educational Research (WIMER) and foundation editor of the *Waikato Journal of Education*. In these roles he managed a range of innovations in ITE programmes.

Clive directed major national research projects including the Curriculum Stocktake, examining New Zealand teachers' experiences in curriculum implementation. He mentored a significant number of academic colleagues into research through this work.

His book, *Teachers and Curriculum Decision-making* is widely used in New Zealand while his co-edited book, *The Professional Practice of Teaching*, set a new Aotearoa standard in teacher education courses as a foundation of pedagogical knowledge.



**Emeritus Professor Clive McGee
(University of Waikato):
Special Lifetime Award (2014)**

In 2015 the Forum returned to Auckland, to AUT, organised by Lyn Lewis. Its theme was *Politics, Partnership and Practice in Initial Teacher Education*. It had been determined that the forum would be limited to a one-day event which provided additional focus. Keynote speakers, John O'Neill, Roger Moltzen, Graeme Aitken, Letitia Fickel, Jane Gilbert, Lexie Grudnoff and Bev Cooper provided background and stimulation for breakout groups. The AGM was also held.

Dunedin was the venue for the 2016 conference, *How Best to Educate a Nation's Teachers? Debating Quality Teacher Education for Today and the Future*, organised by a committee chaired by Steven Sexton. The keynote address by Rosie Le Cornu, Associate Professor of Teacher Education, University of South Australia, *Quality Professional Experiences: Lessons from Research*, drew on lessons from research for quality professional experiences. Her lecture was supported by a grant from the Council of Deans. A second plenary session addressed *Teacher Education for the Future* – a perennial theme, with input from the presidents of NZEI and PPTA, the Council of Deans, and the Education Council of Aotearoa New Zealand. The final plenary, held on the last morning of the conference was given by Lisa Rogers, Deputy Secretary, Early Learning and Student Achievement in the Ministry of Education. Innovations this year included opportunities for sector-based interest groups: early childhood education, primary education, secondary education, Māori-medium education and Pasifika. Associate Professor Sally Hansen (Massey University) received the Sustained Excellence award and Dr David Berg (Otago University) the Emerging Teacher Educator award.



Associate Professor Sally Hansen. Massey University: Sustained Excellence Award (2016)

Citation: Sally Hansen

Sally has held a number of leadership roles in teacher education at Massey University. She has championed professional learning for teachers and worked assiduously to build strong productive relationships between the College/Institute of Education and school and ECE leaders.

Sally has been a long-standing and hard-working member of the TEFANZ executive and is highly regarded for her knowledge, experience, collegiality and insightful analysis of policy matters. She engages constructively with a wide range of government officials and education bodies as negotiator and advocate. A key strength is her ability to build and maintain teams. She champions the need for all stakeholders to engage in robust, respectful debate about the purpose and direction of ITE and has a keen sense of social justice.

Citation: David Berg

David's excellence as a teacher educator is founded on outstanding preparation, rich personal and professional experience, positive relationships with students and colleagues, clear and effective communication skills, and a conviction that all individuals are worthy of our best efforts. He teaches at both undergraduate and postgraduate levels, works with pre-service and experienced teachers and supervises theses. He inspires students with his positive and engaging manner, inclusive and fair-minded disposition and deep belief in their ability to succeed. He has also developed close functional relations with the University's partner schools.

He has developed a research programme in teacher self-efficacy and the work of teacher educators, published findings in leading journals and presented at international conferences.



Dr David Berg
(University of Otago):
Emerging Teacher Educator (2016)

Victoria University hosted the 2017 forum: *Making Great Teachers*. It examined, among other issues, changing concepts of teaching and the current requirements for approval of teacher education. Highlights included a presentation by Professor Noeline Alcorn *Fifty years of ITE in New Zealand. What can we learn?* and an engaging address by Judge Andrew Becroft, the Commissioner for Children, stressing the role of education in New Zealand's diverse society.

For several years individual members of TEFANZ had attended conferences run by the Australian Teacher Education Association (ATEA) and informally discussed possible cooperation. In 2017 the TEFANZ executive agreed to partially sponsor a TEFANZ symposium to be delivered at the ATEA conference in Brisbane. Dr Alex Gunn organised the selection process and a team representing the Universities of Auckland and Waikato was chosen. They presented four linked papers: *Experiences, evidence and equity: impacts of ITE innovations in New Zealand*.¹²

12. The presenters were Beverley Cooper, Bronwen Cowie, Lexie Grudnoff, Fiona Ell and Mavis Haigh.

An exciting development in 2018 was the first joint conference of ATEA and TEFANZ, held at La Trobe University, Melbourne and organised by Dr Joce Nuttall with liaison with Bev Cooper. Fiona Ell and Alex Gunn represented TEFANZ on the joint organising committee. Titled *Teacher Education for Uncertain Times*, it featured four key note speakers who described culturally different perspectives on the way forward. Mr Lionel Bamblett, Victorian Aboriginal Education Association Incorporated, spoke about the journey formalising the key policies and strategies in Koorie education including the *Partnership in Education*. Associate Professor Mariana Souto-Manning, Teachers College, Columbia University, spoke from a critical perspective, about in/equities and in/justices in early childhood teaching and teacher education on the lives and experiences of people of colour and other historically minoritised communities. Her address was titled *Considering tensions and undoing inequities in the spatialization of teacher education*. Professor Tom Are Trippstad, Western Norway University of Applied Sciences, Norway, focussed on contemporary struggles for teacher education, and how political ideology and new governance ideas shape new conditions for the work of teacher education and teachers. His address was titled *Drift and mastery – and the rhetoric of reform in teacher education*. The keynote address by Professor Mere Berryman (UoW), *Education in uncertain times: 'Forced fit' or 'belonging*, provided an important opportunity to discuss the vital significance of cultural responsiveness in mainstream classrooms.

A large contingent from New Zealand travelled to Melbourne to take part and introduced their Australian colleagues to the custom of acknowledging the speeches of colleagues with Māori waiata.



Professor Mere Berryman
(University of Waikato)

The Emerging Teacher Educator award was presented to Naomi Ingram (University of Otago).



**Dr Naomi Ingram
(University of Otago):
Emerging Teacher Educator.
(2018)**

Citation: Naomi Ingram

Naomi's excellent teaching is based on outstanding preparation, rich personal experience, positive relationships with students and colleagues and effective communication skills. She demonstrates a collaborative approach that embeds skills for co-constructive pedagogies. Students comment on the practical relevance of her teaching skills enhanced by close relations with partnership schools. She is a supportive mentor and supervisor and has been twice nominated by students for the OUSA best teacher award.

Her research underpins her teaching and she shares findings in professional development programmes as well as publications. She is a member of the Humanities Division Academic Committee, and is on review, workshop and symposium groups. Her collegiality is outstanding and she facilitates engagement and success in others. She is universally respected.

The Forum moved back to the University of Canterbury in 2019. The new requirements for programme approval were clearly in mind with the theme of *Tight but loose regulation of teacher education: Exploring the new teacher education*.

Sadly the COVID-19 pandemic made it impossible to hold a conference in 2020, though planning for another joint conference with the Australians in Auckland was well advanced with Fiona Ell (UoA) the convenor. Fiona went on to organise a Zoom seminar with opportunities for presentations and discussion. Beverley Cooper (UoW) was presented with the Sustained Excellence award and Elizabeth Reinsfield (UoW) the Emerging Teacher Educator award.



**Beverley Cooper
(University of Waikato):
Sustained Excellence
(2020)**

Citation: Beverley Cooper

Bev has made a significant contribution to teacher education both at her own institution and nationally. She sponsored and led the Collaborative University School Partnership (CUSP) which has been cited as exemplary practice by the Teaching Council. The project has been the basis of academic papers, chapters in international handbooks and invitations to speak internationally.

Bev has provided a strong voice for teacher education in national consultations and discussions. She was elected to the TEFANZ executive in 2009, and served as president from 2014-2019. Her strong advocacy for the recognition of teacher education as an integral part of the teaching profession was influential. She represented TEFANZ on a range of national committees where her contribution was seen as bold, honest and constructive. Her insistence on evidence-based decision making, caution against simplistic solutions and in-depth knowledge of research in the field, informed her leadership.



**Dr Elizabeth Reinsfield
(University of Waikato):
Emerging Teacher Educator
(2020)**

Citation: Elizabeth Reinsfield

Liz became a lecturer in teacher education in 2017 after coordinating the Teacher Education Refresh programme for qualified teachers returning to the profession. She is passionate about technology education and was honoured by the Technology Education New Zealand Association with their Outstanding Teacher Educator in Technology award for the Mātanga Project, a national professional learning programme for technology teacher across sectors.

She is an outstanding teacher as evidenced by student feedback and nominations for excellence in tertiary teaching awards in 2018 and 2019 and the Nola Campbell e-teaching award in 2018. In 2020 she was appointed to the newly created position of Director of Undergraduate and Graduate Programmes. Her colleagues value her thinking, her commitment to high quality ITE and her collaborative way of working.

The Eastern Institute of Technology (EIT) organised its first forum in 2021. This was an online event because of the continuing pandemic restrictions. The theme was *Growing Great Teachers Together*.

In 2022 the criteria for the awards were reviewed and rubrics were developed more fully. The *Emerging Teacher Educator* award was renamed the *Emerging Leadership in Teacher Education* award.

A special Zoom AGM in 2022 was the occasion for presenting TEFANZ awards. Associate Professor Alex Gunn (Otago University) received the Sustained Excellence award and Dr Emily Nelson (EIT) the Emerging Leadership in Teacher Education award). A new award, the TEFANZ Fellowship had been created and the inaugural award was presented to Emeritus Professor Noeline Alcorn (UoW).



**Professor Alex Gunn
(University of Otago):
Sustained Excellence.
(2022)**

Citation: Alex Gunn

Alex has dedicated her professional career to promoting social justice and equity in education through her work in early childhood education, inclusive education, Te Tiriti-led ITE and LGBTQ+ concerns. Her advocacy is vigorous, dynamic and influential.

Alex is a teacher educator, a mentor and a scholar. Her scholarship is rigorous, innovative and focused on pressing educational and social issues. She has collaborated nationally and internationally and published widely with international impact. Her mentorship is both generous and demanding. She expects the very best from her students and provides the support they need to realise their potential. Her work in early childhood and ITE has been formative locally and nationally. She has also made significant contributions to TEFANZ, the New Zealand Teaching Council and the Ministry of Education.



**Dr Emily Nelson (EIT):
Emerging Leadership in
Teacher Education (2022)**

Citation: Emily Nelson

Emily is a passionate and conscientious lecturer and researcher. First employed as a lecturer in ITE in 2013, she was promoted to Principal Academic Staff Member (2019) and to Associate Professor (2022). She leads the integration of Mātauranga Māori in the BTchg Primary at EIT. This programme is partnership-based and is dependent on relationships within the sector. Emily has a strength in maintaining these.

Her research focuses on student voice and innovative learning environments. She was awarded the EIT Research Excellence Award in 2016 and has become a research leader, taking part in and chairing research committees and supporting less experienced colleagues. Her service includes membership of the TEFANZ executive from 2020, and she was co-organiser of the TEFANZ online forum in 2021.

The forum in June 2023 was held in Dunedin, in partnership with the Teaching Council, the MoE and the New Zealand Council of Deans of Education. It provided the first opportunity for teacher educators to meet face to face since 2019 and the programme allowed time for smaller group discussion as well as briefings on the Curriculum Refresh and changes to NCEA. Minister Jan Tinetti addressed the meeting. The emphasis was on learning about policy changes and the implications for further change to ITE programmes.

Organising a conference is a time-consuming and expensive task. It is normally necessary for organising committees to seek a number of sponsors to help cover costs. Recent austerity measures within tertiary institutions as a result of the COVID-19 pandemic and static government funding have made this situation worse. At various times the time, effort and expense incurred in conference organisation have been questioned. Nevertheless it will be important for TEFANZ to continue its commitment to biennial conferences. They provide opportunities for large numbers of teacher educators to get first-hand exposure to international ideas. With the intervening forums they provide opportunities for professional reflection with other practitioners. Conferences and forums provide opportunities for not only sharing ideas but cooperating on practical and research initiatives and help to break down the competitive environment which has existed since 1990. Finally they allow the building of a social community of teacher educators and assist in visibility of ITE and highlight its contribution to policy development and critique.

Lockdowns and restrictions owing to COVID prevented any conference in 2020 and 2022. The 2024 conference to be held at UoA, 10 July – 12 July, convened by Dr Paul Heyward, will be of particular significance to the process of rebuilding and moving forward.



Dr Rosina Merry
Chair 2022-24

Chapter 3: Monitoring and responding to national policy proposals

The activities described in this chapter are varied. TEFANZ was established as a body wishing to influence policy directions for teacher education. This has involved defining its own positions, articulating these in public forums, taking part in working parties established by the MoE and the NZTC/Education Council/Teaching Council, ongoing liaison with a range of education bodies, initiating and taking part in research programmes, and writing submissions.

The years since 1999 have seen ongoing changes for ITE. Policy has often been a contested and unstable field. As a small body TEFANZ relies on the willingness of executive members and others to spend time and effort to ensure its voice is heard. Unlike the Council for Teacher Education it has never had the resources to establish an office in Wellington, though advised to do so as early as 2005 by the Director of NZTC. It has, however, made the most of its representation on a range of national committees.

A major change impacting on ITE resulted from the MoE Green Paper *Quality Teachers for Quality Learning* in 1997. Its recommendation for a change to the TRB was implemented by Government. The powers and responsibilities of the new body were widened and it would be governed by an elected Board. However, as a Crown Agency it would not be able to express ideas critical of government policies.

Two years after the inception of TEFANZ, the TRB was replaced by the New Zealand Teachers Council (NZTC). This body inherited the responsibility of determining the requirements for teacher registration so its decisions would have a major impact on teacher education. Relations with the Council were thus vital. A complication was that ITE policy work in the MoE seemed at times to bypass the NZTC which struggled to assert its mandated responsibilities against the larger and more powerful body.

There were other agencies with which TEFANZ needed to interact. The two teacher unions, NZEI and PPTA, were central but there were also the STA, Principals Associations and ERO.

In addition, NZQA had a role in academic course approval for teacher education programmes outside the university sector as did the Committee on University Academic Programmes (CUAP) for university courses. The TEFANZ Annual Reports record an ongoing series of liaison visits by two or three executive members and cordial relations especially with the teacher unions. This did not preclude robust debate.

ERO published a report titled *The Pre-Service Training of School Teachers* in 1999. TEFANZ objected strongly to the language in the report preferring 'education' to 'training' to describe the work of preparing teachers for the classroom. In an earlier press release TEFANZ had expressed its 'deep concern and disappointment that there are no representatives of the tertiary education sector, where teacher education takes place, on the reference group for the review'. It was anxious to position ITE as professional preparation needing academic underpinning.

*Graduates from teacher education programmes should be competent beginning professionals with a sound conceptual understanding of the processes of teaching, learning, assessment and curriculum. But they need more than practical skills if they are to be successful. They must be able to reflect critically on their own work and on the contexts in which it is carried out to ensure continuing improvement. It is vitally important that these perspectives are given due recognition in the review and that narrower views do not dominate the debate.*¹³

There were also meetings with a series of Ministers of Education. At most of these the conversation was polite and measured though the views of TEFANZ and politicians did not always align. One memorable meeting in 1999 remained in the memories of those present for its lack of constructive dialogue but the fact that it was shortly before an election may have affected the atmosphere.

Key issues have been ongoing during the 25 years since TEFANZ was established: standards for beginning teachers, ethics, programme approval processes, the quality of candidates accepted into ITE, the locus, content and methodology of ITE programmes, the meaning of professionalism. TEFANZ has tried to contribute to the debate on all these issues.

13. TEFANZ press release, 25 August 1999.

A Code of Ethics and Standards for Graduating Teachers: Interaction with the NZTC.

Work on a Code of Ethics for teachers, which would of necessity inform ITE programmes, had begun under the TRB. TEFANZ representatives attended an initial seminar in Wellington on 20 April, 1999 at which a working group was established to develop a proposal for the form such a Code might take. As the group sought feedback they discovered considerable confusion about the difference between a Code of Ethics and a Code of Conduct.¹⁴

After the transition to the Teachers Council (NZTC) the new body convened a conference in Wellington in March 2003. While TEFANZ was represented, most of the members present were also representing their own institutions. A working party of three (including teacher educator Alan Hall from the University of Waikato) was set up to develop a Code, which was then subject to extensive consultation led by Irene Cooper,¹⁵ chair of the Council's professional leadership committee. TEFANZ prepared a response and was particularly interested in an ethic of care for others. It is significant that during the consultation process, the NZTC Chair, Joanna Beresford, was obliged to discuss the document with the MoE at fortnightly meetings and that what the Ministry appeared to want was a code of conduct.¹⁶ The Code was formally launched on 15 December 2004 and was used by TEFANZ members in designing and evaluating their own programmes.

The participation of TEFANZ in the development of what became *Graduating Standards for Teachers* was more intensive. The executive commissioned an annotated bibliography, *Teacher education and its impact on student outcomes*, from researcher Marie Cameron in 2003.¹⁷ This was circulated to members and other interested parties ahead of a workshop in Wellington on June 9. The workshop comprised a morning session for TEFANZ members only to develop a set of principles for teacher education standards, which was then discussed with other sector groups in the afternoon.

As the Annual Report (2003) states:

This was a significant initiative which enabled TEFANZ to clarify its own thinking and develop genuine dialogue with at least some sector

14. Interview with Alan Hall, 2 May 2014.

15. Council member and President of NZEI.

16. Alcorn, N. *Between the Profession and the State*, p. 51.

17. Cameron, M. *Teacher Education and impact on student outcomes*. May 27, 2003.

*groups. It was a valuable prelude to the consultation forum held by the Teachers Council the following day.*¹⁸

At the membership meeting following the AGM in 2004 there was general agreement that TEFANZ should develop its own set of standards for graduating teachers, building on the principles already agreed. A further working party was held in Wellington on 31 May, facilitated by an independent consultant. Feedback was analysed and a draft statement developed and circulated to members for comment, before it was amended and finalised. It set high expectations (see Appendix 4).

NZTC had also been working towards defining standards. A first step was to commission a literature review. The successful tenderers emphasised the complexity of defining standards for teaching.

*Professional standards for the teaching profession contain elements of both rallying and measurement. In the first sense, they aim to describe a consensus model of what is most worthy, and most desirable to achieve, in teaching knowledge and practice. By rallying to the standards, groups of teachers come to discover and understand the most distinctive features and aspirations of their profession. In the second sense, standards are used as measures that provide specifications about levels of achievement. Teaching standards can thus be used to describe a vision of teaching practice, based on a consensus of professional values and beliefs. They can also be used as measurement tools for making professional judgments.*¹⁹

When the Council set up a working party on standards for graduating teachers in April 2005, TEFANZ was invited to send two representatives. Noeline Alcorn and Anna Marsich were appointed. At the first meeting they were invited to present the TEFANZ standards and they then provided other working party members with a copy. It proved a useful basis for discussion. They were able to feed back to the TEFANZ forum held in 2005, provoking lively discussion.

18. TEFANZ Annual Report 2003, p. 1.

19. Kleinhenz & Ingvarson, *Standards for Teaching: Theoretical underpinnings and applications*, 2007, p. 5.

A final draft, approved by the Council in February 2007, identified three groups of standards: Professional knowledge, professional practice and professional standards. It specified seven standards, each of which would have a number of elements. After considerable discussion and consultation with the Council's Māori Medium Advisory Group it was decided to make honouring Te Tiriti o Waitangi an overarching framework for the Standards. The Standards were launched on 24 April 2007 and became the basis of expectations for students graduating from programmes offered in ITE and a template for ITE institutions.

Ministry of Education Planning for ITE.

While the Council was addressing standards for graduating teachers the MoE was examining teacher professional development and career patterns. TEFANZ was invited to provide a representative for a Working Party on Primary Qualifications which met twelve times in Wellington during 2003 and presented its report²⁰ to the Minister in January 2004. Noeline Alcorn represented TEFANZ along with three members each from NZEI and the MoE, (including the Chair) and one from STA. The group consulted with the NZTC and received a great deal of background material. This included the TEFANZ bibliography and the powerpoint presentations on standards developed for the June 2003 TEFANZ workshop. The Working Party was a significant recognition of the role of TEFANZ in teacher education and was valuable in enhancing TEFANZ's relationship with NZEI.²¹

The Working Party recommended the MoE and the NZTC commission a literature review/annotated bibliography of research in teacher education over the past decade. This was actioned.²² TEFANZ was represented on the MoE Research Advisory Committee on the research programmes for this study by Associate Professor Beverley Bell, Dr Barry Brooker, Professor Ruth Kane, Dr Frances Langdon and Dr Cheryl Stephens.

TEFANZ was also invited to send a representative to the Secondary Teachers and Leaders Forum, a committee jointly convened by the MoE and NZQA two or three times annually. Dr Mavis Haigh (UoA) was the initial representative and provided regular feedback. She was replaced by Dr Gillian Ward (UoA) in 2007-8, who in turn was replaced by Dr Sally Hansen (Massey University).

20. *Report of the working party on qualifications for primary school teachers*, December 2003.

21. TEFANZ *Annual Report*, 2003, p. 2.

22. MoE, *A framework for current government actions in Initial Teacher Education 2004-6*.

Draft for consultation.

The MoE published a discussion paper in 2004 on the role of initial teacher education and induction on teacher quality, noting that while overall student achievement in New Zealand remained high there was increasing disparity between high and low achievement. It recommended mandating entry and exit standards in ITE and revising provider and programme quality assurance mechanisms. Its aim was to ensure that beginning teachers were able to teach diverse learners effectively. TEFANZ, while supporting this aim, pointed out in its submission:

*All the emphasis is on setting and monitoring external standards for teacher education and there is little indication that providers have a role in determining quality, improving standards or making continuous changes in the light of research and experience. The model is a low trust one, rather than one that recognizes the skills and commitment of those who work in the field.*²³

The final section of the submission suggested that ‘what is missing in this model is a commitment to consultation and partnership’.²⁴ It also raised the issue of funding.

The NZTC was also concerned about the MoE paper, especially as the Ministry’s key levers for improving ITE such as setting standards and induction fell under its responsibilities. New Council chair, Kathy Smith, was eventually able to take over the chairing of the review group and the discussion document, *Becoming a Teacher in the 21st Century*, recognised the NZTC’s key central role in approving ITE programmes.

23. TEFANZ Submission on the MOE discussion paper on *Strategy for preparing teacher education graduates to teach diverse learners effectively*, p. 1.

Approval of Initial Teacher Education Programmes

When TEFANZ was established its members faced a plethora of approval processes. There was considerable consultation and suspicion. Diploma programmes and degree programmes outside the university sector required approval from NZQA for their academic content and from the TRB/NZTC for professional content. University programmes required sign off from CUAP, which required documentation, but not a site visit, though it insisted that teacher education programmes must receive professional approval from the TRB. In an early initiative TEFANZ in 2000 commissioned a report examining the approval processes overall.²⁴ It found significant overlap. However, it also discovered in interviews with TRB staff that staff qualifications were a work in progress in some institutions and that longer-established programmes often did not seek approval for changes of site or delivery. The TRB was looking to issue regulations for these anomalies. It did not help that TRB staff were overstretched and that NZTC suffered major administrative problems and staff changes in its first two years. By 2007, with the Graduating Standards launched, the Council was ready to assert its responsibilities and commissioned an independent evaluation report.

The report, authored by Healthy Solutions in 2008,²⁵ recommended clarification and simplification and stressed the need for consistency. It also addressed the issue of trust between Council Board members and staff and between the Council and providers. Newly appointed staff member Barbara Benson, an experienced teacher educator from Dunedin, was tasked with implementing change.

This was an area where TEFANZ members had felt for some time that the NZTC distrusted them and responded to anecdotal evidence from the field. The Associate Deans for Teacher Education wrote to the Council of Deans to express their concerns and ask for support. A participant at an early 2011 meeting was so disquieted that she wrote to the Director to protest.²⁶

24. Penlington, C. *Accreditation and Approval processes and requirements for teacher education programmes in New Zealand*. A research report, 2000.

25. Healthy Solutions, *Review of current processes by which the NZTC approves, re-approves and monitors ITE proposals*, 2008.

26. Memo to Deans of Education from Associate Deans, 2 March 2011. Letter from S. Cherrington to Director NZTC, 3 March 2011.

There was particular concern around the issue of monitoring and suggestions that the monitors should be appointed by and responsible to the Council rather than play a developmental role for the programmes they monitored. TEFANZ wrote to the Council on behalf of all its members protesting what it saw as micro-mangement. As early as 2006 TEFANZ requested a one-day consultation meeting in Wellington to clarify the approval role of NZTC in relation to other bodies. They agreed that degree providers could meet the costs of attendance.

TEFANZ continued to consult with the Council and responded with detailed feedback on three occasions before the new requirements were finally approved in September 2011. They were to be implemented in the new year. Further feedback in 2014 suggested that the new processes were more consistent, though some TEFANZ members still felt they were unnecessarily expensive, prescriptive and time consuming.

Further Ministry Initiatives: *A Vision for the Teaching Profession* and 'exemplary' Masters degree programmes.

The MoE continued to work on teacher preparation and status. Under the direction of Minister Anne Tolley, it established an Education Workplace Advisory Group (EWAG) which prepared a radical new report, *A Vision for the Teaching Profession*,²⁷ in 2010. TEFANZ was not represented on the group but the Council of Deans of Education was represented by Professor Alister Jones from the University of Waikato. Influenced by international trends, particularly the preparation of teachers in Finland, the working party opted for graduate entry into teaching and the completion of postgraduate study with a masters degree by the end of two years of teaching. The report covered the school sector only so TEFANZ as an organisation had concerns about implications for the ECE sector and Māori immersion programmes.

Associate Professor Mary Simpson represented TEFANZ at a two-day forum in Wellington planned to provide feedback from the education sector and made a presentation. She provided detailed notes for the Executive and was cautious about how the feedback would be weighed in the then current fiscal environment. She also noted that one participant considered the universities were the problem not the solution in teacher education and another described the TeachNZ school-based model being trialled in Auckland.

27. EWAG, *A Vision for the teaching profession*, 2012.

In 2013 the MoE announced it would fund 'exemplary' teacher education programmes at masters level. In response to an RFP contracts were let for two programmes.²⁸ The timeframes were exceedingly tight as the new programmes were to be offered in 2014. The focus for those involved became institutional rather than TEFANZ oriented. The NZTC had to develop criteria for the new programmes which were to incorporate inquiry as stance and strong, authentic partnerships with the schools involved. The following year all seven universities were approved to offer masters programmes. A concurrent development by which the University of Auckland was involved with TeachNZ to offer site-based programmes at Masters level was not supported by TEFANZ.

The EWAG had also recommended major changes to the NZTC. As a result a Review Committee was established by Minister Hekia Parata in 2011. TEFANZ made a submission recognising the important role of the Council as the 'guardian of the profession'²⁹ but noted that its processes were costly in time and money, could be technicist, and could impinge on the responsibilities of institutions. An example was the insistence on the IELTS test for non-native speakers of English, though some universities preferred TOEFL tests. The submission praised the work the Council had undertaken in induction, mentoring and professional development. Unsurprisingly it also advocated ITE representation on the Council itself and the establishment of an Advisory Group for ITE.

The consequent review of the Teachers Council was made public in November 2012. The Review Committee concluded that while the Council had a unique role and purpose 'these are not sufficiently differentiated from the work of both government and industrial advocacy'.³⁰ The new body it recommended would have a Board appointed by the Minister from nominations from the field and would need to develop a strong code of conduct for teachers. A new Director would be appointed though the rest of the staff could remain.

TEFANZ was represented by Dr Mary Simpson at the consultation forum on the new body and Chair of TEFANZ Lexie Grudnoff signed off a substantial

28. The programmes were offered by the University of Auckland and by a consortium led by the University of Waikato and including the University of Otago.

29. TEFANZ submission, 2011, p. 1.

30. *Review of the New Zealand Teachers Council*, 2012, p. 1.

response to the discussion document that followed: *A 21st century body for the education profession: Proposals for discussion*. TEFANZ supported the aim of the discussion paper ‘to create a strong professional body that reflects the best in teaching quality and leadership and is fully owned by the profession’.³¹ It felt that the new body should be named the Teaching Council, not the Education Council, and supported a representative Board comprising both elected and appointed members. Once again TEFANZ pressed for ITE representation on the Board. It also supported both postgraduate and undergraduate programmes for entry into teaching, and was wary of the suggestion that programme assurance should shift from programme approvals to graduate outcomes. Experience had shown that graduate standards could be problematic. Predictably the Transition Board, appointed to oversee the change to the Council, had wanted to ‘raise standards’.

TEFANZ also submitted a nomination for a new Council member but this was not successful. The new body would still have no ITE representation, but TEFANZ was included in the range of stakeholders invited to meet the new Board Chair, Barbara Ala’aloatoa. The Executive was also aware of strong opposition to the new Council by PPTA over the requirement for a Code of Conduct and the fact that the Board was not elected by the profession.

The Education Council Years: Coordinating and Changing ITE

The changeover took place in mid 2015 and later that year Dr Graham Stoop was appointed Director of the new body, now named *Education Council of Aotearoa New Zealand*. A key responsibility would be overseeing entry to the profession, specifically ‘to establish and maintain standards for qualifications that lead to teacher registration’ and ‘to conduct, in conjunction with quality assurance agencies, approvals of teacher education programmes’.³²

An early meeting of the new Council in October 2015 agreed to commission a think piece on teacher education which was to be ‘thought provoking, innovative and offer a number of different perspectives for consideration’.³³

The resulting paper, *Strategic Options for Future Focused ITE*, formally launched on 20 July 2016, was a comprehensive document which insisted that

31. TEFANZ Submission p. 1, quoting discussion paper, p. 10.

32. *Education Amendment Act*, 2014.

33. *ITE Brief*, Education Council, October 2015, p. 2.

ITE should not be discussed in isolation but as part of a wider perspective, which included ongoing professional learning and professional leadership. In this respect it was in line with the views of the 2003 Working Party on primary teacher career paths. It considered entry requirements, supply, and the wide range of providers. It was sympathetic to calls for increases in per student funding. Importantly it suggested that the role of the Education Council was *'to develop a coherent vision as to how the system should move forward and to coordinate the actions of the different players to achieve that vision'*.³⁴ A stakeholders meeting in early August 2016 to which TEFANZ was invited agreed the Council had a mandate to lead the ITE strategy.

The Council held a series of workshops with ITE providers and further workshops with Māori Medium providers. It studied independent evaluations of the exemplary Masters programmes piloted since 2014 and, at the request of the Board, also drew up an overview of the employment-based Teach First New Zealand programmes offered in Auckland. NZCER was contracted to provide a review of the features of successful practicums. The Council established an ITE Advisory group on which Bev Cooper represented TEFANZ.

At this stage it appeared that the Council was interested in promoting a move to a postgraduate profession with a first degree needed for entry to an ITE programme of 18 months to two years, benchmark requirements for literacy, numeracy and statistics, and assessment of students against the new standards for the teaching profession being developed. It mooted a professional development and accreditation system for mentors and associate teachers. It broached the idea of some programmes preparing students to teach across multiple ages and learning stages which would equip them to teach across institutions in the Kāhui Ako (Communities of Learning) which were being promoted across the country. An advice paper, *Positioning Teaching as a Postgraduate Profession* laid out and critiqued options. This document drew on consultation with Professor Roger Moltzen, Chair of the Council of Deans of Education. It concluded:

*The development of a wider range of postgraduate qualifications would provide an opportunity to redesign and reinvigorate our ITE system.
Requiring postgraduate applicants to have a non-ITE prior degree in*

34. Education Council, *Strategic Options for future focused ITE*, 2016, p. 8.

*one or more subjects/learning areas relevant to the curriculum would be a step towards strengthening our education system. However, significant gains could also be made by redesigning the bachelor of education/teaching degree to have a greater focus on adaptive expertise and curriculum knowledge.*³⁵

A detailed consultation pack was issued in May with consultation invited for a month across June and July. Feedback showed strong support for raising literacy and numeracy entry requirements, strengthening practicum experiences, (though schools wanted more resourcing for this), and setting clear standards for graduates. There was only 40% support for a postgraduate profession with particular concern in the early childhood (ECE) sector. The diverse membership of TEFANZ meant that agreement on the future of ITE programmes was unlikely and the values of diversity were supported. TEFANZ was cautious about costs and support. The MoE was seen as reluctant to agree to major new investments in the tertiary sector. Raising entry standards could impact on supply at a time of teacher shortage and the MoE was responsible for teacher supply.

The Code of Professional Responsibility

Concurrently the Council was working on the *Code of Conduct* which was specified in its Act. The new Code was mandated to be promulgated by 30 June, 2017 and would have legal force so that a teacher could be removed from the Register for breaching it. A widely representative working group was established with strong representation from Māori groups. TEFANZ was represented by Dr Tracey Hooker. The Council of Deans of Education also provided a member.

By May 2016 the Chief Executive of the Council asked the Board to approve the wish of the Working Group to rename the work as the *Code of Professional Responsibility* - much more acceptable to the profession. The series of meetings held by the group were characterised by in-depth discussion around the meaning of professionalism and the ways in which it could be understood and demonstrated. The members tried to identify behaviours along a continuum from aspirational to unacceptable and tested this against scenarios describing real conduct issues.

35. Education Council, *Positioning Teaching as a Postgraduate Profession*, p. 9.

It was important to develop a clear understanding of the differences between the Code and the Standards. The Code would deal with issues of behaviour (conduct) and the Standards with issues of professional practice (competence). TEFANZ felt its voice was heard but there could be little discussion with member institutions because of confidentiality issues. Formal feedback from a six-week national consultation in 2016 was largely positive,³⁶ though the examples of inappropriate conduct in the guidance sector were felt to detract from the aspirational tone of the Code. An agreement to separate Code and guidance was approved by the Board and the two documents were launched and gazetted in June 2017.

A change of government in October 2017 resulted in more change at the Education Council. It underwent yet another change of name to the *Teaching Council*, its Board once again became a partially elected one and the Chief Executive regrettably felt obliged to resign. However for the first time there was to be an elected representative of initial teacher education on the Board. The TEFANZ executive was hopeful that this, together with the ongoing Initial Teacher Education Advisory Group established in 2017, would ensure that the concerns of the sector were raised with the Council. Dr Jenny Ritchie was elected as the initial ITE representative and was succeeded by Dr Fiona Ell in 2022.

Approval and Monitoring of ITE programmes.

With the Code in place, the focus of interaction between TEFANZ and the new Teaching Council moved to the issue of how the Code could be used in the approval and monitoring of programmes. The Council published its vision for Future-oriented ITE in Aotearoa in 2017.

*We are collaborating with ITE providers to develop a future-oriented ITE system that prepares every teaching graduate with the skills to adapt to a changing education environment. This is an ITE system which also embraces, and reflects, the unique sociocultural context of Aotearoa New Zealand.*³⁷

This would involve strengthening ITE to ensure that all teachers were committed to Te Tiriti o Waitangi and to Māori learners achieving as Māori.

36. Report from CE of Education Council to Board, 5 May 2016, p. 1.

37. *Initial Teacher Education* 2021, p. 1.

Once again there was an emphasis on raising entry requirements, more practical experience, and better mathematical knowledge. Postgraduate programmes would continue to be the focus of research. Most importantly, all programmes would need to be revised and approved to ensure they met the new requirements. This would involve TEFANZ members and other ITE providers in considerable additional work and the Council in training panel members and monitors as well as organising their work.

TEFANZ made a substantial submission, on behalf of its 19 members, addressing the questions raised by the future-focussed ITE document. It was particularly critical about the recommendation for raising entry standards through testing prospective student literacy and numeracy, arguing that the proposed test was not fit for purpose and that literacy was embedded in and assessed in programmes. It also took issue with NCEA mathematics and detailed the complexity of mathematical knowledge teachers needed, including data literacy.

The TEFANZ submission was strongly supportive of ITE partnerships, though noting that many of these already existed. In a number of institutions professional judgements of student readiness to graduate were triangulated with input from classroom teachers and principals. On the requirement that graduates reach the new standards, the submission pointed out that TEFANZ had been working with the Graduating Teacher Standards for some time and that schools were already involved in making judgements. It pointed out that the new approval processes would need additional resourcing as would extension of the exemplary practices in partnership, as demonstrated in the Masters programmes.

TEFANZ raised practical issues remaining to be resolved before a move to a postgraduate profession. Students in a postgraduate diploma would need access to student allowances. Pay scales in ECE would need to be addressed and all ECE workers would need to be qualified. It gave support for diversity in Māori medium education and a plea for continuing access to teaching qualifications for trades qualified people. TEFANZ argued that current three and four-year undergraduate programmes should continue. Most importantly it insisted that all changes needed to be funded adequately.

The new approval processes were explored at TEFANZ forums in 2017 and 2019. A useful podcast by Pauline Barnes, Deputy Chief Executive Professional Services, of the Teaching Council and Associate Professor Alex Gunn, then Chair of TEFANZ, was made in 2019.

By 2022 all ITE providers had been through the new approval processes and by 2023 the Council was looking to begin a review process and initiated consultation about the approach. Part of this process was interaction with participants at the TEFANZ forum in June 2023. The Chief Executive of the Teaching Council has expressed appreciation and support for the work of teacher educators. Nevertheless, a further change of government could bring different aims and perspectives.

TEFANZ will face ongoing changes and challenges in advocating for the future of ITE and for policies that recognise its status as professional, research-informed, and complex.

Chapter 4: Taking Initiatives and Engaging in Liaison

In addition to responding to policy directions from the MoE and the Teaching Council, TEFANZ has tried from its inception to be proactive, take initiatives, and establish professional relationships with a range of other educational bodies. The two teacher unions, New Zealand Educational Institute Te Riu Roa (NZEI) and Post Primary Teachers' Association Te Wehengarua (PPTA) were central but there were also the School Trustees Association (STA), the New Zealand Principals Federation (NZPF) and the Education Review Office (ERO). Annual Reports record an ongoing series of liaison visits by two or three executive members and increasingly cordial relations, especially with the teacher unions. In the early years TEFANZ maintained liaison with the Association of Teachers Colleges and later with the Council of Deans of Education.

Liaison with other educational organisations

ERO

Relations with ERO were initially strained when ERO published a report, *The Pre-Service Training of School Teachers*, in October 1999. The report had been commissioned by Minister Nick Smith in February. Ten years after the systemic changes which wiped out the oversight of teachers' colleges by the Department of Education he was anxious to assess 'the extent to which exit standards for [teacher education] graduates reflected a balance' between the demands and expectations of local school employers (Boards of Trustees and principals) and 'the broader policy purposes of the Crown as a dominant stakeholder in in teacher training'³⁸ (p.9). TEFANZ found the title of the report offensive as 'training' was seen as much narrower than the more widely used 'education'. Before publication of the report it expressed concern that there were no representatives of the tertiary sector on the reference group for the review and recommended that 'an expert advisory panel, with knowledge of research and practice in teacher education should be established as a sounding board for the draft report'³⁹. The report did, however, draw attention to the uncertainties and lack of agreed standards in the new deregulated sector. Over the years the relationship with ERO proved a valuable source of information and debate.

38. ERO, *Pre-employment training for school teachers*, Part B: Findings (1999), p.1.

39. TEFANZ Press release, 25 August, 1999.

NZEI

Early meetings with NZEI took place two or three times a year. The two organisations had mutual interests in qualifications, the standard of graduates, issues of professionalism. Initially, as in the teacher career working party, NZEI had supported a four-year degree which was the international standard. Later they accepted a three-year degree which initially qualified them for the same salary level as secondary teachers who had completed both a degree and a further year to gain a Diploma of Teaching. This anomaly did not last.

In 2007 the national secretary of NZEI wrote to TEFANZ Chair Anna Marsich noting that the union 'would like to continue with our practice of meeting with you on a regular basis throughout the year to discuss areas of mutual interest or concern'.⁴⁰ Three meetings per year were suggested. An example of mutual understanding was when NZEI described their claims for higher allowances for associate teachers during practicums. TEFANZ noted that while this was not an issue in which they could be involved, the proposal could impact negatively on members' budgets unless the issue was seen in a wider perspective. By 2019 the meetings with NZEI involved representatives from all TEFANZ members and lasted all day with a wide-ranging agenda and recording of discussion issues.

PPTA

Meetings with PPTA initially were often robust though respectful. Both sides needed to understand the issues faced by the other and the limits. For example, TEFANZ explained that while it supported appropriate financial recognition for associate teachers, it was unable to make comment on industrial negotiation to achieve this. It also explained the implications for ITE finances should a settlement be made without additional resourcing for ITE. Over the years there was animated discussion on policy issues and strong relationships were established.

PPTA was a key player in establishing a secondary coalition in 2001 to develop a broad approach to issues such as teacher supply but found at first that the ongoing impasse over secondary teacher remuneration contract negotiation attracted all the media attention. TEFANZ was successively represented on the coalition by Profesor Luanna Meyer, then Professor Ruth

40. Letter from L. Bruce to A. Marsich, 16 February 2007.

Kane. She reported in 2005 that the coalition had been disbanded. There appeared to be no longer a clear purpose and there was a danger that it was moving from general principles to industrial issues. A new secondary leaders' forum was then set up. TEFANZ was represented initially by Dr Mavis Haigh, who provided comprehensive reports. She was succeeded by Dr Gillian Ward and then Dr Sally Hansen. The committee was wound up in 2013. Secondary providers continue to meet with the PPTA biannually as a group and members of the TEFANZ executive are part of these exchanges.

TEFANZ continued to meet with PPTA officials in their Wellington office and also invited them to send a representative to attend their own executive meetings. Strong and constructive relationships were established particularly with Dr Judie Alison, Advisory Officer.

TRB/NZTC

Liaison visits to the TRB began in 1999 with Director John Langley who resigned in 2001 to take up a role as Principal of Auckland College of Education and thus became a TEFANZ member. Interaction with him and his interim successor, Harvey McQueen, focused on the Code of Ethics and the plans for a new professional body for teachers. McQueen was familiar with the ITE sector as he had been employed as Executive Officer of NZCTE. Liaison continued with the new body, NZTC, and its Director Margaret Kouvelis, particularly over ethics, though the focus of the new body was of necessity on registration. TEFANZ was one of the national organisations invited to make a presentation to the NZTC Board in its first six months and Noeline Alcorn delivered a power point presentation.

The appointment of Joanna Beresford as Chair of NZTC in 2003 led to closer connection. She attended the Forum in Dunedin and responded to a range of queries, then met with the executive in November at their request. She reported directly to the Council on this meeting,⁴¹ suggesting that TEFANZ be appropriately consulted on *Satisfactory Teacher Dimensions* and asking whether approval processes could be further streamlined to reduce compliance costs. She also acknowledged a TEFANZ claim that Council correspondence could seem unduly bureaucratic or aggressive.

41. Joanna Beresford to Members of NZTC Council, 10, November 2003.

The appointment of Dr Peter Lind as Director of NZTC in 2005 was encouraging to TEFANZ as he came to the role from a position as senior lecturer in teacher education at Massey University. Lind accepted a number of invitations to attend and speak at annual meetings and forums to be available to the wider membership and executive members met regularly with him and his staff. The appointment of Barbara Benson from Dunedin College of Education and the University of Otago as the Council's Manager of Teacher Education in 2008 was also seen as a positive step. Nevertheless there was still a feeling that the Council gave over-much credence to anecdotal evidence about the preparedness of beginning teachers.⁴²

TEFANZ continued to lobby the Council to form an ITE Advisory Group. In October 2006 Chair Anna Marsich wrote formally to the Director after discussion at an informal meeting with him in September where the issue had received a sympathetic hearing. Anna suggested a meeting in the new year to which all TEFANZ members would be invited to send a representative at their own cost. TEFANZ had already met with Minister of Education, Steve Maharey, who explained that appointing an ITE representative to the Council would involve making a change to the Act and he had no intention of doing that. In a letter to PPTA Anna noted that the Minister did not consider teaching as a profession because it did not control its own standards and did not have a united front/union.⁴³

Regular meetings continued and TEFANZ representatives have continued to serve on Council working parties as outlined in Chapter 3.

ACENZ

ACENZ was established at the same time as TEFANZ to represent the interests of the four remaining Colleges of Education. As these institutions gradually merged with their local universities ACENZ was wound up.

ACENZ and TEFANZ shared a common interest in promoting quality initial teacher education. In 2006 incoming president of TEFANZ, Anna Marsich wrote to ACENZ requesting financial support for her organisation to be spent on professional development activities and was delighted to receive a grant of \$75,000. In order to receive this money TEFANZ sought and gained charitable status.

42. Memo from ITE Directors to Council of Deans of Education, 2 March 2011. Letter from S. Cherrington to Director NZTC, 3 March 2011.

43. Letter from A Marsich to Judie Alison, 11 October 2006.

New Zealand Council of Deans of Education

The Dean's group was established in 2006 once all six former colleges had amalgamated with neighbouring universities. AUT which had become a university began to offer teacher education programmes and was invited to join. The interests and responsibilities of this group were wider than that of TEFANZ but they had shared interests. TEFANZ agreed in May 2006 to invite Dr Graham Stoop, Head of the University of Canterbury School of Education, to accept co-option to the TEFANZ Executive, to ensure dialogue and information flow between the two bodies. The Deans were involved in the EWAG Working Party and provided advice to the Education Council on the implications of proposed changes to ITE. The MoE tended to invite the Deans body rather than TEFANZ to develop workplace strategies. The existence of this group had the potential to weaken the influence of TEFANZ by providing different advice and TEFANZ executive members sometimes felt the Deans were isolated from some of the practical concerns they faced.

During the mid 2010s the Deans held two-day retreats and on the second day invited their ITE associate deans to join them for discussion and mutual information. While this was not a TEFANZ activity many of the associate deans were members of the TEFANZ executive. It helped to ensure that the two organisations had an understanding of each other and the practical realities both faced. The two organisations were able to cooperate over the issue of ITE staff renewal of registration through the Education Council.

In 2017 The Deans organised a study tour in Australia and invited TEFANZ to send a representative as part of the group. This representative, Dr Tracey Hooker, found the experience extremely valuable. Another TEFANZ executive member, Associate Professor Alex Gunn attended as a Deans' representative.

Ako Aotearoa

Ako Aotearoa was established in 2007 to support teaching in the post-compulsory sector. One of its early initiatives was to recognise exemplary teaching through a system of competitive awards. Tertiary institutions and community-based groups were able to make nominations. Nominees provided teaching portfolios, which were then assessed by a committee. TEFANZ was invited to nominate a member of this committee. The first nominee was Dr Mary Hill. She was followed over the years by Dr Mary Simpson and Dr Lexie Grudnoff. Regular meetings were held with the Ako Aotearoa senior leaders.

Australian Teacher Education Association (ATEA)

New Zealand teacher educators have for a long time travelled to conferences in their field in Australia. In 2013 Bev Norsworthy (Bethlehem Institute) came to an arrangement with ATEA leaders that TEFANZ members could be classified as ATEA members to pay member rates for ATEA conferences. It was at the ATEA conference in Brisbane in 2013 that Bev Cooper and Lexie Grudnoff met with Professor Marilyn Leask to discuss possible TEFANZ involvement in the MESH project to develop an international e-repository of research for practice. In 2016 the Annual Report noted that TEFANZ had become a foundation member of the Education Futures Collaboration and was developing a MESH project around educative mentoring led by Frances Langdon.

As noted in Chapter 3, TEFANZ sponsored a symposium at the ATEA conference in Brisbane. Relations were greatly strengthened by the combined conference held in Melbourne in 2018.

Research Projects

In its early years TEFANZ commissioned small research projects to assist in its policy work. An early project resulted in a paper by Clare Penlington comparing the approval processes of the different bodies involved in approving teacher education programmes, finding significant overlap.

TEFANZ next commissioned an annotated bibliography on the impact of teacher education on student outcomes from Marie Cameron.⁴⁴ She found a range of approaches, all of which were United States based. Another paper compared Graduating Standards from the Queensland Board of Teacher Registration, TEFANZ, and the Satisfactory Teacher Dimensions developed by the TRB. All this helped to underpin and refine the TEFANZ work on Graduating Standards for Teachers. The ultimate document was also informed by feedback from the 2005 Forum and from meetings held in different institutions as well as the final Wellington workshop. It demonstrated the way in which staff in member institutions could be involved in developing policy.

44. Cameron, M. *Annotated Bibliography, Teacher education and impact on student outcomes*, 2003. 54

TEFANZ Preparedness to Teach Survey

A common dilemma for TEFANZ was how to counter the anecdotal evidence which was used to inform views that teacher education was failing, that its graduates were not capable of performing in the classroom at a level schools expected. A 2008 email from Chair Lexie Grudnoff to Executive members⁴⁵ raised the possibility of undertaking a common research project around graduate quality and the quality of their preparation. She envisaged each institution carrying out the same survey which would provide them with local data and the possibility of gaining national data to counter anecdotes. She called for feedback and reaction from members, noting that Ako Aotearoa was interested.

A proposal to explore funding from Ako Aotearoa to research employer perceptions of graduates was endorsed at the 2009 AGM. The aim was to develop an instrument available to TEFANZ member institutions for their own use but also to provide national data. A small team led by Barry Brooker and including Mary Simpson and Lexie Grudnoff prepared an initial proposal which was positively received by Ako Aotearoa. More detail was requested.

A literature search to find potentially useful instruments was completed. The review covered the related areas of teacher development, professional standards and certification, ITE, induction, evaluating teacher effectiveness and measuring beginning teacher preparedness. An external research consultancy was employed and, with the TEFANZ team, developed a survey measuring 'perceptions of readiness' in 2010. It was trialled in April 2011 with teacher education students graduating from the University of Canterbury. After further refinement it was trialled at the University of Auckland in July. A final trial with students from ECE, primary and secondary programmes across eight providers took place at the end of 2012 and the results were distributed to the participating institutions with costs covered by TEFANZ. A research consultancy was employed to do this work.

A paper presented at the American Education Research Association (AERA) conference in 2012 contended:

The development of the survey is an important step towards TEFANZ goal of promoting research-informed programmes in teacher education and in providing a strong platform of evidence from which to

45. Email 22 July 2008.

*engage in discussions with stakeholders in the wider political and policy context).*⁴⁶

The paper outlined the rationale for and development of the survey, and highlighted its value as an internal tool for measuring programme efficacy. It also noted potential future issues. Although students surveyed were generally confident, they were least confident in areas of key policy intent such as ensuring Māori students reach their full educational potential as Māori. The paper also raised potential concerns in the area of assessment. MoE policy mandated national standards at primary level but this was counter to research-informed knowledge. The paper's summary was that the work

*highlights the potential of providers working together , to promote their profession and the profession of teaching in the face of increasing critique and calls for change. It showcases the potential for a collaborative, rather than an individual response, to the issues facing academic-based teacher education.*⁴⁷

From 2013 the survey was split into entry and exit forms to provide comparative data to be administered cyclically. Students in one-year programmes would have the opportunity to take part in both surveys that year while those in three and four-year programmes would be surveyed at the end of their course. Members were urged to take part and thus gain access to their own data as well as the national overview. By 2015 the Education Council agreed that the survey would meet the requirements for providers gaining information on their graduates. In that year the survey was administered to students graduating from three-year programmes, and entry and exit surveys to those in one-year programmes. A cyclical pattern was drawn up for surveys every three years, The costs of the survey were borne by TEFANZ to encourage institutions to take part. This was seen as a tangible benefit of membership.

In 2018 the new *Standards for the Teaching Profession* promulgated by the Teaching Council meant that a redevelopment of the survey was needed to ensure alignment with the new requirements. The final iteration of the survey

46. Ward et al, *Responding proactively to accountability: Collaborative evidence gathering*, 2012, p. 1.

47. Ibid. p. 5.

took place at the end of 2018. Data was thus available for two whole cohorts of three to four-year programmes. Several year's worth of one-year programmes, including the 'exemplary' Masters degrees, were surveyed. This data proved valuable to individual TEFANZ member institutions for their programme evaluation and forward planning and satisfied the requirement from the Teaching Council to gain information on graduates.

By 2021 a small team from the University of Canterbury, led by Professor Misti Sato along with Bev Cooper and Dr Fiona Ell, were working on publishing from the data sets. They planned to publish as independent scholars but provide a summary to TEFANZ. There were some issues over the transfer of the data sets from the contracted survey administrator to TEFANZ which Bev Cooper continued to work on.

In 2015 an RFP for a review to scope literature around employer surveys was circulated to TEFANZ members. The contract was won and the review completed by the University of Waikato. The Executive then called for members to consult with their local stakeholders about priorities based on questions raised in the literature and a working party began to look at drafting a survey. However, the lack of existing models internationally was a deterrent and the work has remained on hold.

Publications

TEFANZ has provided several opportunities for teacher education lecturers to publish their own research. After its second conference in Wellington in 2002 participants were encouraged to revise their papers and submit them for consideration in a peer-reviewed publication from Kanuka Press, which would make them acceptable for the PBRF evaluation the following year. The ensuing volume included the keynote addresses by Christine Sleeter and John Loughran and 20 other papers. The editors, Deborah Fraser (UoW) and Roger Openshaw (Massey), identified five themes: Diversity (especially of culture and ethnicity); issues regarding teacher professionalism; tensions and dilemmas of the practicum; challenges in teacher development and change; and issues in curriculum development.

In 2013 the conference papers from 2012 were reviewed and published in a special edition of the *Waikato Journal of Education*, guest edited by John

O'Neill, Sally Hansen, Peter Rawlins and Judith Donaldson of Massey University. Like the conference it was titled *Reclaiming and reframing a national voice for teacher education*. The publisher, the Wilf Malcom Institute of Educational Research of the School of Education, University of Waikato, committed to oversee a special edition of the journal to cover research from each future conference. The 2013 edition included a detailed editorial statement, the two keynote addresses, the eight commissioned papers and rapporteurs' reports on the discussions that followed. The editors concluded;

*The conference also helped to regain some of the ITE policy and practice space that was in danger of being lost to a remote central polity (politicians, officials and academic policy entrepreneurs). Looking forward, we also believe that sufficient consensus and confidence emerged so that TEFANZ, as the national voice of teacher education, now has a warrant to engage productively and robustly with government on the future shape and direction of teacher education policy. That is no mean feat in austere teacher education times, both at home and abroad.*⁴⁸

Another special edition of the *Waikato Journal of Education* appeared in 2017, showcasing papers from the TEFANZ conference held in Dunedin the previous year. *How to educate a nation's teachers: Debating quality teacher education for today and for the future* was edited by Bev Cooper, Steven Sexton and Alex Gunn. Their introductory remarks focus on national and international debate over the features of effective teacher education programmes. A key focus for a number of governments, including that of New Zealand, was inequitable educational outcomes. Another was the impact of Information Communication Technologies in educational settings.

The 2018 conference was held jointly with ATEA in Melbourne. The resulting publication, *Teacher Education in and for uncertain times*,⁴⁹ was sponsored and edited by ATEA Members but two of the published chapters were contributed by academics from TEFANZ member institutions. Rather than publish papers offered at the conference after the event, proposals for papers addressing the conference theme were called for a year in advance and the resulting refereed book published in time for the conference.

48. Editorial, *Waikato Journal of Education*, 18:1, 2013, p. 6.

49. Published by Springer, 2018.

In addition to these research initiatives TEFANZ has listed research and research interests of ITE staff in member institutions on its website with the hope that data will be updated regularly by member institutions to make this work more visible and accessible.

Recognising and rewarding excellence

TEFANZ has always tried to highlight excellent practice and to ensure public recognition of it. For this reason it has sponsored firstly the TEFANZ Media Awards (2002-2006) and from 2008 the TEFANZ Awards, which honour the outstanding practice of individual teacher educators.

The TEFANZ Media Awards

The TEFANZ media awards were inspired by an initiative of the Australian Council of Deans of Education who had been making such awards for some time in an effort to encourage detailed and fully researched comment on educational issues. TEFANZ adopted the idea and Anna Marsich of Dunedin College of Education, who had joined the Executive, accepted the responsibility of organising the award, calling for applications and assembling a judging panel of three, representing TEFANZ, NZCER and the industry. Entries were open to journalists from radio, TV, print and electronic media. The inaugural winner was Gael Woods of Radio New Zealand. Towards the end of that year NZCER announced a similar award and after a period of negotiation the two organisations agreed to sponsor a joint award. From 2003-5 these awards were offered annually. Following comment from the judging panel about the difficulty young journalists on provincial news outlets faced in competing, an Emerging Journalist award was introduced in 2005. While the media awards were abandoned in 2007-8, feedback from journalists indicated that the awards had helped them convince their employers of the importance of their work. The initial award carried a prize of \$2000 and a citation while the Emerging Journalist award was worth \$1000.

Media Award Winners

2002.

Gael Woods (Radio New Zealand).

Gail's winning entry addressed New Zealand's success or failure in international sports competition and its link with current educational curriculum and school practice.

2003.

John Gerritson (Education Review). This award was presented by the Minister at an NZCER seminar in Wellington.

2004.

Ruth Laugeson (Sunday Star Times). The award was presented by the Minister at a plenary session of the TEFANZ conference. Ruth's winning entry was titled *In a class of their own*. It explored whether boys do better in co-ed or single sex schools.

2005.

Erin Conroy (Television New Zealand) won the newly created Emerging Journalist award for her reporting on NZQA.

Gael Woods (Radio New Zealand) won the open award for a documentary concerning NZQA. A press release from NZCER⁵⁰ noted:

The judges said Gael Woods provided a clear background to the issue, including the emotive and perceptual differences, separated ideological issues from process and implementation issues, and used a broad range of interviewees, including academics, teachers and students, to ensure the topic was canvassed from different angles. They said she displayed a thorough knowledge of subject and demonstrated good balance in the programme.

Interest was high in 2005 and the judges highly commended work by *Hannah Sperber (North and South)*, *Simon Farrell-Green (Metro)* and *John Gerritson (Education Review)*.

2006

Rebecca Fox (Otago Daily Times). Her title was *Changing Tastes, Changing Lives*.

Michelle Nixon (Education Review). Her article was titled *Ranked and Filed*.

Kimberley Rothwell (Waikato Times) won the Emerging Journalist award for her feature on the special needs of students.

These awards were presented by video link by the Minister of Tertiary Education. Rebecca was at the conference in Dunedin and Michelle in the studio in Wellington.

TEFANZ Awards

The TEFANZ AWARDS were designed to acknowledge and value teaching, research and administration related to teacher education. The awards recognise outstanding contributions and excellence by individuals involved with teacher education. They encourage members to aspire to excellence and to develop a deep understanding of teacher education in order to teach and design high quality programmes that produce independent, critically reflective, effective beginning teachers and foster innovation in support of the TEFANZ goals.

A working group, comprising Mary Simpson (convenor), Barbara Benson and John O'Neill was established at the 2007 AGM and members' meeting to make recommendations on awards to the Executive. The group presented their report to the Executive and the 2007 Forum and the Executive decided to act on it. The plan was to initiate two awards, one for sustained excellence in teacher education and one for an emerging teacher educator. The first awards were presented at the 2008 conference. Nominations for the awards are open to all teacher educators who are members of a TEFANZ organisation. The successful recipients are presented with the award at an appropriate TEFANZ event, usually the biennial conference.

A taonga to be held by the sustained excellence winner for the ensuing year was purchased from Tiwi Iti of Ngāti Maniopotō. The taonga, named *Koru*, represents the fern frond as it opens, bringing new life. It also represents a strong sense of regrowth or new beginnings. It is often associated with nurturing. All these meanings are appropriate metaphors for people who have had careers that involved ongoing interest in new learning and teaching, and who have mentored and inspired others. The piece is made of aluminium and totara.

Koru
**Sustained Excellence in Teacher
Education Award**



The Emerging Teacher Educator award taonga is called *Te ahi whakahou* and is by Nathan Roa from Ngati Maniapoto. The piece represents the renewing or reinvigorating fire – an appropriate metaphor for emerging teacher educators who inspire those around them. The piece is also made of aluminium and totara.

Te ahi whakahou
**TEFANZ Emerging Leadership
in Teacher Education Award**



Teacher Education Forum Aotearoa New Zealand Fellowship

The provision for the award of Fellow of TEFANZ was included in the original constitution of the organisation in 1999. The terms of reference were established and the first award was made in 2022. To be made a TEFANZ Fellow recipients will have made an outstanding contribution to teacher education in Aotearoa in ways that further the objectives of the Association. Awardees will have demonstrated sustained outstanding leadership and contributions to TEFANZ and teacher education through high quality research, teacher education policy developments, leadership and practice. TEFANZ fellows are included on an Honours Roll, receive any TEFANZ publications free of charge, have the right to attend and speak at the AGM and are exempted from individual membership dues (if the Fellow is not employed in a TEFANZ member institution).

The inaugural award of the TEFANZ Fellow recognised Emeritus Professor Noeline Alcorn's long term commitment and contributions to teacher education locally, nationally and internationally. Her citation for the award described her ongoing contribution and impact her work has had nationally and internationally.

Inaugural TEFANZ Fellow Award 2022

Citation

Noeline's leadership and contribution to TEFANZ and to teacher education has been substantial and sustained spanning over fifty years. Elected as the inaugural Chair of TEFANZ, Noeline served on the Committee from 1999 to 2006. She has continued to support TEFANZ in various capacities including being a member the TEFANZ awards committee and presenting at forums and conferences.

Noeline's knowledge of the ITE sector is encyclopaedic. For anyone seeking to understand teacher education in Aotearoa, New Zealand, from overseas or locally, Emeritus Professor Noeline Alcorn's published work is the place to start. She has written extensively on education policy and the issues, challenges and rewards of Initial Teacher Education.

Noeline's sustained contribution to the national leadership of teacher education has been second to none. She was Chairperson of New Zealand Council for Educational Research 1988-1993, a member and chair of Education panel for PBRF in 2003 and 2006 and was Chair of the Tertiary Teaching Excellence Awards Committee 2009-2013. She was awarded a Suffrage Medal in 1993, made a Companion of the Queen's Service Order 2005 and given Life membership of the New Zealand Association for Research in Education in 2012.

Noeline is respected for her breadth of knowledge, and her commitment to high quality teacher education programmes and research and for her humanity. In various roles, she has acted to bring people together to share ideas and design, advocate and progress initiatives that have significantly impacted the trajectory of teacher education.



**Emeritus Professor Noeline Alcorn
(University of Waikato):
Inaugural TEFANZ Fellow (2022)**

Citations for TEFANZ awardees can be found in Chapter 2. Details of the awards, the nomination and judging processes can be found in Appendix 2.



**Alan Hall (University of Waikato)
(right) presented with the inaugural
Sustained Excellence Award 2008 by
Brian Prestidge (University of
Waikato, Chair 2007-2008)**

Sponsorships

TEFANZ sponsored the Society for Information Technology in Teacher Education regional symposium in Christchurch in April 2014 by providing \$4,000 to support representatives of TEFANZ to present research into the successful implementation of ICT in Initial Teacher Education and its challenges in the 21st century. One of the outcomes was an agreement that organisers and other participants work in conjunction with TEFANZ to ensure teacher educators are recognised by the MoE and other groups as essential and critical players in New Zealand's education system. This was endorsed by the Ministry of Education's Director of Learning with Digital Technologies.

The list of TEFANZ liaison work and new initiatives is an impressive one. A small organisation must work with others to achieve its goals and TEFANZ has done so. In the process it has established strong relationships, mutual respect and a greater understanding of the concerns and thinking of others. TEFANZ has been creative in using its limited resources. It will need to continue to be so as uncertain times continue.

Chapter 5: Looking Back and looking forward: Where to for TEFANZ and ITE?

In celebrating its first 25 years TEFANZ can celebrate a number of significant achievements.

- It is recognised as a formal body that represents the views of Initial Teacher Education institutions by national and international bodies
- It has won the respect of other agencies such as the Teaching Council and the teacher unions. It has been invited to nominate a representative on a number of major national working parties and committees so that the voice of teacher education was heard. Its advocacy and contributions to working parties and committees have been seen as generally balanced and evidence-based.
- Its liaison work with other educational agencies has ensured its concerns are discussed and that both sides have a greater understanding of each other's thinking and practical realities.
- Its forums and conferences have brought together teacher educators from across the country and provided opportunities for those in ITE to discuss issues facing them, disseminate their research findings, and learn from local and international leaders in the field.
- It has been able to honour outstanding practitioners in the field through its awards.
- It has completed a major research project on student perceptions of readiness to teach. This material has been used by institutions, is respected by the Teaching Council, and has been presented at a major international conference, AERA.
- It has established international links through ATEA and through invitations to keynote speakers.

Challenges

- TEFANZ has operated in a context of constant change in ITE policy, partly as a result of changes in government priorities. The series of changes to the Teachers Council/Education Council/Teaching Council have been unsettling as have the aims of the MoE and successive councils. There has been ongoing debate around the length of programmes, and the qualifications for entry to them. The COVID pandemic has exacerbated conditions for schools and their students as well as for ITE providers and some find it easy to blame ITE for problems. Budgetary constraints have caused some providers to cut programmes, partially or totally.
- The diversity of TEFANZ members is a strength but also can prevent the organisation taking a clear position on some issues as there is no agreement.
- The existence of the Council of Deans of Education alongside TEFANZ since 2007 has caused some ambiguity for policy makers and for the two groups themselves about their respective spheres of influence. It will be important for both groups to continue to consult and discuss issues of concern to them both, to share information and to make the most of opportunities to work together for the benefit of ITE.
- TEFANZ is an organisation dependent on the goodwill and availability of ITE practitioners to accept additional responsibility as executive members or representatives on committees. In an era where service is accorded less recognition than research publication this can be difficult.
- Many ITE practitioners engage with TEFANZ only through conferences or forums and are not always aware of the importance of liaison, submissions or the work that is done to promote the organisation.
- Financial resources are limited and do not even allow for part-time appointments to carry out tasks such as policy analysis or liaison visits. Ongoing newsletters and involvement of all members in some liaison activities are valuable.

-
- ITE occupies an ambiguous position. It is part of the tertiary sector but the destination of its graduates is in the compulsory and early childhood sectors. ITE is preparing students to be part of a profession but not all members of that profession recognise ITE as professional. Some do not see ITE as an integral part of the profession but as external to it. Establishing partnerships based on mutual respect is a key task but not an easy one. At the same time ITE (and TEFANZ) face pressures from low-trust models and constant changes in the approval and monitoring of their programmes. The recent work of the Teaching Council is encouraging here.
 - In spite of the work done by TEFANZ, the Council of Deans and the Teaching Council, as well as local institutions, it is hard to convince some principals of the worth of ITE or the knowledge of its practitioners. Though the Teaching Council believed the new standards should ‘fit like a glove’ with schools’ expectations as they were developed in consultation with principals and teachers, John Gerritsen of RNZ led a feature on 5 May 2021⁵¹ about principals calling for an overhaul of ITE, claiming that some newly qualified teachers were ill-prepared to teach basic subjects. They noted that some had only studied for a year, forgetting that those students had also qualified for a degree. The case for strong partnerships in which ITE and schools work together is indisputable.
 - Some major providers of ITE have curtailed their involvement, citing economic realities. Secondary ITE programmes are particularly vulnerable to cost overruns with one university threatening to drop them altogether in 2023. There are fears that early childhood education programmes could be dropped from university offerings/polytechnic offerings, meaning that students would lose the scholarly basis and interdisciplinarity, and breadth of expertise of their programmes.
 - Within some larger tertiary institutions, ITE appears to have lost visibility in recent years. Deans and Pro-Vice-Chancellors who head Colleges or Schools of Education have wider ranging responsibilities and are increasingly removed from the practical issues of their ITE colleagues.

51. Gerritsen, J, Principals want overhaul of ITE, Radio New Zealand, 5 May, 2021.

Effective programmes are cut without specialist understanding and consultation. A generation of strong, nationally known leaders is retiring or moving to new positions. Associate Dean or equivalent positions have been dis-established or relabelled without specific reference to ITE. This makes it more difficult for TEFANZ to lobby at national level with knowledge and credibility in a field where there are multiple groups seeking attention.

- While TEFANZ has always sought to honour Te Tiriti o Waitangi through personal commitments and ensuring Māori membership on the Executive, a number of institutions offering Māori medium programmes have preferred not to take up or retain membership of TEFANZ seeing their future as independent. Maintaining liaison with these groups, understanding their goals and offering support needs to continue.

TEFANZ, the Council of Deans of Education and the Teaching Council must continue to work together to restore and re-story understanding of what it means to learn to teach, to join a profession, to engage with innovative scholarship and research, and evidence-based practice. This can only be done in true partnership based on mutual respect and understanding. ITE is a basic part of the teaching profession, not something outside it. It is as complex and demanding as practice in schools. As one of us wrote recently,

*Teacher educators must champion ongoing professional dialogue at both national and local level, evaluation of new developments, and acceptance of complexity and difference and a need for tolerance, trust and mutual accountability. It is crucial too that regulatory bodies, teachers and ITE providers work together to strike a balance that respects professionalism as it safeguards students and their whanau.*⁵²

52. Alcorn, N. The 'contested enterprise' of initial teacher education, *NZ Annual Review of Education*, 2022, p. 23.

Over the past 25 years TEFANZ has worked to provide a national voice for teacher education through a variety of initiatives during a period of considerable uncertainty and change. It has established strong relationships with a range of other organisations with an interest in the field and made the most of its limited resources. It has responded to policy proposals and worked constructively to help develop new ideas. While the constitution and membership of TEFANZ has altered over time in response to changing institutional goals, it has remained steadfast to its original key values of providing a forum for debate, supporting research-informed practice, maintaining teaching as a graduate profession requiring complex skills, and the necessity for strong partnership connections between practitioners in schools and ITE institutions. TEFANZ must continue to build effective relationships with its various stakeholders and advocate strongly for quality evidence-based teacher education. The next 25 years will provide more challenge but belief in the value and significance of ITE to the national endeavour must not waiver.

Glossary: Key Acronyms

Term	Acronym
American Association of Research in Education	AARE
Association of Colleges of Education	ACENZ
Auckland College of Education	ACE
Auckland University of Technology	AUT
Australian Teacher Education Association	ATEA
Colleges of Education Accreditation Committee	CEAC
Committee on University Academic Programmes	CUAP
Eastern Institute of Technology	EIT
Education Review Office	ERO
Education Workplace Advisory Group	EWAG
Information Communication Technology	ICT
Initial Teacher Education	ITE
Ministry of Education	MoE
National Certificate of Educational Achievement	NCEA
New Zealand Council for Educational Research	NZCER
New Zealand Council for Teacher Education	NZCTE
New Zealand Educational Institute Te Riu Roa	NZEI
New Zealand Principals Federation	NZPF
New Zealand Qualifications Authority	NZQA
New Zealand Teachers Council	NZTC
Performance Based Research Fund	PBRF
Polytechnics Programmes Committee	PPC
Post Primary Teachers' Association Te Wehengarua	PPTA
School Trustees Association	STA
Teachers Colleges Association	TCA
Teacher Education Forum of Aotearoa New Zealand	TEFANZ
Teacher Registration Board	TRB
University of Auckland	UoA
University of Otago	OU
University of Waikato	UoW
Wilf Malcom Institute of Educational Research	WMIER

Appendices

Appendix 1: Original Constitution and Incorporation Documents



Incorporated Society Name	TEACHER EDUCATION FORUM OF AOTEAROA NEW ZEALAND (TEFANZ) INCORPORATED
NZBN	9429042981138
Incorporation Number	973718
Incorporated Society Status	Registered
Date of Incorporation	09-Aug-1999
Incorporated Societies Act	1908

The Incorporated Societies Act 190
Declaration of

ADOPTION, ALTERATIO
OF RULES
(Section 7 (b) and 21)



10026892586

Please note that the information in this form should be either typewritten, printed, or neatly handwritten in block capitals
When completing this form, please refer to notes overleaf

Society
Name

TEACHER EDUCATION FORUM OF
AOTEAROA NEW ZEALAND
(TEFANZ) INCORPORATED

Society Number

I, LUANNA MEYER

of MASSEY UNIVERSITY

do solemnly and sincerely declare as follows

LM That I am* a member of ~~the Society~~ to the abovenamed Society

2 That annexed hereto and marked with the letter "A" is/are -

*(a) the rules, signed or sealed, which have been adopted by the society, a majority of whose members have consented to the application for incorporation, ~~or~~

LM ~~(b) the alteration of rules of the society, which alteration has been made in accordance with the rules of the society~~

3 That the rules comply with section 6 of the Incorporated Societies Act 1908

And I make the solemn declaration conscientiously believing the same to be true and by virtue of the provisions of the Oaths and Declaration Act 1957

Declared at Palmerston North

this 22nd

day of June

19 99

before me)

Rose M. Holmes



~~A Solicitor, Justice of the Peace or other person authorised to take a Statutory Declaration~~

Presented by

PROFESSOR LUANNA MEYER
PRO VICE-CHANCELLOR

Account No

Postal Address

COLLEGE OF EDUCATION
MASSEY UNIVERSITY
PRIVATE BAG 11-222
PALMERSTON NORTH

Telephone

Facsimile

*Delete whichever is not applicable

NOTES

SOCIETY NAME AND NUMBER

Enter here the name of the society, exactly as it is registered. The name can be checked against the society's Certificate of Incorporation, a copy of which should be with your society's records. If you do not have a copy or wish to obtain a new certificate please contact the Companies Office.

The society number is its registration number. This is shown on the Certificate of Incorporation, or may also be obtained from the Companies Office.

DECLARATION OF ADOPTION/ALTERATION OF RULES

Enter the full name and address (either business or residential) of the person making the declaration.

Delete whichever does not apply in 1

Delete whichever does not apply in 2

The rules or changes of rules must have an exhibit note on each copy. The form of an exhibit note is:

_____ "This is the document marked 'A' referred to in the annexed declaration of (full name of the declarant) made at (place) this day of 19 before me -

(Signature of solicitor or JP or other person authorised to take the declaration)

Make sure these words appear on the first or last page of each copy of the rules

The declaration must be made before a solicitor, or Justice of the Peace, or other person authorised to take a statutory declaration. An authorised person includes an Assistant Registrar of Incorporated Societies.

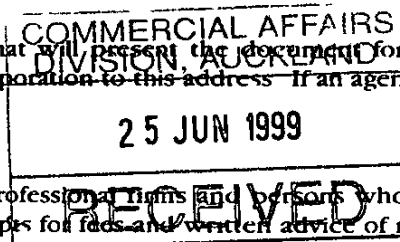
PRESENTED BY/POSTAL ADDRESS

Enter here the name and address of the person or firm that will present the document for registration. The Companies Office will send the society's Certificate of Incorporation to this address. If an agent is to be used the agent's details should be entered here.

ACCOUNT NUMBER/TELEPHONE/FACSIMILE

The Companies Office has issued an account number to professional firms and persons who regularly present documents for registration. This facilitates the issue of receipts for fees and written advice of registration. If you have an account number please enter it here.

An extension number and/or contact name may be included under "telephone".



THE INCORPORATED SOCIETIES ACT 1908

SECTION 6- RULES OF INCORPORATED SOCIETIES

- (1) The rules of a society shall state or provide for the following matters that is to say
 - (a) The name of the society, with the addition of the word "Incorporated" as the last word in that name,
 - (b) The objects for which the society is established,
 - (c) The modes in which persons become members of the society,
 - (d) The mode in which the rules of the society may be altered, added to, or rescinded,
 - (e) The mode of summoning and holding general meetings of the society, and of voting thereat,
 - (f) The appointment of officers of the society,
 - (g) The control and investment of the funds of the society,
 - (h) The powers (if any) of the society to borrow money,
 - (i) The disposition of the property of the society in the event of the society being put into liquidation,
 - (j) Such other matters as the Registrar may be required to be provided for in any particular instance
- (2) The rules of the society may contain any other provisions which are not inconsistent with this Act or with law
- (3) The rules of the society and any amendment of those rules shall be printed or typewritten

RMA 22/6/99 LM

CONSTITUTION

NAME

Teacher Education Forum of Aotearoa New Zealand (TEFANZ)

PURPOSE

- The purpose of the organisation will be to promote the development of
research informed programmes of teacher education
teaching as a graduate profession, and
partnerships within the profession and with the education community
- In order to achieve this, the association will
develop principles and goal statements related to teacher education
provide a national voice for teacher education issues in the political and policy
arena by regular consultation with appropriate Ministry and Crown agencies
improve the public perception of teacher education, and
provide a forum for discussion

MEMBERSHIP

Membership will be open on an institutional basis to all New Zealand providers of initial teacher education degree programmes or graduate level programmes which are approved for registration by the New Zealand Teacher Registration Board

Each institution that offers a qualifying programme will nominate one representative. Membership will be further conditional on the payment of the annual fee, set by the Executive and ratified by the Annual General Meeting

Membership may be suspended, or a member expelled, if

- (a) the member institution does not meet the membership criteria or fails to pay its subscription by 28 February, or
- (b) the member institution brings TEFANZ into disrepute

Suspension or expulsion will be majority vote at an ordinary or special meeting of the Executive. There will be a right of appeal to the Executive



EXECUTIVE

There will be an executive of five (5) members. One of the members will be the host provider (the site where TEFANZ will be based). The other four members will be elected initially two for a period of one year, and two for a period of two years.

The chairperson/spokesperson and secretary/treasurer shall be elected from amongst the executive.

The chairperson/spokesperson will be able to speak for TEFANZ on agreed positions.

The executive may set up working parties for specific tasks. The membership of the working parties will be decided by the Executive.

Any vacancy on the Executive will be filled by co-option until the next Annual General Meeting.

LOCATION

Member institutions will act as a host for a period of two (2) years. A change of location will be determined at the Annual General Meeting.

The transfer of all books, assets, etc to the incoming host institution shall be completed by 31 December of the year preceding the new host institution taking up its responsibilities.

MEETINGS

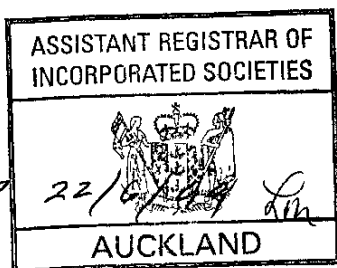
An Annual General Meeting (AGM) will be held before 31 March each year.

A quorum will consist of fifty (50) percent or more of members.

Each provider will be represented by one member with one vote.

The business of the AGM will include

- chairperson's report
- financial report
- election of officers



ANNUAL FORUM

An annual forum to discuss major issues in teacher education will be convened. This may occur at the AGM time. This forum will be open to representatives from member institutions and by invitation.

OTHER MEETINGS/GATHERINGS

Meetings such as general meetings, workshops, conferences may be scheduled by the Executive or on recommendation of the forum.

SUBSCRIPTIONS

An annual subscription will be set by the AGM. In 1999 this is proposed to be \$1,000 per member institution. (A draft budget for 1999 is attached.) It is recommended the annual fee for subsequent years be set at the AGM.

EXECUTIVE GROUP

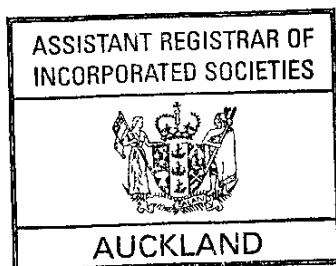
Noeline Alcorn	University of Waikato	Chair/Spokesperson
Luanna Meyer	Massey University	Secretary/Treasurer
Dennis McGrath	Auckland College of Education	
David Giles	Bethlehem Institute of Education	
Neil Andersen	Christchurch Polytechnic	

This is the document marked "A" referred to in the annexed declaration of Professor Luanna Meyer, Pro Vice-Chancellor, College of Education, Massey University, made at Palmerston North this 22nd day of June 1999 before me -

Ruth M. Holmes

Ruth M. Holmes J.P.
54 Batt Street
Palmerston North, N.Z.
Tel. (06) 356 3710

Rm



Incorporated this 9th day of August 1999
At Doherty
Assistant Registrar of Incorporated Societies

The Incorporated Societies Act 1908
Application for

INCORPORATION OF A
SOCIETY
(Section 7(a))

Document Number

(for office use only)

*Please note that the information in this form should be either typewritten or printed or
neatly handwritten in block capitals*

When completing this form, please refer to notes overleaf

Name of
Proposed
Society

TEACHER EDUCATION FORUM OF
AOTEAROA NEW ZEALAND (TEFANZ)
INCORPORATED

Name Reservation
Number

Proposed
Address of
Registered
Office

C/- COLLEGE OF EDUCATION
MASSEY UNIVERSITY
CENTENNIAL DRIVE
PALMERSTON NORTH

Postal Address
to which
Communications
from the
Registrar may
be sent

C/- PROFESSOR LUANNA MEYER
PRO VICE-CHANCELLOR
COLLEGE OF EDUCATION
MASSEY UNIVERSITY
PRIVATE BAG 11-222
PALMERSTON NORTH

We, the several persons whose names are subscribed hereto, being members of the above-mentioned society,
hereby make application for incorporation of the society under the rules accompanying this application, in
accordance with the Incorporated Societies Act 1908

Presented by

MASSEY UNIVERSITY

Account No

Postal Address

PRIVATE BAG 11-222
PALMERSTON NORTH

Telephone

(06) 351 3461

Facsimile

(06) 351 3376

NOTES

NAME OF PROPOSED SOCIETY

Enter here the name of the society exactly as it is shown in the Notice of Reservation of Name from the Registrar of Incorporated Societies

NAME RESERVATION NUMBER

Enter here the number issued to you in the Notice of Reservation of Name BUT DO NOT include the suffix eg (instead of 654321/LO/18/1 enter 654321 only)

PROPOSED ADDRESS OF REGISTERED OFFICE

This should be an actual place, not a Post Office, Private Bag, or DX Number

If it is to be at the office of a professional firm, or any other person, then state that it is at the office of that firm or person and enter details of the location of that office in the building. If it is to be at some location in a building occupied by persons other than the society, then enter details of its location in that building.

If the building has a name it should be stated, and if it has more than one floor, or is made up of suites of offices then the floor and/or suite number should be included

If the registered office is to be in a rural area, then the number, name of the road and Rural Delivery number should be entered. The Rural Delivery number by itself is not enough

Examples of Acceptable Addresses

c/ Abacus & Digit
Chartered Accountants
Suite 6, Fourth Floor
Tall Building
42-66 Long Street
WELLINGTON

Suite 6 Fourth Floor
Tall Building
42-66 Long Street
WELLINGTON

60 Long Road
Papakura
AUCKLAND

60 Long Road
Karaka
R D 1
Papakura
AUCKLAND

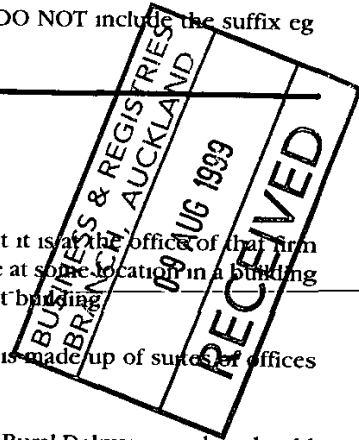
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Enter here the name and address of the person or firm that will present this application and associated documents for registration. The Companies Office will send the society's Certificate of Incorporation to this address. If an agent is to be used the agent's details should be entered here.

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An extension number and/or contact name may be included under "telephone"



APPLICATION FOR INCORPORATION

Name of Proposed Society TEACHER EDUCATION FORUM OF
AOTEAROA NEW ZEALAND (TEFANZ) INCORPORATED

APPLICANTS The following person are the applicants of the proposed society

APPLICANT		WITNESS*	
1 Full Name <u>UCKLAND COLLEGE OF EDUCATION</u> Residential Address <u>74 Giffon Ave</u> <u>AUCKLAND</u> Occupation <u>CEO</u> Signature <u>[Signature]</u>	Full Name <u>MAVIS Anne Haigh</u> Residential Address <u>40 Sea Spray Dr</u> <u>Bucklands Beach</u> Occupation <u>Lecturer</u> Signature <u>M a Haigh</u>		
2 Full Name <u>MASSEY UNIVERSITY</u> Residential Address <u>College of Education Private Bag 11222</u> <u>Palmerston North</u> Occupation <u>PVC</u> Signature <u>[Signature]</u>	Full Name <u>Dulce Tokley</u> Residential Address <u>415 Aokautere Dr, R D 1,</u> <u>Palmerston North</u> Occupation <u>Secretary</u> Signature <u>[Signature]</u>		
3 Full Name <u>THE UNIVERSITY OF WAIKATO</u> Residential Address <u>Care 5, Hillcrest Rd</u> <u>HAMILTON</u> Occupation <u>PROFESSOR</u> Signature <u>[Signature]</u>	Full Name <u>ALAN WILLIAM HALL</u> Residential Address <u>249 HUKANUI ROAD</u> <u>HAMILTON</u> Occupation <u>TEACHER</u> Signature <u>[Signature]</u>		
4 Full Name <u>BETHLEHEM INSTITUTE OF EDUCATION</u> Residential Address <u>Private Bag 12003</u> <u>TAURANGA</u> Occupation <u>DEAN</u> Signature <u>[Signature]</u>	Full Name <u>Pauline NABBS</u> Residential Address <u>21 Paparoa Rd, R D 2</u> <u>TAURANGA</u> Occupation <u>Secretary</u> Signature <u>[Signature]</u>		
5 Full Name <u>CHRISTCHURCH POLYTECHNIC</u> Residential Address <u>P.O. Box 22095</u> <u>Coventry Street, Christchurch 8022</u> Occupation <u>Head of School</u> Signature <u>[Signature]</u>	Full Name <u>MICHAEL W FLAVEL</u> Residential Address <u>10 QUARRY RD</u> <u>CHRISTCHURCH 6</u> Occupation <u>HEAD OF SCHOOL</u> Signature <u>[Signature]</u>		
6 Full Name _____ Residential Address _____ Occupation _____ Signature _____	Full Name _____ Residential Address _____ Occupation _____ Signature _____		
7 Full Name _____ Residential Address _____ Occupation _____ Signature _____	Full Name _____ Residential Address _____ Occupation _____ Signature _____		
8 Full Name _____ Residential Address _____ Occupation _____ Signature _____	Full Name _____ Residential Address _____ Occupation _____ Signature _____		
9 Full Name _____ Residential Address _____ Occupation _____ Signature _____	Full Name _____ Residential Address _____ Occupation _____ Signature _____		
10 Full Name _____ Residential Address _____ Occupation _____ Signature _____	Full Name _____ Residential Address _____ Occupation _____ Signature _____		
11 Full Name _____ Residential Address _____ Occupation _____ Signature _____	Full Name _____ Residential Address _____ Occupation _____ Signature _____		
12 Full Name _____ Residential Address _____ Occupation _____ Signature _____	Full Name _____ Residential Address _____ Occupation _____ Signature _____		
13 Full Name _____ Residential Address _____ Occupation _____ Signature _____	Full Name _____ Residential Address _____ Occupation _____ Signature _____		
14 Full Name _____ Residential Address _____ Occupation _____ Signature _____	Full Name <u>Christchurch Polytechnic Council</u> Residential Address _____ Occupation <u>Council</u> Signature _____		
15 Full Name _____ Residential Address _____ Occupation _____ Signature _____	Full Name _____ Residential Address _____ Occupation _____ Signature _____		

Dated this 21ST day of JUNE 19 99

*A person who is an applicant cannot be witness to other applicants

NOTES

NAME OF PROPOSED SOCIETY

Please enter here the name of the society at the top of the page

APPLICANTS

The application for incorporation must be made by a minimum number of 15 persons who are members of the society. A member of the society must be either a natural person or a corporate body.

If all or some of the members are corporate bodies, eg a company, another incorporated society, or a charitable trust, then each corporate body counts as three persons for the purpose of making up the minimum number of 15.

An unincorporated body (because it is not a legal person) cannot become a member of an incorporated society.

The application must be signed by the 15 applicant members. If they are individuals they should include their full names, occupations, and their residential addresses. A corporate body should sign in the way specified in its own rules or by statute for the execution of documents. This may be under common seal or may be by an authorised agent.

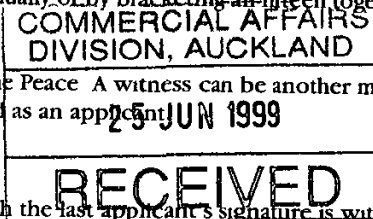
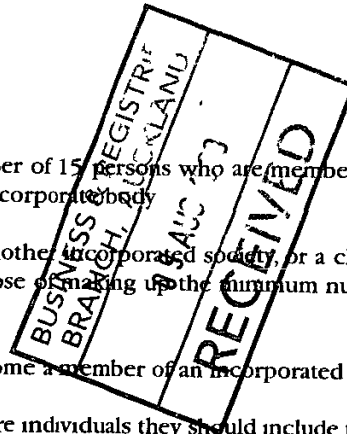
WITNESSES

Each applicant's signature must be witnessed and the witness must add his/her full name and residential address. One person can witness all the signatures, either individually or by bracketing all fifteen together and adding their signature, address and occupation only once.

A witness does not have to be a solicitor or Justice of the Peace. A witness can be another member of the society, but MUST NOT be one of the members who has signed as an applicant.

DATE

The date of the application should be the date on which the last applicant's signature is witnessed.



Constitution Revision

The constitution was revised and lodged with the Incorporated Societies Office and the NZ Companies Office in July 2014.

A further revision was lodged after ratification at the AGM, July 19, 2019.

See *TEFANZ Website* for current version.

TEFANZ

Appendix 2. Chairs and Executive Members 1999-2024

YEAR	Chair	Members
1999	Noeline Alcorn (University of Waikato)	Neil Andersen (Christchurch Polytechnic Institute of Technology), David Giles (Bethlehem Institute), Dennis McGrath (Auckland College of Education), Luanna Meyer (Massey University).
2000	Noeline Alcorn	Luanna Meyer, David Giles, Dennis McGrath, Neil Andersen.
2001	Noeline Alcorn	Luanna Meyer, David Giles, Dennis McGrath, Anna Marsich (Dunedin College of Education).
2002	Noeline Alcorn	Ruth Kane (Massey University) Anna Marsich, Cheryl Stephens (Te Wānanga o Awanuiārangi), David Giles.
2003	Noeline Alcorn	Ruth Kane, Anna Marsich, Cheryl Stephens, David Giles
2004	Noeline Alcorn	John Langley (University of Auckland), Cheryl Stephens, Anna Marsich.
2005	Noeline Alcorn	John Langley , Anna Marsich , Helen May (Otago University), Mary Simpson (Massey University), Meremaihi Williams (Te Wānanga o Awanuiārangi).
2006	Anna Marsich (Dunedin College of Education)	Carol Cardno (Unitec), Lexie Grudnoff (University of Auckland), Brian Prestidge (University of Waikato), Mary Simpson, Cheryl Stephens, Graham Stoop (Christchurch College of Education). Advisor. Noeline Alcorn.
2007	Brian Prestidge (University of Waikato)	Lexie Grudnoff, Mary Simpson, Rosina Taniwha (Te Wānanga o Awanuiārangi), Carol Cardno, Barbara Benson (Otago)
2008	Lexie Grudnoff (University of Auckland)	Barry Brooker (Canterbury), Sally Hansen (Massey), Catherine Lang (University of Waikato), Jenny Ritchie (Unitec), Mary Simpson (Otago University), Rosina Taniwha, Barbara Benson.
2009	Lexie Grudnoff	Barry Brooker, Mary Simpson, Sally Hansen, Jenny Ritchie, Rosina Taniwha, Catherine Lang (retired) replaced by Bev Cooper (University of Waikato).
2010	Lexie Grudnoff	Barry Brooker, Jenny Ritchie, Mary Simpson, Sally Hansen, Rosina Taniwha, Bev Cooper.
2011	Lexie Grudnoff	Barry Brooker, Bev Cooper, Sally Hansen, Jenny Ritchie, Rosina Taniwha, Mary Simpson.
2012	Lexie Grudnoff	Sally Hansen, Bev Norsworthy (Bethlehem Tertiary Institute), Jenny Ritchie, Bev Cooper, Barry Brooker, Mary Simpson, Rosina Taniwha.
2013	Beverley Cooper (University of Waikato)	Barry Brooker, Lexie Grudnoff, Bev Norsworthy, Mary Simpson , Cheryl Stephens, Sally Hansen, Jenny Ritchie, Tracey Hooker (WINTEC).

Appendix 2. Chairs and Executive Members 1999-2024

YEAR	Chair	Members
2014	Bev Cooper	Lexie Grudnoff, Mary Simpson, Bev Norsworthy, Jenny Ritchie (Victoria University), Barry Brooker, Sally Hansen, Tracey Hooker, Cheryl Stephens.
2015	Bev Cooper	Lexie Grudnoff, Bev Norsworthy, Sally Hansen, Jenny Ritchie* (Victoria University), Tracey Hooker, Alex Gunn (Otago University), Lyn Lewis (AUT), *Robin Averill (Victoria University) was co-opted as a replacement.
2016	Bev Cooper	Lexie Grudnoff, Bev Norsworthy, Sally Hansen, Tracey Hooker, Alex Gunn, Letitia Fickell (Canterbury University), Fiona Ell (University of Auckland).
2017	Bev Cooper	Fiona Ell, Bev Norsworthy, Sally Hansen, Tracey Hooker, Alex Gunn, Robin Averill, Letitia Fickell
2018	Alex Gunn (Otago University)	Bev Cooper, Fiona Ell, Bev Norsworthy, Sally Hansen, Tracey Hooker, Robin Averill, Letitia Fickell.
2019	Alex Gunn	Bev Cooper, Fiona Ell, Bev Norsworthy, Sally Hansen, Tracey Hooker, Robin Averill, Misty Sato (Canterbury University).
2020	Alex Gunn	Bev Cooper, Eunice Gaerlan-Price (Laidlaw College), Emily Nelson, (Eastern Institute of Technology), Rosina Merry (Te Rito Maioha), Fiona Ell, Hira McRae (Victoria), Steven Sexton (Otago).
2021	Alex Gunn	Bev Cooper, Fiona Ell, Hira McRae; Rosina Merry, Emily Nelson, Eunice Gaerlan-Price (AUT), Steven Sexton, Hira McRae.
2022	Rosina Merry (Te Rito Maioha)	Eunice Gaerlan-Price, Kirsten Petrie, Tui Summers (Te Rito Maioha), Jae Major (Victoria/Canterbury), Alex Gunn, Hira McRae, Emily Nelson.
2023	Rosina Merry	Eunice Gaerlan-Price, Helen Trevethan (Otago University), Hira McRae, Jae Major, Kirsten Petrie, Kylie Smith, Paul Heyward (University of Auckland), Sandra Williamson-Leadley (University of Canterbury), Tui Summers, Emily Nelson.
2024	Rosina Merry	Eunice Gaerlan-Price, Helen Trevethan, Hira McRae, Jae Major, Kirsten Petrie, Kylie Smith (Manukau Institute of Technology), Paul Heyward, Sandra Williamson-Leadley, Tui Summers, Emily Nelson

Appendix 3. TEFANZ Awards

TEFANZ AWARDS

Purposes, Processes and Criteria

PURPOSES

TEFANZ AWARDS are a mechanism by which the organisation signals the value placed on teaching, research and administration related to teacher education. The awards recognise outstanding contributions and excellence by individuals. They encourage members to aspire to excellence and to develop a deep understanding of teacher education in order to teach and design high quality programmes that produce independent, critically reflective, effective beginning teachers and foster innovation in support of the TEFANZ goals.

NOMINATION PROCESS

- Nominees must be teacher educators from an institution that is a member of TEFANZ.
- Nominations are normally called for in July with a mid-August deadline and the selection of recipients takes place in early September. Some variation to these dates may occur from year-to-year depending on the timing of a forum or conference.
- Two teacher educators from an institution that is a member of TEFANZ may nominate a teacher educator for an award.
- Nominations should consist of a written statement from each person making the nomination; a copy of the nominee's CV and may also include letters of support.
- An awards committee comprising the Chair of TEFANZ, two other members of TEFANZ and an independent consultant with an understanding of the field will consider the nominations and decide on recipients of the awards.

NATURE OF AWARDS

The awards consist of a citation and a taonga and are open to all teacher educators who are members of a TEFANZ organisation. The recipients will be announced and presented at an appropriate TEFANZ event (conference or forum).

Sustained Excellence in Teacher Education Award

This award is designed to provide recognition for significant contribution over time to teacher education.

Normally nominees will have:

- held significant leadership roles in teacher education and have a national profile.
- completed at least 15 years service as a teacher educator.
- demonstrated sustained excellence in teaching and research and a deep understanding of teacher education.
- a record of innovative practice in area/s such as: curriculum development and design, assessment or evaluation of practice.

In addition, evidence of some or all of: working and interacting with student teachers, contributions to teacher education at a national level, mentoring and support of colleagues within and beyond their institution will be looked for.

Emerging leadership in Teacher Education Award *

Normally nominees will have:

- completed between 4-8 years of service as a teacher educator.
- demonstrated excellence in teaching.
- established a record of engagement in research and publication.

In addition, evidence of some or all of: innovative practice, emerging leadership and on-going links to the profession will be looked for.

* This award was originally called the Emerging Teacher Educator award but was relabelled Emerging Leadership in Teacher Education in 2022 when criteria for awards were reviewed

TEFANZ Award Rubrics (Confirmed March 2022)

Sustained Excellence in Teacher Education Award

	Excellent	Proficient	Emerging
Significant leadership roles in teacher education	<p>National and international profile in ITE</p> <p>Leadership in national ITE body e.g. TEFANZ, TCNZ, ITE editorial board, ITE governance board</p> <p>Contributing member in an international ITE body</p> <p>Strategic innovation and leadership internationally</p>	<p>National profile with emerging international profile in ITE</p> <p>Elected member and/or leadership in national ITE body e.g. TEFANZ, TCNZ, ITE editorial board, ITE governance board</p> <p>Membership in an international ITE body</p> <p>Strategic innovation and leadership nationally</p>	<p>National profile in ITE</p> <p>Elected member in national ITE body e.g. TEFANZ, TCNZ, ITE editorial board, ITE governance board</p> <p>Strategic innovation and leadership institutionally and nationally</p>
Sustained excellence in teaching in ITE	<p>Excellence in teaching makes significant contribution in ITE at an international level e.g. invitations to contribute to ITE in other overseas institutions, cross-institution collaboration, international peer esteem</p> <p>Influence on programme design, implementation and evaluation of ITE programmes at a national level e.g. panel members, programme review monitor.</p>	<p>Excellence in teaching makes significant contribution in ITE at a national level e.g. invitations to contribute to ITE in other NZ institutions, cross-institution collaboration, national peer esteem, national recognition/awards</p> <p>Influence on programme design, implementation and evaluation of ITE programmes at a cross-institutional level e.g. critical friend.</p>	<p>Excellence in teaching makes significant contribution in ITE at an institutional level e.g. recognition of teaching excellence within institution, positive student evaluations and comments, internal excellence in teaching award, peer esteem</p> <p>Influence on programme design, implementation and evaluation of ITE programmes at an institutional level.</p>
Evidence of Sustained Impact	<p>Active contributions to the sector in the way of peer-reviewed articles, conference presentations, reviewer for ITE journals, research at an international level</p> <p>Policy leadership and coordination across stakeholders at a national level</p>	<p>Active contributions to the sector in the way of peer-reviewed articles, conference presentations, reviewer for ITE journals, research at a national level</p> <p>Policy leadership and coordination across stakeholders at a regional level</p>	<p>Active contributions to the sector in the way of peer-reviewed articles, conference presentations, reviewer for ITE journals, research</p> <p>Policy leadership and coordination across stakeholders at a local level</p>
Sustained Leadership in Practice	<p><u>At a national level:</u></p> <p>Mentoring and support of colleagues to develop their practice as teacher educators</p> <p>Sharing of practice and provision of professional development</p> <p>Lead research collaborations</p> <p>Building capabilities through strategic succession development</p> <p>Course moderation</p> <p>Programme evaluation</p>	<p><u>At a cross-institutional level:</u></p> <p>Mentoring and support of colleagues to develop their practice as teacher educators</p> <p>Sharing of practice and provision of professional development</p> <p>Lead research collaborations</p> <p>Building capabilities through strategic succession development</p> <p>Course moderation</p> <p>Programme evaluation</p>	<p><u>At an institutional level:</u></p> <p>Mentoring and support of colleagues to develop their practice as teacher educators</p> <p>Sharing of practice and provision of professional development</p> <p>Lead research collaborations</p> <p>Building capabilities through strategic succession development</p> <p>Course moderation</p> <p>Programme evaluation</p>

Emerging Leadership in Teacher Education Award (up to 10 years in Initial Teacher Education)

	Excellent	Proficient	Emerging
Excellence in teaching	<p>Excellence in teaching makes significant contribution in ITE at a national level e.g. invitations to contribute to ITE in other NZ institutions, cross-institution collaboration, national peer esteem, national recognition/awards</p> <p>Teaching is innovative by demonstrating creative use of technology and reflective of current priorities</p>	<p>Excellence in teaching makes significant contribution in ITE, externally with other institutions e.g. guest lecturer, guest teaching, sharing of materials/resources, positive feedback from guest lecturing</p> <p>Teaching is innovative by demonstrating creative use of technology and reflective of current priorities</p>	<p>Excellence in teaching makes significant contribution in ITE at an institutional level e.g. recognition of teaching excellence within institution, positive student evaluations and comments, internal excellence in teaching award, peer esteem</p> <p>Teaching is innovative by demonstrating creative use of technology and reflective of current priorities</p>
Developing record of engagement in research and publication in ITE	<p>Researches actively within Teacher Education and has begun to collaborate across institutions</p> <p>Established publication and conference contributions in Teacher Education journals and conferences/forums; may be reviewing work from within the field</p>	<p>Researches actively within Teacher Education and has participated in research collaborations within institution</p> <p>Consistently publishes in Teacher Education journals and presents at Teacher Education conferences/forums</p>	<p>Researches actively within Teacher Education</p> <p>Has started to publish in Teacher Education related journals and publications and/or present at Teacher Education conferences</p>
Emerging leadership	<p>Elected and/or contributing member in national ITE bodies e.g. TEFANZ, TCNZ</p> <p>Leadership role within institution e.g. programme lead, course lead</p> <p>Organising committees for conferences, huis, seminars etc...</p>	<p>Membership in national ITE bodies e.g. TEFANZ, TCNZ</p> <p>Leadership role within institution e.g. programme lead, course lead</p> <p>Organising committees for conferences, huis, seminars etc...</p> <p>Mentoring or coaching other ITE colleagues</p>	<p>Active participation and contribution to the profession</p> <p>Leadership role within institution e.g. programme lead, course lead</p> <p>Organising committees for conferences, huis, seminars etc...</p>

Appendix 4. TEFANZ ITE Standards

TEFANZ Professional Standards for Graduates of Initial Teacher Education Programmes

These Professional Standards have been developed to describe what is expected of graduating teachers in a New Zealand context in which the Treaty of Waitangi partnership is honoured.

Professional Values and Practice

Graduating teachers will have high expectations of all students, respect their social, cultural, linguistic and ethnic backgrounds, and be committed to raising their educational achievement.

Graduating teachers will be able to communicate sensitively and effectively with parents and caregivers recognizing their roles and rights in their children's learning.

Graduating teachers will contribute to the corporate life of schools or centres.

Graduating teachers will understand and uphold the teachers' code of ethics.

Graduating teachers will demonstrate a positive approach to personal professional learning through reflection on practice and through participation in academic professional and experiential learning.

Professional Knowledge and Understanding

Graduating teachers will show an understanding of learning and teaching within the contexts of rapidly changing environments.

Graduating teachers will show skills in beginning to create supportive and intellectually challenging learning environments to engage all learners.

Graduating teachers will have an understanding of the positioning of education within social, political and historical contexts and be committed to deepening these understandings through academic and experiential learning

Graduating teachers will possess and be able to apply a range of literacies relevant to their professional roles. They will exhibit a high level of personal proficiency in oral and written language (English and/or Maori), in numeracy, and in the use of ICT in learning environments. They will be literate in the disciplines

appropriate to their professional teaching roles. They will demonstrate appropriate communication skills in a range of social and cultural contexts.

Teaching and Assessment

Graduating teachers will be able to link content knowledge and pedagogical knowledge in designing learning experiences for students.

Graduating teachers will have knowledge of the New Zealand Curriculum Framework or Te Whariki, and will be able to work independently in literacy, numeracy and demonstrate curriculum specialisms appropriate to the sectors in which they plan to work.

Graduating teachers will be able to plan learning programmes which take account of the diverse needs of students in their classes.

Graduating teachers will be able to organize and manage teaching and learning time effectively.

Graduating teachers will develop relevant and challenging learning goals for their students, based on developing knowledge of their students, and their achievement.

Graduating teachers will understand and use a range of assessment tools and strategies to monitor and assess students' progress and to plan learning activities. They will keep appropriate records of progress as the basis for reporting to students, their parents/caregivers and other staff.

Ongoing Professional Learning

Graduating teachers will demonstrate a positive approach to personal learning, based on reflection on practice, as an important part of their ongoing development of teacher identity and agency.

Graduating teachers will engage in professional development and conversation with professional mentors. They will have confidence to ask for assistance and are entitled to receive requested professional support during the time of their provisional registration.

Graduating teachers will demonstrate an ongoing commitment to their own learning through undertaking recognized courses of professional and/or academic development.

Appendix 5. TEFANZ Conferences 2000-2024

Year	Venue	Convenors	Theme
2000	Hotel Grand Chancellor, Christchurch	Neil Anderson, CPIT; Ian Hall, Christchurch College of Education	Educating Teachers: Context, culture and competence
2002	Massey University Campus & Duxton Hotel, Wellington	Luanna Meyer	The Profession of Teaching: Research for practice
2004	Auckland College of Education	John Langley,	Teaching and Research: Research and teaching.
2006	Dunedin College of Education	Anna Marsich.	Teacher education at the cutting edge.
2008	School of Education, University of Waikato	Catherine Lang	Restoring context, critique and connectedness to teacher education
2010	Auckland College of Education University of Auckland	Lexie Grudnoff	Teacher Education Matters
2012	Massey University College of Education	Sally Hansen John O'Neil	Reclaiming and reframing teacher education in Aotearoa New Zealand
2014	WINTERC, Hamilton	Tracey Hooker	Spicing up Teacher Education: Spaces, places, innovations and connections
2016	Otago University	Steven Sexton	How Best to Educate a Nation's Teachers? Debating quality teacher education for today and the future
2018	Joint conference ATEA & TEFANZ Melbourne La Trobe University	Joce Nutall	Teacher Education in and for uncertain times
2020	Joint conference TEFANZ & ATEA Education Association University of Auckland	Fiona Ell	CANCELLED
2020	University of Auckland	Fiona Ell	Research SEMINAR DAY November 19th 2020
2022	No conference /COVID		
2024	University of Auckland	Paul Heyward	TBC